

## A) Profile of the Institution

1. Name and address of the institution :Sri Balaji College of Education  
Irumbedu, Arni, T.V.Malai Dt.,
2. Website URL :[www.sbce.in](http://www.sbce.in)
3. For Communication :

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head / Principal	9787123246	04173-227725	<a href="mailto:sribalajicoed@yahoo.com">sribalajicoed@yahoo.com</a>
Vice - Principal	9443812736	04173-227725	<a href="mailto:elumalaiknb@gmail.com">elumalaiknb@gmail.com</a>
Self - Appraisal Co-ordinator	9488014921	04173-227725	<a href="mailto:prabuknb@gmail.com">prabuknb@gmail.com</a>

### Residence

Name	Telephone Number with STD Code	Mobile Number
Head / Principal	04173-227725	9787123246
Vice - Principal	-	9443812736
Self-Appraisal Co-ordinator	-	9488014921

4. Location of the Institution

Urban	<input type="checkbox"/>
Semi-urban	<input type="checkbox"/>
Rural	<input checked="" type="checkbox"/>
Tribal	<input type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

5. Campus area in acres :

5.19 Acres
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6. Is it a recognized minority institution ?

Yes  No

7. Date of establishment of the Institution :

MM	YYYY
05	2007

8. University / Board to which the institution is affiliated :

TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI-600 005.
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9. Details of UGC recognition under sections 2(f) and 12B of the UGC Act.

	<b>Month and Year</b>		<b>Month and Year</b>								
<b>2(f)</b>	<table border="1"><tr><td>MM</td><td>YYYY</td></tr><tr><td>NIL</td><td>NIL</td></tr></table>	MM	YYYY	NIL	NIL	<b>12B</b>	<table border="1"><tr><td>MM</td><td>YYYY</td></tr><tr><td>NIL</td><td>NIL</td></tr></table>	MM	YYYY	NIL	NIL
MM	YYYY										
NIL	NIL										
MM	YYYY										
NIL	NIL										

10. Type of Institution

- |               |       |   |                                     |
|---------------|-------|---|-------------------------------------|
| a. By funding | i.    | Government                                  | <input type="checkbox"/>            |
|               | ii.   | Grant-in-aid                                | <input type="checkbox"/>            |
|               | iii.  | Constituent                                 | <input type="checkbox"/>            |
|               | iv.   | Self-financed                               | <input checked="" type="checkbox"/> |
|               | v.    | Any other (specify and indicate)            | <input type="checkbox"/>            |
| b. By Gender  | i.    | Only for Men                                | <input type="checkbox"/>            |
|               | ii.   | Only for Women                              | <input type="checkbox"/>            |
|               | iii.  | Co-education                                | <input checked="" type="checkbox"/> |
| c. By Nature  | i.    | University Dept                             | <input type="checkbox"/>            |
|               | ii.   | RIE   | <input type="checkbox"/>            |
|               | iii.  | IASE  | <input type="checkbox"/>            |
|               | iv.   | Autonomous College                          | <input type="checkbox"/>            |
|               | v.    | Affiliated College                          | <input checked="" type="checkbox"/> |
|               | vi.   | Constituent College                         | <input type="checkbox"/>            |
|               | vii.  | Dept of Education of a<br>Composite College | <input type="checkbox"/>            |
|               | viii. | CTE   | <input type="checkbox"/>            |
|               | ix.   | Any other (specify and indicate)            | <input type="checkbox"/>            |

11. Does the University / State Education Act have provision for autonomy ?

Yes  No

If yes, has the institution applied for autonomy ?

Yes  No

12. Details of Teacher Education programmes offered by the institution :

Sl No	Level	Programme/ Course	Entry Qualification	Name of Award	Duration	Medium of Instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary / Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary / Sr.Secondary			Certificate		
				Diploma		
		B.Ed.,	Degree	Degree	I Year	Tamil/ Eng
iv)	Post Graduate			Certificate		
				Diploma		
		M.Ed.,	B.Ed., Degree	Degree	I Year	Tamil/ Eng
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary / Elementary				
Secondary / Sr.Secondary	B.Ed.,	F.TN/SEC/SRO/N CTE/2005-06/5283 Dt. 31.01.06		100
Post Graduate	M.Ed.,	F.SRO/NCTE/ M.Ed.,/2008/7359 Dt. 26.11.08		35
Other				

(Additional rows may be inserted as per requirement)

## B) Criterion-wise inputs

### Criterion I :Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Does the institution offer self-financed programme(s) ?

If yes,

a) How many programmes ?

b) Fee charged per programme

3. Are there programmes with semester system

4. Is the institution representing / participating in the curriculum development / revision processes of the regulatory bodies ?

Yes  No

If yes, how many faculty are on the various curriculum development / vision committees / boards of universities / regulating authority.

5. Number of methods / elective options (programme wise)

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed.(Part Time)

Any other (specify and indicate)

6. Are there programmes offered in modular form?

Yes  No

Number

7. Are there programmes where assessment of teachers by the students has been introduced?

Yes  No

Number

8. Are there programmes with faculty exchange / visiting faculty?

Yes  No

Number

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- |                                      |   |                             |
|--------------------------------------|---|-----------------------------|
| • Heads of practice teaching schools | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Academic Peers                     | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Alumni                             | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Students                           | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Employers                          | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

10. How long does it take for the institution to introduce a new programme within the existing system ?

11. Has the institution introduced any new courses in teacher education during the last three years ?

Yes  No

Number

12. Are there courses in which major syllabus revision was done during the last five years?

Yes  No

Number

13. Does the institution develop and deploy action plans for effective implementation of the curriculum ?

Yes  No

14. Does the institution encourage the faculty to prepare course outline ?

Yes  No

***Criterion II : Teaching - Learning and Evaluation***

1. How are students selected for admission into various courses ?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/ Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	25	75	100	-	-	-	-	-	-
M.Ed.(Full Time)	21	14	35	-	-	-	-	-	-
M.Ed(Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students ?

Yes  No

If yes, how many

5. What is the 'unit cost' of teacher education programme ?

(Unit cost = total annual recurring expenditure divided by the number of students / trainees enrolled).

a) Unit cost excluding salary component

b) Unit cost including salary component

*(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)*



6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	-	45%	-	Just pass for SC/ST
M.Ed. (Full Time)	-	50%		
M.Ed. (Part Time)	-	-	-	-

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission) ?

Yes  No

8. Does the institution develop its academic calendar?

Yes  No

9. Time allotted in percentage

Programme	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	960 Hrs	240 Hrs	-
M.Ed. (Full Time)	200 days	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	0
---	---

b) Minimum number of pre-practice teaching lessons given by each student

1	0
---	---

11. Practice Teaching at School

2	1
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a) Number of schools identified for practice teaching

b) Total number of practice teaching days

4	0
---	---

c) Minimum number of practice teaching lessons  
given by each student

4	0
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

Number of Lessons

In Simulation

Number	10
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Number of Lessons

Pre-practice

teaching

Number	10
--------	----

13. Is the scheme of evaluation made known to students at the beginning of the academic session ?

Yes  No

14. Does the institution provide for continuous evaluation ?

Yes  No

15. Weightage (in percentage) given to internal and external evaluation.

Programme	Internal	External
D.Ed.	-	-
B.Ed.	20%	80%
M.Ed. (Full Time)	-	100%
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

0	4
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b) Number of assignments for each paper

1	0
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17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / Courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	Multimedia	

18. Are there courses with ICT enabled teaching-learning process?

Yes  No

Number

19. Does the institution offer computer science as a subject?

Yes  No

If yes, is it offered as a compulsory or optional paper?

Compulsory  Optional

**Criterion III : Research, Development and Extension**

1. Number of teachers with Ph.D and their percentage to the total faculty strength

Number	4	%	27
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2. Does the Institution have ongoing research projects?

Yes  No

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
Nil	Nil	2 years	Nil
Nil	Nil		Nil
Nil	Nil		Nil
Nil	Nil		Nil

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

25 students (M.Ed) 2009-10

4. How does the institution motivate its teachers to take up research in education ? (Mark '✓' for positive response and 'x' for negative response)

- Teachers are given study leave  X
- Teachers are provided with seed money  X
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other (specify and indicate)  X

5. Does the institution provide financial support to research scholars?

Yes  No

6. Number of research degrees awarded during the last 5 years

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG) ?

Yes  No

8. Details of the Publications by the faculty (last five years)

	Yes	No	Number
International Journals	-	-	-
National journals – referred papers Non referred papers	-	-	-
Academic articles in reputed magazines / news papers	-	-	-
Books	-	-	-
Any other (specify and indicate)	-	-	-

9. Are there awards, recognition, patents etc received by the faculty ?

Yes  No

Number

10. Number of papers presented by the faculty and students (during last five years)

National seminars

International seminars

Any other academic forum

(State level seminar participation and paper presentation)

Faculty	Students
2	-
-	-
6	30

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for Yes and 'x' for No)

Self - instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

 X

12. Does the institution have a designated person for extension activities ?

Yes  No

If yes, indicate the nature of the post : Physical Director

Full-time

Part-time

Additional charge

13. Are there NSS and NCC programmes in the institution ?

Yes  No  (YRC and RRC Programmes)

14. Are there any other outreach programmes provided by the institution ?

Yes  No

Spoken English, Net Browsing

15. Number of other curricular / co-curricular meets organized by other academic agencies / NGOs on Campus

Yes  No

Health Department Programme (2009-2010)

16. Does the institution provide consultancy services?

Yes  No

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input type="checkbox"/>
International level	<input type="checkbox"/>

***Criterion IV : Infrastructure and Learning Resources***

1. Built-up Area (in sq.mts)

2. Are the following laboratories been established as per NCTE Norms?

- a) Methods Lab Yes  No
- b) Psychology Lab Yes  No
- c) Science Lab (s) Yes  No
- d) Education Technology Lab Yes  No
- e) Computer Lab Yes  No
- f) Workshop for preparing teaching aids Yes  No

3. How many Computer terminals are available with the institution?  
 Yes  No  40 computer terminals
4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?  
 Rs.8,56,150 2008-2009
5. What is the Amount spent on maintenance of computer facilities during the previous academic year?  
 Rs.3,42,460 2009-2010
6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?  
 Rs.2,49,700.50 2009-2010
7. Budget allocation for campus expansion (building) and upkeep for the current academic session / financial year?  
 -
8. Has the institution developed computer-aided learning packages?  
 Yes
9. Total number of posts sanctioned
- |              | Open |   | Reserved |   |
|--------------|------|---|----------|---|
|              | M    | F | M        | F |
| Teaching     | 9    | 5 | -        | - |
| Non-Teaching | 2    | 2 | -        | - |
10. Total number of posts vacant
- |              | Open |   | Reserved |   |
|--------------|------|---|----------|---|
|              | M    | F | M        | F |
| Teaching     | -    | - | -        | - |
| Non-Teaching | -    | - | -        | - |
11. Number of regular and permanent teachers (Gender-wise)
- |            | Open |   | Reserved |   |
|------------|------|---|----------|---|
|            | M    | F | M        | F |
| Lecturers  | 7    | 4 | -        | - |
| Readers    | 1    | - | -        | - |
| Professors | 1    | 1 | -        | - |



b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

		Open		Reserved	
		M	F	M	F
Lecturers		-	-	-	-
Readers		-	-	-	-
Professors		-	-	-	-

c. Number of teachers from

Same state

14
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Other states

-
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12. Teacher student ratio (program-wise)

Programme	Teacher-student ratio
D.Ed.	-
B.Ed.	1:11
M.Ed. (Full Time)	1:7
M.Ed.(Part Time)	-

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		2	2	-	-
Temporary		-	-	-	-

b. Technical Assistants

		Open		Reserved	
		M	F	M	F
Permanent		6	1	-	-
Temporary		-	-	-	-

14. Ratio of Teaching-non-teaching staff

14:4
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15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

34%
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16. Is there an advisory committee for the library?

Yes  No

17. Working hours of the Library

On working days

9.30 a.m to 5.00 p.m

On holidays

-

During examinations

9.00 a.m to 5.00 p.m

18. Does the library have an Open access facility?

Yes  No

19. Total collection of the following in the library

a. Books

- Textbooks

500

- Reference books

4100

b. Magazines

5

c. Journals subscribed

- Indian journals

10

- Foreign journals

-

d. Peer reviewed journals

-

e. Back volumes of journals

-

f. E-information resources

- Online journals / e-journals

-

- CDs / DVDs

100

- Databases

-

- Video Cassettes

-

- Audio Cassettes

30

20. Mention the

Total carpet area of the Library (in sq.mts.)

123 sq.mts

Seating capacity of the Reading room

25

21. Status of automation of Library	<input type="checkbox"/>
Yet to initiate	<input checked="" type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input checked="" type="checkbox"/>
22. Which of the following services / facilities are provided in the library ?	
Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation / information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes  No

24. Furnish information on the following

Average number of books issued /

Returned per day

Maximum number of days books are permitted to be retained

by the students

by the faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited /

consulted per month

Ratio of library books (excluding textbooks

and book bank facility) to the number of

students enrolled

25. What is the percentage of library budget in relation to total budget of the institution?

26. Provide the number of books / journals / periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
i. Text books	400	30,000	30	20,000	70	30,000
ii. Other books	3500	2,14,700			600	15,000
iii. Journals/ Periodicals	10	4,000				
iv. Any others (specify and indicate)						
<i>(Additional rows / columns may be inserted as per requirement)</i>						

**Criterion V : Student Support and Progression**

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.	-	-	-
B.Ed.	-	-	-
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

2. Does the Institution have the tutor-ward / or any similar mentoring system

Yes

No

If yes, how many students are under the care of a mentor / tutor ?

6

3. Does the institution offer Remedial instruction ?

Yes  No

4. Does the institution offer Bridge courses ?

Yes  No

5. Examination Results during past three years (provide year wise data)

	UG			PG			M.Phil		
	I	II	III	I	II	III	I	II	III
Pass Percentage	97	84	78	-	-	52	-	-	-
Number of first classes	97	82	66			11			
Number of distinctions	-	9	4	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	-	-	-
SLET / SET	-	-	-
Any other (specify and indicate)	-	-	-

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
i) Merit Scholarship			
ii) Merit-cum-means scholarship			
iii) Fee concession	6	10	42
iv) Loan facilities			
Any other (specify and indicate) (SC/ST Scholarship)	15	31	28
<i>(Additional rows may be inserted as per requirement)</i>			

8. Is there a Health Centre available in the campus of the institution ?

Yes  No

9. Does the institution provide Residential accommodation for :

Faculty Yes  No

Non-teaching staff Yes  No

10. Does the institution provide Hostel facility for its students ?

Yes  No

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities ?

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

Yes  No

13. Availability of rest rooms for men

Yes  No

14. Is there transport facility available?

Yes  No

15. Does the Institution obtain feedback from students on their campus experience ?

Yes  No

16. Give information on the Cultural Events (Last year data) in which the institution participated / organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify and indicate)						

*(Excluding college day celebration)*



17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	<b>Participation of students (Numbers)</b>	<b>Outcome (Medal achievers)</b>
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes  No

If yes, give the year of establishment

2009

19. Does the institution have a Student Association / Council?

Yes  No

20. Does the institution regularly publish a college magazine?

Yes  No

21. Does the institution publish its updated prospectus annually?

Yes  No

22. Give the details on the progression of the students to employment / further study (Give percentage) for last three years

	<b>Year 1 (%)</b>	<b>Year 2 (%)</b>	<b>Year 3 (%)</b>
Higher studies	10%	12%	10%
Employment (Total)	90%	88%	90%
Teaching	90%	88%	90%
Non teaching			

23. Is there a placement cell in the institution?

Yes  No

If yes, how many students were employed through placement cell during the past three years.

1	2	3
All	All	All

24. Does the institution provide the following guidance and counseling services to students ?

- Academic guidance and Counseling Yes  No
- Personal Counseling Yes  No
- Career Counseling Yes  No

***Criterion VI : Governance and Leadership***

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee

Yes  No

2. Frequency of meetings of Academic and Administrative Bodies : (last year)

Governing Body / Management	Frequently
Staff council	Frequently
IQAC / or any other similar body / committee	Frequently
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Frequently

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution ?

Loan facility	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

-	-	-
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5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC / NCTE or any other recognized organization

-
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b. Number of teachers who were sponsored for professional development programmes by the institution

National

-	-	-
---	---	---

International

-	-	-
---	---	---

c. Number of faculty programs organized by the Institution :

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d. Number of Seminars / workshops / symposia on Curricular development, Teaching-learning, Assessment, etc. organised by the

O	n	e
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e. Research development programmes attended by the faculty

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f. Invited / endowment lectures at the institution

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Any other area (specify the programme and indicated)

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6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes  No

b. Student assessment of faculty performance

Yes  No

c. Expert assessment of faculty performance

Yes  No

d. Combination of one or more of the above

Yes  No

e. Any other (specify and indicate)

Yes  No

7. Are the faculty assigned additional administrative work ?

Yes  No

If yes, give the number of hours spent by the faculty per week

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

Fees

Donation

Self-funded courses

Any other (specify and indicate)

9. Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget	31	34
% spent on the salary of faculty	30	30
% spent on the salary of non-teaching employees	15	15
% spent on books and journals	3	3
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	5	5
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5	4
% spent on maintenance of equipment, teaching aids, contingency etc.	4	4
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2	2
% spent on travel	5	3
% Any other (specify and indicate)	-	-
% Total expenditure incurred	100	100

10. Specify the institutions surplus / deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.

1189016.5

Deficit in Rs.

1668175.80

648695.59

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism ?

Yes  No

13. ICT / Technology supported activities / units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes  No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff ?

Yes  No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes  No  Management Register of TNTEU

17. Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff ?

Yes  No  Management & Appointment Committee

18. Is a grievance redressal mechanism in vogue in the institution?
- a) for teachers
- b) for students
- c) for non-teaching staff

19. Are there any ongoing legal disputes pertaining to the institution ?

Yes  No

20. Has the institution adopted any mechanism / process for internal academic audit / quality checks?

Yes  No

21. Is the institution sensitized to modern managerial concepts such as strategic planning, Teamwork, decision-making, computerization and TQM?

Yes  No

***Criterion VII : Innovative Practices***

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes  No

2. Do students participate in the Quality Enhancement of the Institution ?

Yes  No

3. What is the percentage of the following student categories in the institution ?

Category		Men	%	Women	%
a	SC / ST	5	5%	14	14%
b	OBC	19	19%	57	57%
c	Physically challenged	1	1%	-	-
d	General Category	-	-	4	4%
e	Rural	20	20%	60	60%
f	Urban	5	5%	15	15%
g	Any other (specify)	-	-	-	-

4. What is the percentage of the staff in the following category?

Category		Teaching Staff	%	Non-Teaching Staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	15	100%	4	100%
d	Women	5	33.33%	2	50%
e	Physically Challenged	-	-	-	-
f	General Category	-	-	-	-
g	Any other (specify)	-	-	-	-



5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On Completion of the Course	
	Batch I	Batch II	Batch I	Batch II
SC	-	-	-	-
ST	-	-	-	-
OBC	-	-	-	-
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	-	-	-	-

## THE EVALUATION REPORT

### 1. EXECUTIVE SUMMARY

The college is functioning under the Trust namely Tmt. Kannammal Educational Trust.

The aims of the Trust has been given below:

1. Providing quality education for the rural students.
2. Achieving excellence in technology.
3. Developing social and civic awareness among students.
4. To meet challenges in their higher education.

The College is situated in a vast area of 5.19 acres on Arni-Arcot Road, 4 k.m., from Arni Town. The college is run by Tmt.Kannammal Educational Trust. The college was started in 2007. The Trust has provided sufficient infrastructural facilities upto the requirements. The team of staff are dynamic, duty conscious and disciplined. They adhere the logo of our college and work hard. They take special care to inculcate values among students.

Our college is having cordial relationship with 25 High and Higher Secondary Schools in Tiruvannamalai District. Our students undergo internship in those schools. The present educational system is facing many challenges due to technological progress. Society also expects the best solution which could be available only from education.

The library is housing more than 6000 books consisting of various subjects, magazines and journals also adorn the library. Regarding lab

facilities physical, biological, psychology, computer arrangements are available.

The main objective of Sri Balaji College of Education is to pave the way for learning as well as acquiring practical knowledge in broadening the thought and action of the students.

We have given some of the objectives of our college.

1. To suit the Indian conditions balanced curriculum to be designed.
2. To make the students buildup qualities like tolerance, forbearance, adaptability, co-operation, etc.,
3. To make the students involvement in co-curricular activities.
4. To provide opportunities to the students in realizing civic responsibilities and awareness of social norms.
5. To buildup character and morality.
6. To make the students in facing the challenges of socio and economic issues.
7. To help the students in acquiring skills vocationally as well as intellectually.
8. The spirit of life long learning to be inculcated among the students.
9. Teacher acts as promoter like a ladder, platform to perform many activities.
10. To kindle trainees to have a high aim and make them to achieve the goal.

The student community should realize that they are going to play a vital role in making the strong India, self-sufficient in all aspects and preparing to lead other countries also to make the term globalization a successful one.

The teachers are moulding the students in such a way to bring out their potentialities and capacities to buildup strong nation. A real teacher is one who not only teaches but also going on learning. He is referred as friend, philosopher and guide. He is also playing the role as facilitator, guide and motivator. Student teacher must have mastery over the subject, skills development, practical knowledge, adopting innovating techniques with sincerity, honesty and hardwork.

The trainees of our college adhere norms, adapt to situations and come up and shine well.

## **THE CHALLENGES FACED BY THE INSTITUTION IN BUILDING A QUALITY INSTITUTION**

The vision of Sri Balaji College of Education is imparting quality education to attain wisdom. Knowledge is power. To acquire knowledge arrangement of educational system is must. Educational system should be operated by faculty staff. So bread winning alone is not the aim of education. But what is expected by the society is to be taken into account.

Our mission is affording the quality education at a affordable cost. But qualitative aspect to be considered at all levels. Values and norms are floated in the air. Quality is undermined and quantity is counted. To change this scenario competent teaching academic personalities are required.

Education is life, power, anything and everything. The impact of education should be known to one and all. Education is endless process. Learning is life process and it is applicable also in acquiring education.

## CRITERION I - CURRICULAR ASPECTS

### 1.1 CURRICULAR DESIGN AND DEVELOPMENT :

Sri Balaji College of Education, Arni aims that the curriculum in schools should be framed not only for intellectual growth but also personal and social growth of children. The method of education should be in a position to answer the questions what to learn? How to learn and why to learn? Instead of teacher and subject oriented, it should be student centered one.

The curriculum design should be reachable one to disadvantaged and paving way to self development. Globalization phenomena makes everyone to have contact easily. The values should be given priority. Value education could be imparted through curriculum and co-curricular activities. By way of conducting seminar, debates, symposium, workshop, cultural activities, N.S.S, youth Red Cross, Red Ribbon Club, SUPW, etc., social, moral and cultural values are attained. As per Tamil Nadu Teachers Education University syllabus we adhere the curriculum.

The curriculum for B.Ed., is as follows.

#### **Core Subjects :**

1. Education in the Emerging Indian Society.
2. Psychology of Learning and Human Development
3. Educational Innovations and Management.

### **Elective Subjects:**

One subject among the given below should be taken by every trainee.

1. Environmental Education
2. Guidance and Counselling
3. Computers in Education
4. Pre-Primary Education

Two optional subjects are to be studied.

Optional I : The major subject at degree level studied

Optional II : Tamil Paper I / English Paper I / Economics Paper I /  
Commerce Paper I / etc.,

Educational gadgets are used to meet the changes. Computer, Internet, Tele conferencing methods are adopted. Environment, value education are given priority in the curriculum arrangement. Planting saplings, Anti-pollution seminar, Rally etc., are observed by us. Pollution is a threat to our environment. By the way of planting saplings clean environment is preserved.

## 1.2 ACADEMIC FLEXIBILITY

Human Resource is playing pivotal role in maintaining quality education. We realize that the existing system of education should be improved to meet out challenges which come from society. Flexibility is prime quality required for the steady growth.

We conduct several programmes in and out of campus to provide experience in learning activities. We enact drama to highlight awareness on AIDS disease. We conduct Rally, camp etc to insist on preserving environment. Our college organizes Educational Tour, Field-Trip, Citizenship Training Camps to give varied experiences to our students.

In formal education system social, moral, aesthetic and spiritual sides of a person are not given due importance. But it is realized as an important aspect, because value added education is playing major role nowadays. We adopt some measures to materialize.

Regular classes commence with prayer which disciplines body, mind and soul. Participating in cultural activities make them to learn tolerance, co-operation, flexibility, etc.

C.T. camps give opportunities to realize the value of labour.

Values of students is deciding factor of destiny of teacher.

Students are given opportunities to develop multi-disciplinary aspects. Educational technology provides facilities for multi-skill development. Attending Teaching Practice makes them to visit various schools with varied



experience. Work experience and SUPW shows a new area of experience. How to make products and their compositions are learnt by them.

### **1.3 FEEDBACK ON CURRICULUM:**

What kind of experiences has been acquired by the students is an important issue as the feedback regarding curriculum. Various methods are taught to the trainee and how for the methods adopted with followup is to be analysed. After evaluating the methods of students they are given feedback viz. objectives of the curriculum and the level of attainment in achieving them.

### **1.4 CURRICULUM UPDATE:**

Curriculum updating is not an annual process though it is a continuous process. According to the needs which arise, the curriculum is revised by State Government or University Board.

Since 2005, the courses D.T.Ed., and B.Ed., have been undergoing curriculum changes. NCTE has put up many suggestions regarding ABL method and ALM method in learning. In 2006-07 and 2007-08 all self financing, aided and Govt. institutions running B.Ed., college were affiliated to the regional universities. In 2008-09 all the institutions came under one roof viz., Tamil Nadu Teachers Education University. The curriculum has been changed twice.

## 1.5 CURRICULUM ASPECTS - BEST PRACTICES

Some of the best practices which are implemented in our college have been given below:

1. Seminars conducted periodically.
2. Unit wise tests are conducted.
3. Lesson Plans, Assignments are written to raise the tone of education.
4. Re-orientation programmes are organized.
5. To improve quality teacher education objectives and aims are framed.
6. classroom management, teaching practice techniques, teaching learning materials making etc., are considered very important during the training period.
7. Demonstration of Micro-Teaching skills by Teacher Educators.
8. Preparing Low cost teaching materials.
9. Teacher Educators induced for higher studies and participate seminar, workshop, etc.,

We visit surrounding Arts and Science colleges to make the students know about the B.Ed., course and its significance. Through dailies, magazines and Local T.V Channel the programmes of our institution is focused. The valuable information given to the students are

1. The need and significance of the B.Ed., course
2. Duration of the course
3. Subjects offered
4. Eligibility

5. Salient features of our college.

Skill Assessment is considered to be as an important thing. The students knowledge is assessed by way of following the techniques mentioned under :

1. Student-Faculty meeting organized.
2. Students reveal their needs.
3. Questionnaire provision to students.

## CRITERION II TEACHING LEARNING AND EVALUATION

### 2.1 ADMISSION PROCESS AND STUDENT PROFILE

Students are admitted as per the norms laid down by Tamil Nadu Teachers Education University, Chennai-5. Eligibility for admission to B.Ed., course has been given below:

#### ADMISSION PROCESS AND STUDENT PROFILE

Admissions are made as to the norms of Tamil Nadu Teachers Education University, Chennai. Eligibility for the admission to the B.Ed., course are as follows :

1. The candidates who have undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education / Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary / Higher Secondary Examination level.
2. Candidates who have passed the UG or PG degree in Open University System **without** qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination **shall not be** considered for admission.
3. However, candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate / Two Years Foundation Course Certificate / Two Years Diploma Course conducted by State Government / recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.
4. Candidates who have studied more than one main subject in Part III (under Double / Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied

for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (viii).

5. Candidates who have passed under Double Degree / Additional Degree Programme with less than three years duration **are not eligible** for admission
6. Candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary / allied subjects alone) of the course alone shall be taken into account for admission.
7.
  - a) Candidates who have done their UG degree in Applied Mathematics can apply for Mathematics.
  - b) Candidates who have done their UG degree in Applied Physics, Geo-Physics, Bio-Physics and Electronics can apply for Physical Science.
  - c) Candidates who have done their UG degree in Biochemistry and Applied Chemistry can apply for Physical Science.
  - d) Candidates who have done their UG degree in Biotechnology, Plant Biology and Plant Biotechnology can apply for Biological Science.
  - e) Candidates who have done their UG degree in Environmental Science and Micro-Biology can apply for Biological Science.
  - f) Candidates who have done their UG degree in Applied Geography can apply for Geography.
  - g) Candidates who have done their UG degree in Computer Science, Information Technology and Computer Applications etc., can apply for Computer Science.
8. Candidates with the following marks in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology,

Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

<b>Community / Category</b>	<b>Minimum Marks</b>
OC	50%
BC	45%
MBC / DNC	43%
SC / ST	40%

**Note :**

- a. Marks obtained by the candidates in UG degree course Part III Major and Allied including practical (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above.
  - b. Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.
  - c. To arrive at above percentage of marks, the marks obtained by the candidates in Major and Allied subjects including Practicals alone shall be taken into account.
  - d. Rounding off of marks to the next higher integer will not be permitted.
9. Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not be considered for admission.
  10. In the case of Physically or visually Challenged candidates, a minimum pass in the degree is enough.
  11. Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian

Culture with 50% (irrespective of their UG Marks) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University can apply.

However, the basis of selection shall be in accordance with the Regulations of the University / Government of Tamil Nadu Guidelines for admission to B.Ed course in force from time to time.

## **2.2 CATERING TO DIVERSE NEEDS**

To fulfill student's learning needs the college is taking so many steps which will lead to conducive environment for learning as well as overall development.

Some of them are

1. How to handle the student in the class is to be known and guidelines are given according to that.
2. Teachers should feel as though they undergo training like that and they are equipped with teaching learning materials.
3. Classrooms should be centre of cultural, social, economic and academic activities.
4. Provision of educational gadgets to update the techniques as well as knowledge to the teachers and improving competencies.
5. Development of educational plans at different levels like village, block and district.

Seminars are conducted related to problems of education and remedies for the same.

Workshops are conducted to collect data in analyzing issues related to educational trends.

In service trainings are arranged to have awareness regarding new methodology and techniques in teaching.

Making low cost teaching materials and how to utilize to make teaching an effective one.

### **2.3 TEACHING LEARNING PROCESS**

Learning by doing is an acceptable version in the field of education. Students of our college are given wide opportunities to make them active in learning.

1. Library reading hour is must to one and all.
2. Project Report submission is compulsory which makes the students to visit library to refer the books.
3. Website facility is available through computer lab.
4. Faculty members guide each and every student in preparing the project work.
5. Micro-teaching techniques are adopted to make the teaching skills in an effective manner.
6. Practice teaching for 40 days gives opportunity to students for observation and instructional materials are used for institutional teaching. Faculty members are visiting periodically, meet the trainees,



guide them in preparing lesson plans and suggest ways and mean to acquire skills of teaching.

7. Innovation is inseparable from progressive system. Our college is providing for such dynamic thinking. The facilities available are given under :

1. Playway method
2. Dramatisation method
3. ABL method
4. Computer Assisted Teaching
5. There is teaching practice as 10 days observation, 30 days teaching practice. They have to prepare 40 lesson plans for optional I & II. With the guidelines of guide teacher tests are conducted. Teacher educators visit them periodically and monitor their activities.

## **2.4 TEACHER QUALITY**

Quality is essential and indispensable in anything and everything. Especially in a society quality of life is preferable one. It is depending upon quality of education, which in turn is decided by quality of teacher. Teachers have the responsibility of making the younger generation sound in physically and mentally. Every citizen should have good conduct and character. Teacher must be a source of inspiration in inculcating moral responsibility also among the students. Learning process should be well taught. The required

competencies for student teachers should be provided by the teacher education in such a way.

1. During the time of teaching practice, for every five students one guide teacher is arranged.
2. Lecturers of our college visit those schools where our students undergo teaching practice daily, meet them, observe their teachings and guide them to make their practice as an improved one.
3. Seminars are conducted and student-teachers are given information related to trends in the educational development.
4. The faculty members and the students often meet to know the latest developments in the curriculum, teaching methods, innovations, classroom management, policy of government and thereby have a complete knowledge.
5. Our college is proud to have a team of faculty members who are efficient and able, dynamic and dedicating academic and professional qualifications. Teachers are given liberty to prove their capacities. Regarding training, developmental activities, giving importance to co-curricular activities they excel.
6. Our college takes measures in uplifting the staff in getting higher qualification so that their competency and capabilities could be enhanced. Job security is assured with promotion, increment, bonus, etc. The results will reveal the caliber of staff and greatness of the college: updating, knowledgeable staff are preferred.

## 2.5 EVALUATION PROCESS AND REFORMS

Planning and executing are two important sides of any activity. Similarly evaluation is also equally important in making success in any career.

In our college students undergo various stages of assessment. Unitwise tests are conducted. Quarterly, half yearly examinations are organized. Terminal, revision and model examinations are also conducted. The performance of the students are recorded and informed to their parents periodically.

Every student is given special attention regarding his class performance, assignment work, interaction activities, enthusiasm in co-curricular activities etc and feed back is recorded and analysed.

Group study will reveal the performance of the members. The intelligent, average, backward children, boy and girl are given guidelines and their attitude change and others are observed which will be followed by feedback instantly.

Evaluation of school system is also given importance and how to improve the existing arrangements are considered.

Evaluation is done by way of submitting assignments, conducting seminars with teaching materials, conducting various levels of tests and examinations for not only internal exam but also for university examinations to be held.

### **CRITERION III - RESEARCH, CONSULTANCY AND EXTENSION**

We motivate B.Ed. students of our college to take up research in education. Many students prepared and presented papers on different titles in seminars conducted by nearby colleges. Moreover 25 students of M.Ed., course submitted their thesis in Research and Statistics paper. This year 2010-2011 35 students belonging to M.Ed. have submitted their thesis paper with different titles in English and Tamil medium.

We give top priority for research activities. We made our staff to enroll themselves in different universities to pursue for research. Our M.Ed., students created a record in our district with top score.

## **CRITERION IV - INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 PHYSICAL FACILITIES AND MAINTENANCE OF INFRASTRUCTURE**

Our college is equipped with all infrastructural facilities. Our class rooms are provided with sufficient furniture. Regarding light and ventilation very good arrangement are available. Sufficient fans and required amount of lighting facilities are available. Protected, cool water is available. As per norms laid down by government the college building, classes, seminar hall, conference meeting place, staff room, physical education room, labs, libraries, rest rooms, first aid facilities, etc., are functioning at a good level.

### **4.2 MAINTENANCE OF INFRASTRUCTURE :**

Classic Auditorium is there for seminar arrangements. 10 more computers have been added with 30 systems existing already. Pollution free environment is another feature. College buses are operated to distant places and to help local students.

### **4.3 LIBRARY**

Library contains specialized collection of books, journals and non-book materials in various subjects.

Library contributes to the fulfillment of the college.

Selecting, acquiring, maintaining and making accessible a collection of printed primary and secondary materials that will support the educational research programmes of both students and faculty.

Providing library users with point of use instruction, personal assistance in conducting literature research and other reference services.

Providing an environment for optimum use of library materials and an appropriate schedule of hours of service and professional assistance.

Enhancing the library resources and services through cooperative relationship with other libraries and agencies.

Our library is located in 2<sup>nd</sup> floor in our building. It contains journals, periodicals, newspapers, magazines, book banks.

#### Resources

Specialized collections are available in basic sciences, mathematics, literature, computer science, social science. Our library comprises of the following books:

Total number of books : 4600

Total number of volumes :

#### II Periodicals

Total number of periodicals : 10

(Subscribed for year 2011)

International journals : -

National journals : -

Online journals : -

Science direct : -

### III Media Resources

Video Cassettes : -

Audio : 30

C.Ds : 100

#### ***Rules and Regulations :***

1. Strict and absolute silence shall be observed in library.
2. Cell phones should be switched off inside the library.
3. Bags, Big hand bags are strictly prohibited inside the library.
4. If the due date falls on a holiday the next working day will be taken as the due date.
5. Books will be issued to members only on producing membership card.
6. If any book is lost or damaged, the responsible person should replace it with a new copy.
7. Membership is not transferable.
8. Reference books, newspapers, magazines and journals should not be taken out.

#### **4.4 ICT AS LEARNING RESOURCES**

The institution has a good computer lab with 40 computers, Internet connection is also available. Students are allowed to access the computer lab periodically. During class hours, power point presentation is prepared by using these computers.

The curriculum framed by Tamil Nadu Teachers Education University includes a lot of activities which develop computer skills. All the teacher trainees has to prepare power point presentation. The Educational Technology file opened the door for the use of web-searches. Preparation of documents also encourage the students to use internet. Computer science is allowed for students as a major option. It contains a lot of provision for the development of hardware and software skills.

The teaching-learning process underwent a change in the wake of adoption of technology. The latest feather in technological advancement is the internet and www which have revolutionized the pedagogical process across the world. As a very efficient tool, the expertise in the use of internet will help the teachers rise up to the expectation of the new millennium. The opinion of teachers regarding the curriculum can be send through e-mail.

For including more information in the lesson plan, the teacher trainees make use of internet. In classroom transactions seminars are presented through power point slides. For the preparation of Educational Technology file, especially the teacher trainees use web searches.

#### **4.5 OTHER FACILITIES**

The institution has language laboratory which needs many C.D's at the disposal on different activities. So, content C.Ds, pronunciation C.Ds, voice modulation C.Ds, etc are available in the language lab. The students can use



them with head phones. This process goes on every day since the lab can cater to the needs of 40 students at a time.

The institution has physical sciences lab, biological sciences lab and psychology lab. Most of the things are non-consumable items. Still some additions of materials included every year to enhance the utility for extra knowledge.

There is multipurpose hall, workshop for preparing teaching aids, art and music room for diversified activities, indoor gymnasium, buses for transport and well maintained play ground are available for the trainees.

#### **4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES**

While teaching in the class room, the teacher educator tries to utilize maximum possible teaching aids which are relevant to the content. The English teachers frequently use the language lab for their usage. Similarly the science teachers use their laboratories to explain the particular aspects.

Trainees are taught to use the internet for searching their needs. How to create an e-mail address, edusat, etc. are taught to the trainees.

## CRITERION V - STUDENT PROGRESS AND PROGRESSION

### 5.1 STUDENT PROGRESSION

Library and laboratories play an important role which decide as resources for learning. Every year we add equipments required for Physical Science, Biological Science, Computer Science Lab, etc., Several books, magazines, journals are also addition to our library.

Teaching faculty is given all support by our college. To acquire, higher qualification, to attend workshops, seminars, to submit the thesis they are encouraged and what all help required to them are given.

Personality development and leadership qualities are needed for the students and suitable environment is also created. Counseling and guidance cell is functioning well.

The students are well-informed about their career after doing the course. What kind of employment opportunities is available is exhibited through notice-board.

We conduct placement camp in our college. After the result suitable candidates are getting jobs in various matric and self financed institutions. The details about the result and students positions are well informed.

Year	Students appeared	Percentage of students go for higher studies	Percentage of students choose teaching profession
2007-2008	100	15	85
2008-2009	100	20	80
2009-2010	100	18	82

## 5.2 STUDENT SUPPORT

The college offers a wide range of opportunities for the students support and progress. The prospectus which is published at the beginning of every academic year provides detailed information regarding the institutions and its activities. The rate of success of the students in the college is very high which is evident from the performance of the students in the annual examination.

### Remedial measures for academically low achievers

The main causes for low achievement

1. Physical causes
2. Psychological causes
3. Parental causes
4. Social / Environmental causes
5. Institutional causes

Counselling is given to solve problems related with psychological and parental causes. Proper motivation, special coaching, personal care, creating suitable opportunities make to clear other problems.

Advanced learners are also given special care by way of conducting seminars, project method, problem solving method are suggested.

Teachers role is not to be under estimated. They have to assist students not only in learning but also in personality development. After conducting terminal examination students are classified whether they are coming under low achievers or advanced learners. Then only what is to be done is decided.

Similarly before going to practice teaching the students are identified and equipped suitably to know about micro-teaching and techniques to be adopted to make the teaching practice an effective one.

With regard to progression to employment and further study, the college does not maintain any record. However, being a professional institution, a sizeable number of students trained here to join the teaching profession and a few students pursue the M.Ed., course. Students of this college normally do not appear for any competitive examination except the examination conducted by the state government for recruitment of teachers for obvious reasons.

The college provides substantial financial aid to a large number of students in the form of merit scholarships and merit cum means financial support. The government of Tamil Nadu advance loans to poor and deserving student teachers, which is repayable after the completion of their course. There is a placement cell in the institution which has succeeded in getting placement for 10 students in the last academic year. The college organizes several activities in the area of sports and games and other extra curricular activities for over all development of the students' personality. This includes outdoor games, nature clubs, debate clubs, student magazines, cultural programmes, audio-visual facilities, dance and music competitions, essay writing, etc.,

The college has started an Alumni Association which helps the institution in the improvement of the college and the student community. The

association has extended its exceptional support to the institution and also instituted endowments, prizes and medals for the outgoing students.

- ★ A variety of scholarships and financial assistance are available to under privileged students.
- ★ Placement of students needs to be strengthened.
- ★ Modern teaching techniques, library, job-assuring courses, lab facilities provided a good academic ambience to the students.
- ★ Health care centre of the college caters to the medical needs of staff, students and society.
- ★ Insurance facilities protect the interest of the students.
- ★ Reference books are available to students more than their number. Periodical assessments of students are carried on. Educational Technology is utilized at a full extent.

This institution has its website. The information posted on the site are as below :

Website address : [www.sribalajicoed.co.in](http://www.sribalajicoed.co.in)

- Sri Balaji College of Education, Trust logo is sited.
- College location is marked.
- Courses available.
- Faculty qualification and their experience.
- Contact address, Landline and Mobile Numbers.
- NCTE, University recognition, approval details.

### **5.3 STUDENT ACTIVITIES:**

The aim of education is all round development of a student. Co-curricular activities are essential for such development. These activities help in the development of 4H'2 - Head, Heart,, Hand and Health in students. Psychologically these activities provide outlets for the excessive flow of the energy of the students. The activities carried as follows.

#### **Morning Assembly :**

Activities like morning assembly, prayer, news reading, flag hoisting, thought of the day are performed in the daily morning assembly.

#### **Teaching Practice :**

Students are trained in the curricular programme Practice Teaching in various schools for 40 days. And also they will be given chance to conduct micro teaching in the classroom, demonstrating lessons in the classroom, with the help of teaching learning materials.

During their teaching practice, the student teachers not only gaining the teaching experience, but also get the experience of various co-curricular activities. Teaching aids related to their teaching subjects were prepared by student teachers to make their teaching more effective. Different types of skills like drawing, painting were developed among the student by active instruction of our student teachers.

#### **Festivals :**

Our students are celebrating local festivals like Pongal to feel the oneness among the different religion.

### **Celebration of Important Days:**

Various important national days were celebrated in the college campus like Teachers day, Independence day, Republic day. In these celebrations we provide the opportunities to the students to exhibit their various skills in dance, drama, reading poetry, speech and essay competitions.

### **Games And Sports:**

Sound mind is in sound body. We play games and sports in the evening hours. Sports Day celebration is unforgettable to us. Physical Education provides good opportunities to reveal our talents.

### **Educational Tour :**

Educational tours were organized for the trainees to visit the places which bear the importance of historical, cultural, educational, scientific and technological.

This is an integral part of campus program. All the students along with the teachers participated whole heartedly in educational trips.

### **Farewell:**

At the end of the year we gather to observe farewell day function. What all we learnt, felt, experienced are to be remembered. The function reflects the mind of students who spent their year. It is also thanks giving day to one and all.

### 5.3 STUDENTS ACTIVITIES

- ★ The activities of Alumni Association can still be stepped up for the development of the college.
- ★ Students are encouraged and motivated to participate in extra curricular activities.
- ★ Participation in inter college sport competition, representation of university level, national and international level.

We have an Alumni Association in our college. The office bearers of the same are as follows:

1. President : Mr. Santhaprabhu
2. Vice President : Mrs. Rajalakshmi
3. Secretary : Mr. Baskar
4. Treasurer : Ms. Yuvarani

### ACTIVITIES

1. Meetings are arranged once in a term regarding placement.
2. To guide teacher trainee in case of help is needed.
3. Playing the role of Guidance and Counselling cell.
4. To analyse any critical situation which requires solution.
5. Donating institution memento subjected to the capacity of funds available.



### **Alumni Tops**

1. Mr. Santhaprabhu - Lecturer, Dr.M.G.R. Chokkalingam Arts College
2. Mrs. Rajalakshmi - Teacher, ACS Matric. Hr.Sec. School.
3. Mr. Baskar - Lecturer, Dr.M.G.R. Polytechnic
4. Ms. Yuvarani - Lecturer, Dr.M.G.R. Chokkalingam Arts College
5. Mr. Magi - Lecturer, Krishna Arts & Science College
6. Mr. Srinivasan - Lecturer, NDM College of Education
7. Ms. Priya - Lecturer, Durai Murugan College of Education
8. Ms. Lavanya - Lecturer, Vijay College of Education
9. Mr. Meganathan - Lecturer, Vijay College of Education
10. Mrs. Meera - Lecturer, Durai Murugan College of Education

There is a student's council. The office bearers are Secretary, Ladies' Secretary. Regarding C.T.Camp, Educational tour, celebrations like Teacher's Day, Independence Day, Republic Day are performed with the help of the council. Seminars are conducted with their co-operation. Morning prayers with prayer song, Thirukkural explanation, news reading etc., are observed with the secretaries by way of giving opportunities to come to prayer and thereby stage fear is relieved.

As the course B.Ed. and M.Ed. are very short one students representation in any administration is not insisted so much.

Frequently feed back is obtained from the students regarding staff performance, infrastructure facilities, furniture or any other requirements for them which would make congenial atmosphere for their better learning.

## CRITERION VI - GOVERNANCE AND LEADERSHIP

Policy and practices of an institution are depending upon various factors. Requirement of man power, infrastructure, technical facilities, building, faculty members, teaching aspects, training programme and evaluation of performance are all to be considered with keen note.

Our college is very particular in maintaining quality aspects in the above said areas. The policy of management is making conducive environment for progress. Academic aspect and administration side go hand in hand.

### 6.1 INSTITUTIONAL VISION AND LEADERSHIP

The vision and mission statements of the college are given below:

**Vision :** To contribute towards the creation of tolerant, equitable, enlightened and human society.

**Mission :** Education for life

- ★ The mission and vision statements of the college foster the higher education policies of the nation and cater to needs of the society.
- ★ The excellent growth of the college and its magnificent contribution to the society bear ample testimony to the amazing governance and exemplary leadership of the college.
- ★ The policies and goals of the college are successfully implemented by the dedicated involvement and support of all staff.

- ★ All academic and non-academic functions of the college are effectively decentralized ensuring smooth and successful functioning.

Principal is given pivotal role.

## 6.2 ORGANIZATIONAL ARRANGEMENT

Administrative organizational structure of our college is as follows :

- Chairman
- Secretary
- Principal / Head of the College
- Office Superintendent
- Senior Clerk

Various committees are formed by the Principal for the proper functioning of the college. Meetings of such committees are held time to time. College is composed of several departments having their own departmental heads. In extracurricular activities and research activities all staff members carry out their duties collectively.

Academic organizational structure of our college is as follows:

- Teaching Faculty
- Librarian
- Non-Teaching Faculty

- ★ There is an effective organizational hierarchy leading to decentralization of activities regarding academic, administration, finance and discipline.
- ★ Internal co-ordination and monitoring are achieved through the heads of departments.
- ★ Appropriate systems are in place to monitor grievances, ragging, attendance, etc.,

The existence of congenial atmosphere is due to proactive coordination and cooperation among staff. Various committees and non-teaching staff are clearly visible.

### **6.2.1 DECENTRALISATION OF ADMINISTRATION**

The hub of financial aspects rest with management, with the co-operation of staff members, administrative aspects are performed by the Principal. Student representatives, staff, principal, management, etc. join together to function the institution in a smooth manner.

Collaboration of institution with other sections

Practice teaching is very important segment in the course. It is decided by the institution and the heads of the schools. The trainees come to know what are the protocol norms to be observed while undergoing the practice. They realize their role in the respective schools related to the events happening in the schools.

The feed back from students and staff are analysed by the management and take suitable measures for the betterment of the institution. For decision making feed back analysis is very important.

### **6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT**

Every institution has its own goals. To achieve them techniques are adopted. The strategic plan developed is to be implemented. Our college is being supported by financial allotment.

### **6.4 HUMAN RESOURCE MANAGEMENT**

- ★ Self appraisal, feedback, confidential reports and academic audit constitute the components of performance assessment.
- ★ Staff recruitments are accomplished as per state government rules and UGC regulations.
- ★ The college provides a healthy working environment.
- ★ The college motivates and supports faculty improve their qualifications and enrich knowledge through research, refresher courses, seminar and conferences.
- ★ Teachers are assessed using self-appraisal feedback from students, non-teaching staff are assessed using confidential reports.
- ★ It is suggested that faculty on clock hour basis made be appointed on contractual basis.

### **6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILISATION**

- ★ Financial resources are from fee, collected from the students for the courses.
- ★ The college accounts are subjected to internal and government audits.

## **CRITERION VII - INNOVATIVE PRACTICES**

Necessity is mother of invention. In the field of education innovation is must. In the competitive world new techniques adopted in any field is having rousing reception. Likewise in our college new principles and methods are devised. The following are some of our aims.

1. Our college is prepared to be sensitive to the changing needs of educational and social demands.
2. Supporting innovative practices incessantly.
3. Academic and administration are equally important which are considered with qualitative aspect.
4. Value based education, sociability and other noble principles are always supported.

### **7.1 INTERNAL QUALITY ASSURANCE SYSTEM**

Internal quality management reflects the level of institution. The team work and management system which are functioning at a higher order, comprising of sectors of the society is a special feature of our college.

The Appraisal committee is to make suggestions for improvement. It can also advise the management and staff to achieve the goals. The quality of the academic programmes are assessed frequently after every test, visit schools to give encouragement. Meetings are conducted to review the happenings then and there.



## 7.2 INCLUSIVE PRACTICES

Through curriculum national policies are given priority. The environment for learning is created in a active manner. Social interaction is given importance.

### **Declaration by the Head of the Institution**

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

**Signature of the Head of the Institution  
with seal:**

**Place :**

**Date :**

## **MAPPING OF ACADEMIC OF THE INSTITUTION**

**3.MAPPING OF ACADEMIC OF THE INSTITUTION**

<b>Weeks</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
Admission and Orientation																																									
Theory																																									
Tutorials / Seminars																																									
Practical Work																																									
Preparation of Internship : Demonstration / Observation of lessons / Micro teaching / Simulations																																									
Practice Teaching / Internship																																									
Co-curricular Activities																																									
Working with Community / Project work																																									
End - team Examination																																									

**Note :** A Week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement .

## **A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN THE STATE**

In India literacy rate is gradually improving and increasing. Being in Tamil Nadu we can proudly say that our state leads in so many aspects, especially in the field of quality education.

Under self financing arrangement several engineering, medical colleges are started. College of education is also preferred by many. Foreign student undergo in many of the institutions.

665 B.Ed., colleges are functioning under self financing arrangement and functioning with very good infrastructure facilities and quality education.

Teacher education needs priority in making well educated society. Efforts have been taken by government in many ways to make radical change in the existing system of education.

The Directorate of Teacher Education Research and Training (DTERT) is established to toneup the standard of education. Tamil Nadu Teachers Education University (TNTEU) is started for B.Ed., and M.Ed., courses. National Council of Teacher Education is a wing which co-ordinate quality and development of Teacher Education. National Assessment and Accreditation Council (NAAC) visits institution assess and Accreditation is approved. National Eligibility Test (NET) conducts test in selecting quality teachers.

Orientation programmes, refresher courses, inservice programmes are periodically conducted to update the knowledge of the educators.

Regarding methodology many teachers are following chalk and talk method except few who refer website and usage of internet facilities. New techniques are to be adopted.

Above all teacher who teach above the head of the students are not preferred. Teachers who ignore the understanding capacity of students are also found. Both the conditions are not good.

Higher education should fulfill fast growing nation aiming to make modernized and sophisticated one using educational gadgets and innovations in teaching and training. Then only India will become strong educationally which will make all round growth.

### **Infrastructure**

SBCE firmly believes in providing students exposure to national and interknowledge experts, through regular state and national conferences / symposia hosted on campus.

### **Computer Lab:**

Highly distributed computing environment is in SBCE. It is managed and actively supported by highly qualified and experienced computer lecturer. At this lab, students can work on various applications such MS-Office, Internet, etc., the students are trained in various computer courses.

### **Smart Classroom:**

Our college is having the best infrastructural facilities. The classrooms are wide. Proper furniture, fans and lights are also provided. Drinking water

facilities are made. As per government specifications classrooms are constructed which has sufficient windows for proper ventilation.

Psychology lab, science lab, work experience room, language lab which has sufficient materials for the students to get the knowledge about the concern subjects.

**Transport Service:**

Our college is providing a good transport facility for the sake of students. A few buses ply to nearby major towns such as Walajapet, Arni, Vellore, Ranipet, Gudiyattam, Cheyyar towards commuting staff and students residing outside at concession rates.

**Health Service:**

If the students are having any physical problems, immediately first aid is given to the students. In case of severe problems the yard will be taken to the nearby hospital.

**INSTITUTIONAL ACADEMIC CALENDAR AND TIME-TABLE 2010-2011**

**COLLEGE RE-OPENED ON 09.08.2010**

<b>Month &amp; Year</b>	<b>No. of Working days</b>
Aug 2010	17
Sep 2010	21
Oct 2010	21
Nov 2010	20
Dec 2010	22
Jan 2011	20
Feb 2011	21
Mar 2011	23
Apr 2011	22
May 2011	13
<b>Total No. of working days</b>	<b>200</b>



### B.Ed., TIME TABLE

DAYS	1	2	3	4	5	6
MON	Psychology	Optional I	Innovation	EEIS	Optional II	P.E.T
TUE	Psychology	Elective	Innovation	EEIS	Optional II	E.T
WED	EEIS	Optional I	Innovation	Elective	Optional II	Psychology Lab
THU	Psychology	Optional I	Elective	EEIS	Optional II	SUPW
FRI	Psychology	Optional I	Innovation	Elective	Optional II	Instructional Aids
SAT	Psychology	Optional I	Innovation	EEIS	Elective	Micro Teaching

(N.B: Duration of period is one hour)

#### **CORE SUBJECTS :**

1. EDUCATION IN THE EMERGING INDIAN SOCIETY
2. PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT
3. EDUCATIONAL INNOVATIONS AND MANAGEMENT

#### **ELECTIVE SUBJECTS:**

1. ENVIRONMENTAL EDUCATION
2. GUIDANCE AND COUNSELLING
3. PRE-PRIMARY EDUCATION
4. COMPUTERS IN EDUCATION

#### **OPTIONAL I:**

TAMIL, ENGLISH, MATHS, PHYSICAL SCIENCE, BIO-SCIENCE, HISTORY, COMMERCE AND ACCOUNTANCY, ECONOMICS AND COMPUTER SCIENCE

#### **OPTIONAL II:**

TAMIL, ENGLISH, COMMERCE AND ACCOUNTANCY, ECONOMICS.

# M.ED SYLLABUS

## **PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION**

(80 hours)

### **Objectives:**

1. To acquire the knowledge of the concepts and principles of philosophy.
2. To understand the relationship between Philosophy and education and the implication of Philosophy on education.
3. To analyse the contributions of Indian and western educational thinkers to education.
4. To make the students understand the basic principles of sociology.
5. To understand the importance and role of education in the Indian society.
6. To understand the process of social change, social progress and the difference between social change and cultural change.
7. To apply the knowledge towards the promotion of National Integration and International understanding.
8. To make them understand the impact of population growth on the various aspects of human life.
9. To understand the inter-relationship of community and education

### **Unit I: Fundamentals of Philosophy of Education (5 Hours)**

Meaning and Concept of Philosophy of Education -Philosophy and Education - Branches of Philosophy - Significance of Philosophy of Education.

### **Unit II: Philosophies of Life and Education (10 Hours)**

Concept and implications of Individualism, Socialism, Totalitarianism, Democracy, Idealism, Realism, Naturalism, Realism, Pragmatism, Existentialism - Education for good life to every individual - Education for National Integration and International Understanding.

### **Unit III: Contributions of Educational Thinkers (15 Hours)**

Indian Thinkers: Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, J. Krishnamoorthy. Western Thinkers: Plato, Rousseau, Froebel, Dewey and Montessori.

### **Unit IV: Sociology and Education (20 Hours)**

Meaning and Nature of Sociology of Education and Educational Sociology; Social organizations - Characteristics; Social groups; Social change; Social mobility Social stratification; Culture - meaning, nature, conservation, development and transmission; Social deviants - influences on personality development.

### **Unit V: Process of Socialisation (10 Hours)**

Agents of socialization - Family, School, Religion, Community; Education as a social system, as a social process and a process of social progress; Technological change - Industrialisation and Modernisation.

### **Unit VI: Population and Education (10 Hours)**

Concept of population - Impact of population growth on - social, economic and environmental resources; Population policies - Teachers role in population education

### **Unit VII: Recent trends in Education (10 Hours)**

Education and Democracy; Concept of secularism and its Educational implications; Equality of educational opportunities- ways and means; Women Education; Globalization; Privatization.

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## **ADVANCED EDUCATIONAL PSYCHOLOGY (80 Hours)**

### **Objectives**

1. To provide students advanced principles underlying human behaviour and
2. its application to educational problems.
3. To enable students to understand the cognitive process and its importance in
4. learning.
5. To develop an insight in learning methods and approaches.
6. To provide systematic knowledge about motivation and emotion.
7. To help them understand the concept of intelligence and their impact on
8. teaching learning process.
9. To enable the student to understand the concept of personality and its role in
10. Education.

### **I. Educational Psychology for the new millennium (5 Hours)**

Meaning of modern psychology - Study of psychology : Structuralism, Functionalism, Behaviourism. Key perspectives in psychology : The facets of behavior - New trends in psychology - Research methods in psychology : Observation, Correlation and the Experimental method - Ethical issues in psychological research .

### **II. Human Development (10 Hours)**

Physical growth and Development - Perceptual development – cognitive development : Piaget's Theory - Moral development : Kohlberg's stages of moral understanding - Social and Emotional development - key factors in social development - Gender development - Educational implications.

### **III. Theories of Learning (15 Hours)**

Hull's systematic behaviour theory, Lawin's Field theory – Guthrie's theory - Observational Learning : Basic Principles and Practical applications. Human memory: The Atkinson and Shiffrin model - Neural Networks Models - Working memory - How Psychologists study memory : memory for factual information and memory for skills - Forgetting : some contrasting issues - forgetting as a result of interference - Forgetting and Retrieval inhibition memory in everyday life.

### **IV. Motivation and Emotion (15 Hours)**

Theories of Motivation : Some major perspectives - Achievement Motivation - Emotions : their Nature , Expression and Impact - Relationship between emotion and cognition.

Maslow: Hierarchy of needs - McClelland: Achievement Motivation – Carl Rogers: self- theory - Levels of aspiration and its psychological implications.

### **V. Cognitive Processes (15 Hours)**

Thinking - Basic elements of Thought: Concepts, Propositions, Images. Reasoning: Transforming Information to Reach Conclusions Problem-Solving: Finding paths to desired goals. Methods of studying Cognitive processes. Attention - Theories of Attention - Perception - Theories of perception –Concept formation: Piaget, Bruner and Gagne studies from the development point of view with special emphasis on adolescence.

## **VI. Intelligence and Creativity (10 Hours)**

Nature of intelligence : Gardner's theory of Multiple intelligences -Stenberg's Triarchic theory - Cattell's theory of Fluid and Crystallized intelligence – Measuring intelligence : The Wechsler scales - Emotional intelligence - Creativity : Research on the evidence for Confluence approach.

## **VII. Personality (10 Hours)**

Meaning - Freud's theory of Personality - Erikson: Developmental crisis in personality - Maslow and the study of Self-actualizing people - Studying the selfconcept - Measuring Personality: Self-Report Tests like Questionnaires and Inventories - Projective measures of personality - Personality and Health -Personality and behavior in work settings.

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12. Vigotsky. L.S(2006) Educational Psychology, Pentagon Press Bhavana Book & Prin, New Delhi.

## RESEARCH IN EDUCATION

(80 Hours)

### Objectives:

1. On completion of this course, the students will
2. acquire knowledge of research in the field of education.
3. familiarize with various types of research.
4. develop an awareness of the steps involved in the research process.
5. develop the skill of selecting a research problem in education and formulate
6. hypotheses.
7. acquire skills to construct suitable tests and tools.
8. select relevant and appropriate statistical tests for hypothesis testing.
9. statistically analyse the data collected.
10. interpret the findings of the analysed data.
11. write a research report.

### Unit –I Introduction (5 Hours)

Scope and need for Educational research – problems faced in Educational research – Strategies to approach them – Qualities of a Research worker.

### Unit –II Major Steps in Research (10 Hours)

Defining a research problem – Sources for research problem – Study of related literature

– Criteria for selecting a problem –Statement of research problem – Determining feasibility of the study –Hypothesis: meaning, types and formulation –Types of sampling procedure –Criteria for selection of sample –Research proposal: the need and format –Collection of data: Organising and analysing the data.

### Unit – III Research Methods (10 Hours)

Historical –Normative survey – case studies – genetic method: cross sectional and longitudinal -ethnographic study –survey – follow-up study- secondary analysis – trend studies - correlational studies – observational research- ex-post facto research - experimental – analytic and comparative studies - Combining Qualitative and Quantitative research.

### Unit – IV Selection of Tools (10 Hours)

Criteria for selection of tools – Factors related to construction of tools – Tools of different types – observation, interview, questionnaire, check list, rating scale, attitude scale (Thurstone method and Likert method) – achievement test – diagnostic test and prognostic test – characteristic of research tools – Reliability, validity and objectivity – standardisation of tests, Pilot study and general procedure for items analysis – ethical issues in conducting research.

### Unit – V Research Reporting (10 Hours)

Organisation of data – Graphical and statistical representation – Language and style of presentation – Chapterisation - Indexing - Footnote – Bibliography – Appendix – Format modification for short report.

### Unit – VI Tabular and graphical methods of data presentation (5 Hours)

Organisation and tabulation of data – classification and frequency distributions –

Graphical representation – Histogram, Frequency Curve, Frequency polygon, Ogive and overlapping distribution, differences and specific uses.

#### **Unit – VII Descriptive Measures (10 Hours)**

Measures of central tendency – Mean, Median and Mode – Calculation, interpretation and uses. Measures of variability – Range, Quartile deviation, Average deviation, Standard deviation – Calculation, interpretation and uses.

#### **Unit - VIII Measures of Association (10 Hours)**

Linear correlation: meaning and uses – co-efficient of correlation – Rank difference Method, Pearson's product moment method – calculation, interpretation and uses. Regression and prediction, Chi square test, its computation and uses.

#### **Unit – IX Inferential Statistics (10 Hours)**

Elementary ideas of probability: the normal distribution - its properties and uses – Skewness and Kurtosis. The significance of statistical measures – concept of standard error and its uses – Testing of difference between two means – test for small and large samples - Elementary ideas about F-test one-way analysis of variance.

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## **TEACHER EDUCATION** **(70 Hours)**

### **Objectives**

1. To create in students awareness of various problems of Teacher Education.
2. To acquaint the students with the teacher education programmes at all levels.
3. To acquaint the students the selection of student teachers.
4. To develop in students skills in organizing practice teaching and in selecting teaching strategies and teaching models.
5. To acquaint the students with the responsibilities pertaining to school organization and class room management.
6. To enable the students appreciate the need for research in Teacher Education.
7. To acquaint the students the various statutory bodies regarding Teacher Education.

### **Unit – I Teacher and Education in the emerging society (5 Hours)**

The teacher in ancient India and in the emerging Indian society, The characteristics and demands of teaching profession, Qualities of a good Teacher, Teachers as professionals, Professional ethics, Problems in Teacher Education. Suggestions to remedy the problems.

### **Unit – II Training Institutions (10 Hours)**

Various levels of training - Pre-Primary, Primary, Secondary and Higher Secondary training, Technical teacher's training, Special teacher training such as physical education, music, teaching the handicapped, Training institutions such as Regional Colleges of Education, Institutes of Advanced study in Education, University Departments of Education, Ideal physical facilities for good teacher training institutes and colleges of education.

### **Unit – III Selection of student teachers (5 Hours)**

Selection of suitable students for teacher training programmes: Admission tests, Interests, Aptitude, Attitude, Interview and Achievement tests.

### **Unit – IV Organisation of practice teaching (10 Hours)**

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers, Supervision before classroom teaching, during class teaching, New trends in teacher preparation- Micro teaching, Flander's interaction analysis.

### **Unit – V Dynamics of Teaching Strategies and Teaching Models for Teacher Education (10 Hours)**

Interactive teaching, Team teaching, Student centered methods such as activity method, Heuristic method, Project method, Lecture cum demonstration, Assignment method, Tutorials, Seminar and Role-play. Meaning and assumptions of teaching models, Teaching models by Taba, Turner.

### **Unit – VI Teacher and School organization (10 Hours)**

Objectives of professional development, Professional prospects for teachers, Meaning and programme of In-service training, Service conditions of teachers, Principles and types of time table, Budgeting, Teacher-Student relationship.

### **Unit – VII Research in Teacher Education (10 Hours)**

Areas of research in Teacher Education – Institutional context, Curriculum context and practicing school context, Studies in innovative teacher training practices such as use of learning materials, Use of mass-media, micro-teaching, techniques of behaviour modification, training in teaching models.

### **Unit – VIII National Organizations in Teacher Preparation (10 Hours)**

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, ICSSR, MHRD, SCERT, DTER, RCI.

### **References:**

1. Shashi Prabha Sharma, Teacher Education- Principles, Theories and Practices, Kanishka publishers, Distributors, New Delhi, 2004.
2. Yogesh Kumar Singh, Teacher Education, A.P.H. Publishing corporation, New Delhi, 2007
3. Panch. Ramalingam, Psychological approaches to Teacher Education, Inland Books, Chennai, 2004.
4. Dash. B.N., Teacher and Education in the emerging Indian society, Neelkamal Publications Pvt. Ltd., Hyderabad, 2002.
5. Singh U.K., and Sudarshan. K.N., Teacher Education, Discovery Publishing house, New Delhi, 110002, 2004.
6. Krishnama Charyulu.V., To be sure Teaching, Neelkamal Publications Pvt. Ltd., Hyderabad, 2008.
7. Rao V.K., Teacher Education, A.P.H. Publishing corporation, New Delhi, 2001.
8. Buch, M.B. Second all India Education survey, NCERT, New Delhi, 1967.
9. Buch, M.B., (Ed) A survey of Research in Education, Centre of Advanced study in Education, M.S. University of Baroda, Baroda, 1974.
10. Elementary Teacher Education, NCERT, 1965.
11. Fourth year book of Education, NCERT, 1975.
12. Developing Teacher Education curriculum, NCERT, 1976
13. Mohanty.J., Indian Education in the emerging society, 1994
14. Bhatia K.K., and Jaswant Singh, Principle and practice of school management 2002

## **WOMEN'S EDUCATION** **(70 Hours)**

### **Objectives**

1. To create an awareness among students regarding the status of women.
2. To stimulate thinking in students towards the problems faced by women.
3. To orient students towards women's resources and national development.
4. To inculcate in students the importance of justice and laws related to women.
5. To enable students to understand the importance of health and education of women

### **Unit- I: Introduction to Women's Studies (5 Hours)**

Concept and need for Women's Studies- Scope of Women's Studies- Women's Studies as an academic discipline, Women's Movements- Pre-independent, Post-independent and Current Women's movements. National Committees and Commissions for Women. Government Organisations for Women-Department of Women and Child Development.

### **Unit- II: Women and her family (5 Hours)**

Liberal Feminism- Rationality, Freedom, Education Marxist Feminism-Production, Reproduction, Class, Alienation, Marriage and family. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood. Socialist Feminism –Class and Gender, Division of Labour, Unifies and Dual System, Exploitation, Indian Women-Family, Caste, Class, Culture, Religion, Social System.

### **Unit –III: Women's education (10 Hours)**

Women Education-Gender bias in enrolment- Curriculum content- Dropouts Negative Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education –Women teacher training-committees and Commissions on Education Adult literacy and Non-formal education for Women's development.

### **Unit –IV: Women Resource and National Development (10 Hours)**

Concept of Work-Productive and non-productive work- Use value and market value. Gender Division of labour- Mode of Production- Women in organized and unorganized sector- Training, skills and income generation. New Economic Policy and its impact on Women's employment- Globalization- Structural Adjustment Programmes.

### **Unit- V: Human Entrepreneurships (5 Hours)**

Concept and meaning – Importance of Entrepreneurships- Entrepreneurial traits-Factors contributing to women Entrepreneurship- Micro Enterprises Gender and technology- Technology and production- Technology Transfer- Appropriate Technology- Emerging Technologies information Technology- Impact on Women's Development.

### **Unit-VI: Eye opener to women health education (10 Hours)**

Gender in Health- Health status of women in India – Mortality and Morbidity factors influencing health – Nutrition and health – HIV and AIDS control programme.National Health and Population Policies and Programmes-Maternal and Child Health (MCH) to

Reproductive and Child Health approaches, Issues of Old age Women and Environment – Nature as feminine principle – Basic needs in Rural and Urban Environments- Care and management of natural resources- Depletion of natural resources –Sustainable environment and impact on women.

**Unit –VII: Women and Society (10 Hours)**

Girl child in society – Child labourers- Changing role of Women, Marriage-Single parent, Motherhood, Widows.Theories of development- Empowerment-Alternative approaches Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD)- State Policy and Programmes Women Development approaches in Indian five – Year Plans-Collectivity and Group dynamics- Self –help groups Women and leadership- Panchayat Raj- Political Role and Participation- NGOs and Women Development- National and International Funding Agencies.

**Unit –VIII: Justice for women (5 Hours)**

Indian Constitution and provisions relating to women Personal laws- Labour Laws- Violence against women- Human trafficking -Legal protection- Family Courts- Enforcement machinery – Police and Judiciary Human Rights as Women’s Rights.

**Unit –IX: Women issues (5 Hours)**

Portrayal of Women in Mass Media (Cinema, TV, Print media)Role of Women in media- Development of Communication skills Alternative media- Folk art, Street play and Theatre – Women as change agents Indecent Representation of Women (Prohibition) Act, 1986- Impact of media on Women.

**Unit- X: Evaluation (5 Hours)**

Limitations of methodology of Social Science, Research for Women’s Studies. Scope and Significance of research in Women’s Studies Research Design and Methods- Survey- Exploratory- Diagnostic Experimental, Action Research Qualitative verses Quantitative Research- Case Studies.

**References**

1. Ram Shankar Singh – Encyclopaedia on women and children Trafficking – Volume 1 to 3- Anmol Publications -2009
2. Ramesh Bandari- Role of Status Of Women in New Panchayat Raj System –Alfa Publication –New Delhi-2009
3. Tanuja Vohra –Trafficking in Women and Children –Pacific publications –New Delhi -2009
4. Veena Gandotra and Sarjoo Patel (Edited)-Women Working Condition and Efficiency –New Century Publication -2009
5. Abishek – Destiny of Women – Rummy Nandlal –Chandigarh-2008
6. Nalini Mishra-Woman Laws against Violence and abuse- Pearl Books –New Delhi -2008
7. Anju Desai –Women Teacher Training-New Delhi-2008
8. Manju Gupta(Compiled and Edited)-Handbook of Women Health-Khel Sahitya Kendra –New Delhi -2006
9. Dr (Miss) P. Sarojini Reddy- Justice for Women – Sai Sreenivasa printers-2002

10. Dr(Tmt) D.Janaki –Women’s Issues- Dhan Publications 924, 17th main road Anna Nagar Chennai- 40
11. Nirmala Jayaraj- Women and Society – Lady Doak College Madurai 625002-2001
12. DipangshuChakroborty- Atrocities on Indian Women -1999
13. Dr. Mrs. Sivagami Paramasivam- Human Rights –A Study-Published by Sriram Computer Prints and Offset Salem.TamilNadu-1998
14. Dr. S. Gokilvani- Reaching the unreachable – Srilakshmi printers karaikudi-2 - 1997
15. Raj Kumari Chandrasekar – Women’s resource and National Development a perspective-Sterling publishers private limited New Delhi -110016 -1992
16. Kamla Singh- Women Entrepreneurs- Ashish publishing house-1992
17. Indira Kulishreshtha ‘Noopur’- Women’s Studies in School Education- Sterling Publishers private limited -1989
18. Maithreyi Krishna Raj- Women and –Shubhada saraswati- development prakasham, PUNE, 411 005-1988.

# B.ED SYLLABUS

**CORE COURSE I**  
**EDUCATION IN THE EMERGING INDIAN SOCIETY**

**OBJECTIVES:**

At the end of the course, the student-teachers will be able to

- comprehend the relation between Philosophy and Education and different Indian and western philosophies of Education
- acquaint with the principles of Education advocated by great thinkers
- acquire knowledge about Education and statutory bodies in Education
- develop an understanding of Sociology of Education, Culture and Agencies of Education
- get exposed to Social and Educational problems and their solutions
- appreciate the Social Values and Personal Values of teachers
- acquire the knowledge about Health, Nutrition, Blood and Eye donation and sanitation
- know the problems of Indian women and justice rendered to them

**UNIT – I Philosophy and Education in Indian Education:**

Nature, meaning and its objectives in Indian context.

- a. The meaning of philosophy and its relation to Education
- b. Indian schools of philosophy and Education: Vedanta, Buddhism, Jainism

**UNIT-II Western Philosophies and Education**

Western schools of Philosophy and Education: Idealism- Naturalism-Pragmatism - Realism and Eclecticism

**UNIT –III Eastern and Western Thinkers on Education**

Educational thinkers and their contribution in developing principles of education : Swami Vivekananda – Mahatma Gandhi- Tagore – Sri Aurobindo- J.J. Rousseau- Froebel -John Dewey and Montessori

**UNIT –IV Education in The Indian Constitution**

Directive principles – Article 45, Universal compulsory Education – constitutional commitment – Education in concurrent list – Responsibilities of State Government and Central Government – Amendments related to Education – Kothari Education commission 1964- NPE 1986. Levels and aims of Education: Pre primary- Primary – Secondary- University.

**UNIT –V Statutory Bodies in the Field Of Education**

Important functions and contributions of the following:

MHRD, UGC, NIEPA, NCERT, NCTE, NAAC, TANSICHE. Directorates of Education: Collegiate, secondary, Elementary, DTERT, DIET and SSA.

**UNIT- VI Sociology and Education**

The meaning of sociology - its relation to education- Education for changing Indian society- concept of culture – salient features of Indian culture – Education for preservation, transmission and development of culture . Education for social change, modernization and economic development- Globalisation



### **UNIT-VII Agencies of Education**

Structure and Educational functions of Home, Peer group, Community, Religion, School and Mass Media- Continuing Education and concept of Open University system- Distance education- Floating university

### **UNIT-VIII Problems of Indian Society and Education**

Population explosion, Illiteracy, Gender bias, Child labour, Cultural lag, Unemployment and Under Employment, Braindrain, Communal violence, Ragging, Eve-teasing and Terrorism.

a. Educational problems: Equalization of Educational opportunity, drop-out and grade repetition , Self Financing patterns in Education, Population Education, Sex Education, Moral Education value, Special Education for the Challenged and Gifted, Co-Education, Supervision and Inspection.

b. Justice for Women: Violence against women – Human trafficking – Legal protection -Indian Constitutional Provisions relating to women personal laws – Labour Laws — Family Courts – Enforcement machinery – Police and Judiciary - Human Rights as Women’s Rights

### **UNIT- IX Social Values and the Teacher**

The concept of values – Democracy, Socialism, Secularism, Non-violence, Integration: National and International -Value Education in schools, Teachers personal values and code of conduct for teachers. Personal development of the teachers.

### **UNIT- X Health Education**

The concept of Health – Nutrition and Health – Sanitation – Communicable diseases – Safety and First Aid – Health services and Health supervision in schools – Blood and Eye donations – Personal Hygiene.

### **SUGGESTED REFERENCE BOOKS:**

Gandotra, V., & Patel, S. (2009). Women working condition and efficiency. New Delhi: New century Publication.

Bhatia, R. L., & Ahuja, B. N. (2008). History of Modern Indian Education. Delhi: Surjeet Publications.

Bhatia, R. L., & Ahuja, B. N. (2008). Modern Indian Education and its Problem. Delhi: Surjeet Publications.

Lal, R. B., & Sinha, G. N. (2008). Development of Indian education and its problem. Meerut: R.Lall Books Depot.

Mishra, N. (2008). Woman laws against violence and abuse. New Delhi: Pearl Books.

## **CORE COURSE II**

### **PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT**

#### **OBJECTIVES:-**

At the end of the course, the student- teachers will be able to

- acquire the knowledge of the nature and scope of Educational Psychology
- understand the process of mental development and mental abilities
- apply psychology in the class room context
- acquire the knowledge of the process of cognitive, social, moral and emotional developments
- understand the process of learning and the factors influencing learning
- acquire the knowledge of intelligence and creativity and their educational implication
- understand the significance of motivation
- acquire the knowledge of the determinants of personality
- understand the importance of mental health and hygiene
- acquire the knowledge of guidance and counselling and their educational implications

#### **UNIT – I Nature of Educational Psychology**

Definition of Psychology – Methods of Psychology - Branches of Psychology – Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching- Significance of Educational Psychology to the teacher.

#### **UNIT – II Human Growth and Development**

Interaction of Nurture and Nature. Concept, Distinction among Growth, Development and Maturation. General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral-Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence.

#### **UNIT - III Cognitive Development**

Cognitive Process, Attention – Factors relating to attention, Kinds of attention – Inattention, distraction and division of attention – Span of Attention. Sensation and Perception – Factors relating to Perception, Perceptual errors- Concept formation - Nature and Types of Concepts Piaget’s stages of cognitive development – Bruner’s theory - Concept maps –Imagery – Language and Thinking- Reasoning and Problem Solving –Implications to the teacher.

#### **UNIT - IV Social, Emotional and Moral Development**

Social development – Factors of Social development – Social Maturity – Erikson’s stages of Social development -Emotional development – meaning – Positive and Negative motions –Emotional control and maturity – Place of emotions in life-Significance of Emotional Intelligence-Moral development – Kohlberg’s stages of Moral development.

### **UNIT – V Learning**

Nature and importance of learning – Individual differences in learning- Learning Curves- Factors influencing the learning- theories of learning - Conditioning: Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler)- Transfer of Learning- Learning by Imitation- Levels of Learning: Gagne- Remembering and Forgetting: Curve of forgetting.

### **UNIT – VI Intelligence and Creativity**

Nature of Intelligence - Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford’s structure of the Intellect, Gardner’s Multiple Intelligence Theory- Constancy of IQ – Assessment of Intelligence- Uses of Intelligence tests. The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity- Thinking: Convergent and Divergent thinking.

### **UNIT – VII Motivation and Group Dynamics**

Motivation and Learning – Kinds of Motives – Theories of Motivation: Maslow’s hierarchy of needs- Role of Rewards and Punishments- Level of Aspiration- Achievement Motivation: Techniques of Developing Achievement motivation– Motivation in the classroom context Competition and Co-operation – Leadership Traits – Leadership Styles and Classroom Climate.

### **UNIT – VIII Personality and Assessment**

Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic-Assessment of Personality:

Projective and Non projective Techniques – Aptitude – concept, types and measurement.

Attitude and interest – concept and measurement - Integrated Personality.

### **UNIT – IX Mental Health and Hygiene**

Concept of Mental health and Hygiene – Conflict and Frustration – Unrest – Adjustment and Mal adjustment – Causes of Maladjustment - Defence Mechanisms – Mental Illness. Juvenile Delinquency. Promotion of Mental health of students and teachers.

### **UNIT – X Guidance and Counselling**

Nature, Types and Need of Guidance and Counselling – Educational, Vocational and Personal. Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted.

## **PRACTICALS :**

Experiments and Tests related to the following topics to be conducted on children/ adolescents. Each student teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

Group A (Related to Adolescence)	Group B (Related to Childhood)
1. Intelligence	1. Distraction of Attention
2. Learning	2. Division of Attention
3. Transfer of Training	3. Creativity
4. Aptitude	4. Piaget's task
5. Adjustment	5. Non-Verbal Intelligence Test
6. Concept Formation	6. Sociometry
7. Level of Aspiration	7. Measure of Anger
8. Interest	8. Emotional Stability
9. Personality Types	9. Moral Values
10. Attention	10. Motivation
11. Creativity	11. Span of Attention
12. Achievement Motivation	12. Motor Skills

## **SUGGESTED REFERENCE BOOKS:-**

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- Graham, R. (2008). *Psychology: The key concepts*. London : Routledge.
- Chobra, R. K. (2006). *Elements of educational psychology*. New Delhi: Arise Publishers.
- John, W. S. (2006). *Educational psychology: Classroom update preparing for PRAXIS and the classroom*. U.S: Mc Graw Hill Company.
- Ramesh chadurvethi, R. (2006). *Guidance and counselling techniques*. Chennai: SBA Book Publishers.
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- Jack, S., & Robert, B. (2004). *Psychology applied to teaching*. U.S.A: Houghton Mifflin.
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- Cara, F. (1998). *Practicals for psychology: A student workbook*. London :Routledge.
- Coleman, D. (1998). *Working with emotional intelligence*. New York: Bantan Books.
- Robert, N. (1998). *Aging and mental health: Positive, psychosocial and biomedical approaches*. Trey Sunderland: Pro Ed.
- Hall, C. S., & Lindzey, G. (1998). *Theories of personality* (3rd ed). New York: John Wiley.
- Hurlock, E. B. (1998). *Child psychology*. Tokyo: McGraw Hill.

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Eysenck, H. J. (1997). *Dimensions of personality*. London: Kegan Paul.

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Butcher, H. J. (1993). *Human Intelligence: Its nature and assessment*. London: Merthuen.

Crow., & Crow. (1993). *Educational psychology*. New Delhi: Eurasia Publishing House.

Gardner, H. (1993). *Multiple intelligence: Theory into practice*. New York: Basic Books.

Santhanam, S. (1993). *Kalvi Ulaviyal*. Chennai: Santha Publications.

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Murthy, S. K. (1970). *Essential foundations of educational psychology*. Ludhiana: Tandon

## **CORE COURSE III**

### **EDUCATIONAL INNOVATIONS AND MANAGEMENT**

#### **OBJECTIVES :**

At the end of the course, the student- teachers will be able to

- acquire knowledge of the terms used in educational innovations and management;
- understand innovations in schools ,teaching- learning process and principles of management;
- apply the educational innovations and management in school practices
- develop skills in employing and developing new educational innovations and management;
- develop interest in the educational innovations and management techniques ;and
- develop desirable and positive attitude towards educational innovations and management .

#### **(A) Educational Innovations**

##### **UNIT I - Innovation**

Meaning -Principles –Barriers to promotion of innovation-Suggestions for the promotion of innovation-Generation of innovations –Origin, Specification, Trial-Adaptation and consolidation- Characteristics of creative people- Conditions for the emergence of innovation

A) Individual conditions-Tolerance to ambiguity, autonomy,-Initiating change – search-creativity

B) Institutional conditions-Open climate -Freedom –Democratic leadership style-Institutional heads as change agents

C) Societal conditions – Perception of an acute need-Political and public support-Charismatic leadership.

##### **UNIT II - Innovations and Experiments in Schools**

De-schooling –Community School –Alternative School –Non-Graded School — Navodaya School –Sainik School – S S A (Sarva Shiksha Abyan)-Virtual School – Mobile School – Open School and Distance Learning–Floating University – International School.

##### **UNIT III - Innovations in Teaching and Learning Process**

Basic concepts of : Play –way Learning –Sensory Training –Joyful Learning – A B L- A L M – M L L (Minimum Levels of Learning) –CLASS(Computer Literacy and Studies in Schools) ( O B I )-Mastery Learning –Individualized Instruction – Personalized System of Instruction (P S I – Keller Plan )-Programmed Learning-Teaching Machine –Modules –Cybernetics- Models of Teaching

##### **UNIT IV - I C T in Education**

I C T in Education –Web based Education (Virtual) – e-learning - e –tutoring - Computer

Assisted Instruction ( C A I )-Computer Managed Learning (C M L )-Tele/ Video Conferencing – Interactive Video -Multi media –Multi purpose Kits –S I T E (Satellite Instruction Television Programme) –E T V (Educational Television) – Edusat –Reach the Unreach –U N E S C O’s Learning Without Frontiers (L W F )- Virtual Classrooms Technology -e book –Digital Library — Electronic Community

## **UNIT V - Innovations in Evaluation**

(a) Evaluation of Students: continuous evaluation – self evaluation –question bank – open book examination-grading.

(b) Evaluation of Teachers: self evaluation –peer evaluation- student evaluation.

National Testing Service

(B) Educational Management

## **UNIT VI - Management**

Meaning-Definition –Objectives of Management –Role of Management –Difference between Administration and Management- Functions of Management –PODSCORB (Planning ,Organization, Direction, Staffing ,Co ordination ,Reporting, Budgeting) - Modern Functions: Planning ,Organizing ,Leading ,Controlling-Management skills: Conceptual skills, Human skills, Technical skills

## **UNIT VII - Areas of Educational Management**

Administration and Management of Education - Maintenance ( or Status quo) and Developmental (or Creative )Management.-Scope ,Human ,Material ,Time – Basic concepts of Management at different levels (Primary and Secondary ) :Institutional Management , Financial Management Instructional management , Personnel Management , Material Management , and Management of Examination.

## **UNIT VIII - Educational Planning and Organization**

(a) Planning,-Six elements- Objectives ,Policies ,Procedures ,Programmes ,Budgets and Strategies –Educational planning –Long term and Short term Perspectives - Institutional planning –Academic : curricular and co curricular activities – Time table –assignment of work to teachers.

(b)Organization – Principles or criteria –Organisational structures – Administrative structures at Central and State levels .

## **UNIT IX - Management of Resources**

Management of Resources –Human, and material -Head master and Teacher : duties and responsibilities- Leadership-Meaning – styles -Management Grid – Morale – Organizational commitments –Academic freedom –Professional development. Classroom management –Management of school building –equipments –library – records and registers – hostel.

## **UNIT X – Quality in Education**

Quality in Education- Input –Process –Output Analysis – Concept of Total Quality Management ( T Q M )- Supervision and Inspection –functions - Accreditation and certification .

### **SUGGESTED REFERENCE BOOKS:**

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Jagannath, M. (1990). Educational administration, supervision and school management. New Delhi: Deep and Deep Publication.

## **B.Ed ELECTIVE COURSE III ENVIRONMENTAL EDUCATION**

### **OBJECTIVES:**

At the end of the course, the student- teachers will be able to

- understand the concept of environment and ecology
- To understand environmental education and its importance
- To understand the causes for environmental hazards and pollution
- To understand the causes for environmental degradation
- To understand the need for remedial ways to protect the environment in daily life and its application
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for environmental protection
- To understand the status of environmental education in school curriculum
- To understand the curriculum and methods in environmental education
- To acquire knowledge about the different methods of teaching in environmental education
- To acquire knowledge of the tools and techniques for the evaluation of environmental education

### **UNIT I Objectives, Scope and Nature of Environmental Education**

a) Meaning, definition and characteristics of environmental education – content. b) Importance, objectives, scope and guiding principles of environmental education. c) Factors of degradation of environment – adverse socio – economic impacts of degradation of environment.

### **UNIT II Environmental Education and Pollution**

Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion.

### **UNIT III Environmental Management and Protection**

Need for environmental management – function and characteristics of environmental management – dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- causes for forest fire- measures of prevention

### **UNIT IV India and Environmental Issues and Policies**

Major environmental problems in India – Environmental protection and polices in India – Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws

### **UNIT V Environmental Movements and Developments**

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa – conditions for achieving the goals of sustainable development – Strategies for sustainable development in India.

### **UNIT VI International Efforts for Environmental Protection**

The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major

achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.

### **UNIT VII Environmental Education in the School Curriculum**

Environmental education at Primary, Secondary and Higher Education level – Major constraints for its implementation at these level - Teacher's role – national resource center for environmental education.

### **UNIT VIII Environmental Education and Educational Technology**

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

### **UNIT IX Methods of Teaching in Environmental Education**

- a) Characteristics of good teaching method.
- b) Seminar, Workshop, Problem – solving, Field trips and Surveys, Projects, Exhibition and other methods.
- c) Relative efficiency of teaching methods.

### **UNIT X Evaluation approach of Environmental Education**

Evaluation: Meaning, aims – Different types of test and examination for assessment-prepare a blue print and question paper.

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**B.Ed. ELECTIVE COURSE IV  
GUIDANCE AND COUNSELLING**

**OBJECTIVES:**

At the end of the course, the student- teachers will be able to

- To recall the principles underlying guidance
- To recognize the need of guidance and counselling in schools
- To describe the different services in the school guidance programme
- To acquire the skills necessary to administer and interpret standardized tools
- To know the qualities required for a good counsellor

**UNIT-I Guidance**

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- Relationship between guidance and Counselling - Benefits- Limitations

**UNIT-II Counselling**

Counselling- Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

**UNIT-III Guidance Movement in India**

History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

**UNIT-IV Qualities of a Counsellor**

Counsellor – Qualities – Functions- Professional Ethics- Difference between Counsellor and Teacher.

**UNIT-V Group Guidance and Group Counselling**

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

**UNIT – VI Theories of Vocational Choice**

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory

**UNIT –VII Non –Testing Devices in Guidance**

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

**UNIT-VIII Testing Devices in Guidance**

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration conflict.

**UNIT- IX Guidance Services in Schools**

Guidance services at different school levels-Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career

and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference.

### **UNIT X Guidance for Exceptional Children**

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopaedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.

#### **SUGGESTED REFERENCE BOOKS:**

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- Brewer, J. M. (1971). Education as guidance. New York: McGraw Hill.

## **B.Ed ELECTIVE COURSE VIII PRE-PRIMARY EDUCATION**

### **OBJECTIVES:**

At the end of the course the student- teachers will able to  
focus the attention on the vital importance of the pre-primary education in the total educational programme.  
understand the basic principles of Child Development.  
know the principles of growth and development of children of the pre-primary stage.  
comprehend the concepts relating to Pre-Primary education.  
understand the procedures for evolving suitable educational programmes for this stage suited to local and national needs within the resources available.

### **UNIT I History of Early Child hood Education**

History of Early Child hood Education with special reference to the contributions of Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Tagore and Gandhiji.

### **UNIT II Pre-primary education**

Pre-primary education – Meaning, importance, objectives and programmes of preprimary education in India-Types of pre-school education – Nursery/Kindergarten schools, Balwadis, Anganwadis, Montessori schools and pre-basic schools.

### **UNIT III Child Development**

Aspects of Child Development – Physical and motor development, Intellectual development including concept formation - Language development, Emotional development and Social development of the pre-school child.

### **UNIT IV Developmental tasks and Needs of Pre-school children**

Developmental task – Definition, characteristics, Growth norms and their significance- Needs of Pre-school children – Biological, Nutritional, Psychological and Sociocultural needs.

### **UNIT V Pre-school programme**

Planning the pre-school programme – aims and objectives-Principles of pre-school programme - Daily schedule of activities. Organisation and implementation of the pre-school programme – Play - Formation of Healthy Habits - Activities for Social development - Individual and Group activities - Rural pre-school programmes.

### **UNIT VI Methods of teaching pre-primary children**

Values and techniques of Story Telling, Music, Creative activities, Celebration of Festivals, Field Trips, Dramatization, and Games.

### **UNIT VII Pre-primary schools**

Organization and Administration of Pre-primary schools-Building, Furniture, Play materials and Play equipments-maintenance of Registers and Records.

### **UNIT VIII Common ailments at the pre-school age**

Common ailments at the pre-school age – types, symptoms, remedies and preventive measures. Adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, stealing, withdrawal – treatment methods.



## **UNIT IX Special Children**

Need and Care of children with special needs gifted, socially withdrawn, physically handicapped and mentally retarded.

## **UNIT X Teacher training and Parental Education Programmes**

Staff qualification and teacher training-special requisites, training teachers in supervision and guidance. Parental Education Programmes – need, methods, parental involvement in school activities.

### **PRACTICALS:**

1. Plan Theme - based weekly and daily schedule of activities.
2. Preparation of toys and low cost equipments for preschool children.
3. Preparation of creative activity album and story telling aids.

### **SUGGESTED REFERENCE BOOKS:**

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- Hurlock, E. (1978). Child Development. London: International Students Edition

## **B.Ed ELECTIVE COURSE VI COMPUTERS IN EDUCATION**

### **OBJECTIVES**

At the end of the course, the student- teachers will be able to

- \_ acquire knowledge of computers, its accessories and software.
- \_ understand the basics (fundamentals) of preparing a computer.
- \_ acquire the skills of operating a computer in multifarious activities pertaining to teaching
- \_ understand features of MS Office and their operations
- \_ develop skill in using MS-Word, Power points and Spread sheets.
- \_ apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- \_ appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- \_ acquire skill in accessing world wide web and Internet and global accessing of information.
- \_ integrate technology in to classroom teaching learning strategies.

### **UNIT I Basics of Computer**

Computer : Definition , main units - characteristics – generation of computers – classification of computers – hardware and software (definition)

### **UNIT II Computer Hardware**

Hardware : Definition – Input devices : Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera- Output devices : monitor, printers : line, serial, dot matrix, inkjet, thermal. Primary storage devices : RAM , ROM and its types.  
Secondary storage devices : FDD,HDD, CD, DVD, Pen Drive (USB).

### **UNIT III Computers in Education**

Computer application in educational institutions – academic, administrative and research activities

### **UNIT IV ICTs Pedagogy in Teacher Education**

Integrating ICTs in Teacher Training – New needs of Teachers – Motivation of teachers integration in Teacher Education – ICTs for improving quality of teacher training – Enhancing quality of Teacher Training – ICTs for improving Educational management.

### **UNIT V MS-WINDOWS**

Introduction – Start, save, operate MS windows – Windows 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 Calendar – Calculator – clock -computer virus – infection, causes and remedies.

Hands on Training

a) Administrative use – Letter correspondence and E-Mail

## **UNIT VI MS-WORD**

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, Getting help – moving and copying – searching and replacing – formatting character and paragraph -using a Document – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, formatting sections and documents.

Hands on Training

- b) Construction of a Question paper
- c) Creating learning materials – handouts

## **UNIT VII SPREADSHEET**

a) Basics of Spreadsheet, Manipulation of cells, Columns and Rows.

Hands on training (i) 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.

## **UNIT VIII POWER POINT**

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 package on topics relevant to optional subject.

## **UNIT IX INTERNET**

Meaning – importance – types of networking – LAN, WAN, MAN – Internet – WWW, Website and web pages, Internet connectively – Browsing the Internet – Browsing Software – URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, Chatting.

## **UNIT X WEB DESIGNING**

HTML – Editing tools – Hyperlink and Images, Creating a web pages – HTML tags, tables, frames, and forms. Learning from cyber resources.

Hands on training

a) Cataloguing websites related school curriculum. Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

**SUGGESTED REFERENCE BOOKS:**

- Intel education., &Ncte. (2007). Hand book for teacher educators. Bangalore: NCTE.
- Copstake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
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## தமிழ் - தாள் இரண்டு (சிறப்புத் தமிழ்)

### நோக்கங்கள்

#### மாணவர்கள்

- மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல்
- கலைத்திட்டத்தில் மொழியின் இடத்தினை அறிதல்
- கவிதை பற்றிய கொள்கைகளை அறிதல்
- தமிழ் மொழியின் ஒலி அமைப்பு முறையை அறிதல்
- சமூகப் பின்னணியில் பண்பாட்டை வளர்த்தல்
- தேசியக்கல்விக் குறிக்கோள்களை அறிதல்
- முத்தமிழின் பண்புகளையும் வளர்ச்சி நிலைகளையும் அறிதல்
- ஆய்வியல் கொள்கைகளை அறிதல்
- தேசியக் கல்விக் குறிக்கோள்களை அறிதல்
- தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியின் செயல்பாடுகளை அறிதல்
- செய்யுள் நலம் பாராட்டுவதற்குத் தேவையான மொழிநடை அணி நயம் சொற்களை மற்றும் இசை வடிவங்கள் பற்றிய செம்முறைப் பயிற்சி பெறுதல்
- தமிழ் மொழியின் தனித்தன்மைகளை அறிதலும் அவற்றைப் போற்றி வளர்க்க வேண்டியதன் அவசியத்தையும் உணரச் செய்தல்

### அலகு 1 மொழி

மொழியின் பண்புகள் - மொழியின் தோற்றக் கொள்கை - மொழியின் வளர்ச்சி - தமிழ் மொழி வரலாறு - தமிழ் மொழியின் கிளை மொழிக் கொள்கைகள் - பேச்சு மொழியும் எழுத்து மொழியும் - சிறப்பு மொழி - பண்பு மொழிக் கொள்கை - தமிழ் மொழியின் தனித் தன்மைகள்

### அலகு 2 கலைத்திட்டமும் - தாய்மொழியும்

தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்குமுள்ள தொடர்பினைக் காணல் - கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் - தேசியக் கல்விக் கொள்கையில் கலைக்கல்வி - கலைத்திட்டத்தின் கோட்பாடுகள் - ஆரம்ப இடை உயர் நிலைகளின் தேசியக் கல்வியின் குறிக்கோளும் பள்ளிக் கலைத் திட்டத்திற்குமுள்ள தொடர்பினைக் காணல்

### அலகு 3 மொழியியல்

ஒலி மொழியாதல் - தமிழ் ஒலிகளின் பிறப்பு - பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் - தமிழ் மொழியின் அமைப்பு - அடைப்பொலி உரசொலி மூக்கொலி ஆடொலி மருங்கொலி - ஒலியனியல் - ஒலியன்களைக் கண்டறியும் கொள்கைகள்

### அலகு 4 சமூகவியலும் - மொழியும்

மொழிக்கல்வியின் இன்றியமையாமை - சூழ்நிலையின் குறைகளை அறிதல் - சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழியும் சமூகச் சூழ்நிலையும் - பண்பாட்டில் பின் தங்கியவரை ஈடுசெய்யும் கல்வி முறை - மதிப்புக்கல்வியும் மொழியும் - மொழியும் பொருளாதாரமும்

### அலகு 5 மொழிக் கல்வியில் மாணவர் செய்யும் பிழைகள்

பேச்சுப்பிழை - தவறாக ஒலித்தல் திருத்தமான சொல் - அறியாமை - பொருள் வேறுபாடு அறியாமை - சந்திப்பிழை - மயங்கொலிப்பிழை - எழுத்துப்பிழை - ஒருமைபன்மை மயக்கம் - திணை பால் முடிவுகளில் பிழை - நிறுத்தற்குறிகள் வல்லினம் மிகுமிடம் மிகா இடம்

### அலகு 6 இயல் தமிழ்

இலக்கிய வகைகள் - கவிதை - மேனாட்டாரின் விளக்கம் - தமிழறிஞர் விளக்கம் - கற்பனை - உணர்ச்சி வடிவம் பாடுபொருள் ஆகியவை கவிதையில் பெறுமிடம் - உள்ளுறை உவமம் - அணி இறைச்சி போன்றவற்றின் சிறப்புகள் - புதுக் கவிதை

### அலகு 7 இசைத்தமிழ்

இசையும் தமிழும் - மொழிக் கல்வியில் இசைபெறுமிடம் - தொல்காப்பியத்தில் காணலாகும் இசைத் தமிழ்க்கூறுகள் - பக்திப் பாடல்களில் இசை - நாட்டுப்புறப் பாடல்களில் இசை - தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு

### அலகு 8 நாடகத் தமிழ்

நாடகம் தோற்றமும் வளர்ச்சியும் - சங்க காலம் முதல் இக்காலம் வரை - சங்க இலக்கியம் ஒரு கூத்து நாடகம் - சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள் - நாடகத்தின் அமைப்பு - நாடக வகைப்பாடு - இக்கால நாடகங்கள் - எழுத்து நாடகங்கள் - வானொலி நாடகங்கள் - வட்டார மொழி நாடகங்கள் செய்யுளை நாடகமாக்கிக் கற்பித்தல் - நாடக உத்திகள்

### அலகு 9 இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வின் நிலை - திறனாய்வின் வகைகள் (படைப்பு வழித் திறனாய்வு - மரபு வழித் திறனாய்வு - முருகியல் முறைத் திறனாய்வு - விளக்கமுறை திறனாய்வு - மதிப்பீட்டுமுறை திறனாய்வு - வரலாற்றுமுறை திறனாய்வு - ஒப்பீட்டுமுறை திறனாய்வு - பாராட்டுமுறை திறனாய்வு) - பாத்திரப் படைப்பு - நலம் பாராட்டல் - புதினம் (கல்கி டாக்டர் மு.வ.) - சிறுகதை (புதுமைப்பித்தன் லட்சுமி) பண்பு நலன் ஆராய்தல் - நாட்டுப்புற இலக்கியம் (கே.லூர்து சு.சக்திவேல்) - பயண இலக்கியம் (நெ.து.சுந்தரவடிவேலு மணியன்) - குழந்தை இலக்கியம் (அழ.வள்ளியப்பா நாமக்கல் கவிஞர் இராமலிங்கம் பிள்ளை)

### அலகு 10 தமிழ் மொழி வளர்ச்சி நிலை

கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ் - பல்லாடகமும் தமிழ் கற்பித்தலும் - மொழி பெயர்ப்பு - மொழி வளர்ச்சியில் மொழி பெயர்ப்பின் பங்கு - தமிழ் இணையம் - தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள் - நீக்கும் வழிமுறைகள் - செம்மொழித் தமிழ்

### செயல்முறை வேலை

- முன்னறிவிப்பில்லா சொற்பொழிவுகள்
- சொற்போர் - பட்டிமன்றம்
- கருத்தரங்கம் நடத்துதல்
- வானொலி நாடகம் தயாரித்தல்
- திறனாய்வுக் கட்டுரைகள் தயாரித்தல்
- செய்யுள் நலம் பாராட்டல்
- கையெழுத்து இதழ் தயாரித்தல்
- கற்பித்தல் பொருள் தொடர்பான துணைக்கருவிகளைத் தயாரித்தல்
- வினா வங்கி தயாரித்தல்
- குறையறிச் சோதனையும் குறைதீர் பயிற்சியும்
- வட்டார மொழிச் சொற்களைத் தொகுத்தல் பழகு தமிழில் பொது மொழி அமைத்தல் பற்றி பயிற்சி அளித்தல்
- செய்யுள் பகுதியை நாடகமாக மாற்றுதல்

### பார்வை நூல்கள் (சிறப்புத் தமிழ்)

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## தமிழ் - தாள் ஒன்று (பொதுத் தமிழ்)

### நோக்கங்கள்

#### மாணவர்கள்

- தாய்மொழியின் இன்றியமையாமையையும் தாய்மொழி கற்றலின் நோக்கங்களையும் அறிதல்
- தாய்மொழியின் பல்வேறு பணிகளை அறிதல்
- தாய்மொழியின் பல்வேறு பயிற்று முறைகளை அறிதல்
- செய்யுள் உரைநடைப் பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்
- இலக்கணம் பயிற்றலில் உள்ள திறன்களை வளர்த்தல்
- இலக்கண விதிகள் வரையறைகளைக் கற்பிக்க விளையாட்டு முறைகளைப்பயன்படுத்துதல்
- பல்வேறு வகையான கட்டுரைப்பாடங்களையும் கடித வகைகளையும் அறிதல்
- மொழிபெயர்ப்பு மொழியாக்கம் ஆகியவற்றின் அடிப்படை விதிகளை அறிதல்
- கேட்டுணர்தல் திறனையும் பொருளுணர்தல் திறனையும் அறிதல்
- சிறந்த படிக்கும் பழக்கங்களை வளர்த்தல்
- சிறந்த எழுத்தாற்றலை வளர்த்தல் பல்வேறு வகையான நடைவேறுபாடுகளை அறிதல்
- பாடக்குறிப்பின் பயன்களை அறிதல்
- வினாக்கேட்டலில் அமைந்துள்ள பல்வேறு திறன்களை வளர்த்தல்
- சிறந்த மொழிப்பாட ஆசிரியருக்கான பண்புகளை வளர்த்தல்
- பாடத்திட்டம் அமைத்தலின் நவீன பொறி நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல்
- வினாத்தாள் அமைத்தலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்
- பாடத்திட்டம் அமைத்தலின் அமைந்துள்ள கோட்பாடுகளை அறிதல்

### அலகு 1

தாய்மொழிக் கற்பித்தலின் நோக்கங்கள் - பயன்கள் - எண்ணத்தை வெளியிடுங்கருவி - திருத்தமாகப் பேச கேட்க வாசிக்க எழுத - கற்பனையாற்றலை வளர்த்தல் - அழகுணராற்றலை வளர்த்தல் - சமூகப்பண்பாட்டு மரபினையறியும் கருவி - கல்வியின் இன்றியமையாமையையும் சூழ்நிலையின் குறைகளையும் அறிதல் - சமூகக்கடமைகளை மேற்கொள்ளுதல் - வாழ்க்கை நடத்தத் தேவையான திறன்களைப் பெறுதல்.

### அலகு 2

தமிழ்மொழியினைப் பயிற்றும் முறை - பண்டையோர் கண்ட பயிற்றுமுறை - சங்க காலம் தற்காலம் வரையில் - விளையாட்டு முறை நடிப்பு முறை - செயல்திட்ட முறை - தனிப்பயிற்சி முறை - மேற்பார்வை படிப்பு முறை - திட்டமிட்டுக் கற்றல் - இம்முறைகளைப் பல்வேறு நிலைகளில் பயன்படுத்தும் திறன்.

### அலகு 3

பாடத்திட்டம் தயாரித்தலின் இன்றியமையாமை - நன்மைகள் தீமைகள் - ஆசிரியர் மனத்திற்கொள்ளத்தக்கன - புளுமின் கற்பித்தல் கோட்பாடுகள்.

நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் கிளர் வினாத்திறன் வலுவூட்டிகளைப் பயன்படுத்தும் திறன் கரும்பலகையைப் பயன்படுத்தும் திறன் உதாரணங்களைப் பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி.

### அலகு 4

செய்யுள் உரைநடைப் பாடங்கள் பயிற்றலின் நோக்கங்களும் முறைகளும் - அவற்றின் நோக்கங்களிடையே அமைந்துள்ள வேறுபாடுகள் - பல்வேறு வகையான உரைநடைகளையும் செய்யுட்களையும் கற்பிக்க மேற்கொள்ளும் வழி முறைகள் - செய்யுள் நலம் பாராட்டிச் சுவையுணராற்றலை வளர்த்தல்.



## அலகு 5

இலக்கணம் கற்பித்தலின் நோக்கங்களும் பயிற்று முறைகளும் - விதிவருமுறை விதிவிளக்கமுறை - விளையாட்டு முறையில் இலக்கணம் கற்பித்தல் - வரையேடுகளும் துணைக்கருவிகளும் பயன்படுத்துதல்.

## அலகு 6

கட்டுரைப் பாடம் கற்பித்தலின் நோக்கங்களும் முறைகளும் - கட்டுரை எழுதுவதின் வளர்ச்சி நிலைகள் வகைகள் - சொற்றொடராகப் பயிற்சிகள் வாழ்க்கை வரலாற்றுக் கட்டுரை வருணனைக் கட்டுரை சிந்தனைக் கட்டுரை கற்பனைக்கட்டுரை படக்கட்டுரை கதைக்கட்டுரை விவாதக்கட்டுரை வரலாற்றுக்கட்டுரை ஆய்வுக்கட்டுரை மற்றும் உரையாடல் கட்டுரை (கீழ்நிலை மேல்நிலை வகுப்புகளுக்கு உரியன.)

## அலகு 7

### 1. கேட்டல்

வரையறை - கேட்டலின் வழி கற்றல் - கேட்டல் படிக்கத்திறனை வளர்த்தல் - பாடப்பகுதிகளைப் படித்துச் சிறு வினாக்களின் வாயிலாக வளர்த்தல் - வானொலி கேட்டல்.

### 2. பேசுதல்

எழுத்தந்திருத்தமாகப் பேசுதல் - இலக்கண வழுவின்றிப் பேசுதல் - மரபு மொழிகள் சொற்போர் கலந்துரையாடல் வினாடி வினா இவற்றை தொடக்க நிலை நடுநிலை உயர்நிலை வகுப்புகளுக்குப் பொருத்தமாக அமைத்துக் கொள்ளுதல்

### 3. படித்தல்

படிக்கக் கற்பித்தலின் நோக்கங்கள் - படிக்கக்கற்பிக்கும் முறைகள் எழுத்துமுறைப்படிப்பு - சொல்முறைப்படிப்பு - சொற்றொடர் முறைப்படிப்பு இவற்றின் நிறைகுறைகள் - சொற்களஞ்சியப் பெருக்கம் - படிப்பில் ஆர்வத்தைத் தூண்டல் - வாய்விட்டுப் படித்தல் முறைகள் நன்மை தீமைகள் - நூல்களைப் பயன்படுத்துதல் - நூலகப்படிப்பு - தின வார மாத இதழ்களைப் படிக்கும் பயிற்சி போன்றன - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - நோக்கங்கள் - நிறை குறைகள் - அவற்றிற்குரிய நூல்களைத் தேர்ந்தெடுத்தல்.

### 4. எழுதுதல்

கையெழுத்தும் எழுத்துப் பிழையின்மையும் - எழுதுவதற்குப் பயிற்சி அளித்தல் - சில முதற் பயிற்சிகள் - எழுது கருவிகளைப் பிடிக்கும் முறை - நல்ல கையெழுத்தின் நல்லியல்புகள் தெளிவு அளவு அழகு இடைவெளி எழுதுதல் மற்றும் சொல்வதை எழுதுதல்

பிழையின்றி எழுதப் பயிற்சியளித்தல் எழுத்துக்கூட்டல் பிழைகளைக் களையும் வழிமுறைகள்.

### 5. வாய்மொழிப்பயிற்சி

இன்றியமையாமை நோக்கங்கள் பயன்கள் - உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - மனப்பாடம் செய்தலின் இன்றியமையாமை - திருந்திய பேச்சில் பொருந்திய நல்லியல்புகள் - திருத்திய பேச்சினை வளர்க்கத் துணையாகும் இலக்கியங்கள் நாடகங்கள் வாய்மொழிப் பயிற்சியினைப் பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள் - ஆர்வத்தைத் தூண்டும் தலைப்புகளைப் பற்றி உரையாடல் - சிறுவர் பாடல்கள்- ஆட்டப்பாடல்கள் - கதை சொல்லுதல் - கலந்துரையாடல் - சொற்போர் - சொற்பொழிவுகள்.

## அலகு 8

கல்வி ஏற்பாடு - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனத்திற்கொள்ளத்தக்க செய்திகள் - நல்ல பாடநூலில் அமைந்திருக்க வேண்டிய நன்மைகள்.

மொழியாசிரியர் - கல்வித் தகுதி - பயிற்சி - பிற ஆசிரியர்களுடன் கலந்துரையாடல் - மொழியாசிரியரின் பண்பு நலன்கள் - மொழிப்பற்று - இலக்கண இலக்கியப் புலமை - எடுத்துக் கூறும் ஆற்றல் - குரலில் ஏற்றத்தாழ்வு அமைத்து பேசும் திறன் - திறமையாக எழுதும் திறன் உள்ளங்களை ஒன்றாக்கி இணைத்தல் - உளநூல் வல்லுநர் - கலையார்வமிக்கவர் - பருவமறிந்து பயிற்றும் பண்பு - பயிற்றலின்

அடிப்படை விதிகளை அறிந்தவராதலால் - மாணாக்கருக்கு நல்ல முன்மாதிரியாக இருத்தல் - மாணவரைச் சிறந்த குடிமகனாக உருவாக்கும் பொறுப்பேற்றல் போன்றன.

#### அலகு 9

மொழிக்கற்பித்தலின் நுட்பக் கூறுகள் - துணைக்கருவிகளைப் பயன்படுத்துதல் கண்ணோட்டத்தினை அளவிடும் கருவி (டாசிஸ்டாஸ்கோப்) வானொலி ஒளிப்பதிவு நாடா ஒளிப்பதிவு நாடா தொலைக்காட்சிப் பெட்டி - மொழிப்பயிற்றாய்வுக் கூடம் - கற்பிக்கும் பொறிகள் இவற்றை மொழிப்பாடம் கற்பித்தலுக்குப் பயன்படுத்துதல்.

#### அலகு 10

தமிழ்க் கற்பித்தலின் விளைவுகளை மிரட்டல் - பல்வேறு நிலைகளில் கற்பித்தலுக்கான நோக்கங்களைப் பகுத்தாய்தல் - ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள் தரப்படுத்தப்பட்ட தேர்வுகள் தேர்வுச் சீர்திருத்தங்கள் - நல்ல மதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறி சோதனைகள் - புறவயத் தேர்வுகள். மையப்போக்கு அளவைகள் : கூட்டுச்சராசரி இடைநிலை முகடு சிதறல் அளவைகள் வீச்சு திட்டவிலக்கம் கால்மான விளக்கம் ஒட்டுறவு பொருளும் பயன்களும் - தர ஒட்டுறவுக் கெழு விளக்கம்.

#### செயல்முறை வேலை

1. கருத்தரங்கம் நடத்துதல்
2. நாடகங்கள் எழுதுதல் மற்றும் நடத்தல்
3. மலர் தயாரித்தல்
4. கற்பித்தல் பொருள் தயாரித்தல் தொடர்பான துணைக்கருவிகள் தயாரித்தல்
5. வானொலி அல்லது தொலைக்காட்சி பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்
6. வாக்கிய வடிவ மாற்றப் பயிற்சிகள்.
7. கட்டுரையின் வகைகள் தலைப்புகள் தொடர்பான செய்திகளைத் திரட்டுதல்
8. வினாவங்கி தயாரித்தல்
9. குறையறி சோதனையும் குறைதீர் பயிற்சியும்
10. மொழிப்பயிற்றாய்வுக் கூடம்
11. கல்விப் பயணம்
12. திட்டமிட்டுக் கற்றல் சட்டம் தயாரித்தல்.

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**OPTIONAL COURSE  
ENGLISH PAPER – I  
(GENERAL ENGLISH)**

**OBJECTIVES**

At the end of the course, the student- teachers will be able to  
see the role of English in India in the right perspective and the rationale for learning English as a second language  
get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation  
acquire knowledge of the current trends in the teaching of English  
get familiarized with techniques of oral preparation and practice of language items.

**UNIT I Preliminary Statement**

1. The status of English in India today – The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language – Cultural, Literary , Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills – Listening – Speaking – Reading – Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language – Interference and Transfer from the mother tongue – Implications for teaching methods.
8. The scope of the B.Ed English course.

**UNIT II Teaching Skills**

1. Bloom's Taxonomy of Educational Objectives – Cognitive – Affective – Psychomotor domains – General and Specific Instructional Objectives.
2. Micro teaching – Principles – Skills – Introducing the lesson – Explanation – Using the blackboard – Reinforcement – Stimulus Variation – Questioning – Link lesson.
3. Observation – Demonstration lesson – Teacher educator – guide teacher – Peer group – Feedback
4. Macro teaching – Lesson plan format – Teaching Prose – Poetry – Grammar – Composition – Teaching aids.
5. Aims and procedure for teaching Intensive reader
6. Aims and procedure for teaching Extensive reader
7. Criteria for Selection of Reader.
8. Difference between teaching Prose and Poetry

**UNIT III Resource in Teaching English**

1. Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning – Language laboratory.
4. Computer assisted language learning – Power point presentation– identifying websites

**UNIT IV Approaches and Methods of Teaching English**

1. Method – Approach – Technique – Design

2. Method – Grammar Translation Method – Bilingual method – Direct Method – Dr. West’s new method – Merits and Demerits
3. Approaches – Structural Approach – Types of Structures – Selection and Grading of Structures – Principles of Situational – Oral Approach
4. Communicative approach
5. Eclectic approach
6. Recent trends in the teaching of English

#### **UNIT V Tools of Evaluation**

1. Difference between measurement and evaluation
2. Characteristics of a good English test – Objectivity – Reliability – Validity – Feasibility.
3. Concept of Evaluation – Types of evaluation – formative and summative
4. Different types of tests – Achievement tests – Aptitude tests – Proficiency tests – Diagnostic tests.
5. Types of achievement tests – oral test – written test – teacher made test – standardized test.
6. Objective tests – One word answer – Fill in the blanks – Matching – Multiple choice – Error recognition.
7. Written test- Short answer type – Paragraph type – Essay type
8. Construction of a good test – Preparation of blue print – Scoring key – Marking scheme.
9. Item analysis – Item difficulty – Discriminative index.

#### **UNIT VI – Statistics**

1. Frequency Distribution
2. Measures of central tendency – mean, median, mode.
3. Measures of Variability – Range – Average deviation – Quartile deviation – Standard deviation
4. Correlation – Rank difference method.
5. Graphical representation – Histogram – Frequency polygon – Cumulative frequency curve – OGIVE

#### **UNIT VII Listening Comprehension**

1. Sub skills of listening – listening for perception – listening for comprehension.
2. The three phases of listening.
3. Listening material – listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.

#### **UNIT VIII Speaking Skill**

1. Techniques in teaching speaking – The conversation class, the topic based discussion class – task centered fluency practice.
2. Tasks for developing speaking skill – Individual, pair and group work.
3. Improving oral fluency – Parallel Sentences – Conversation – Dialogue – Role play.
4. Dramatization – Play Reading – Group Discussion.
5. Story telling – Narration – Description
6. Communication Game – Debate – Interview – Extempore Speech.

7. Barriers for Effective Communication.
8. Testing Speaking.

### **UNIT IX Reading Skill**

1. Aims of teaching reading.
2. Process involved in reading – Symbol, sound, sense.
3. Types of reading – reading aloud – silent reading – skimming – scanning – intensive reading – extensive reading.
4. Methods of teaching reading to beginners – Alphabet method – Phonetic method – Phonetic method – Word method – Phrase method – Sentence method.
5. Reading for perception – Reading for comprehension
6. Strategies to develop reading.
7. Testing Reading

### **UNIT X Writing Skill**

1. Mechanics of Writing.
2. Sub skills in writing – visual perception – syntax – organization – grammar – content purpose – relevance.
3. Writing skills – Mechanical skills – Grammatical skills – Judgment skills – Discourse skills.
4. Characteristics of good Handwriting– distinctiveness – legibility – simplicity – uniformity – spacing – capitalization – punctuation – speed.
5. Developing good handwriting.

### **PRACTICALS :**

- 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 the purpose of introducing new items.
- 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 teacher's 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 three levels.
- Practice in reading poems aloud.
- Preparation of aids.
  - i. An album of black board sketches.
  - ii. An album of collected pictures
  - iii. Picture set and
  - 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 test paper containing the different types of test items including objective type items.
- Preparation of remedial material for one unit

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- Schibsbya, K. (1969). *A modern English grammar*. London: Oxford University Press.
- Hornby, A. S. (1968). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
- Hook, J. N., & Robert, L. S. (1967). *Competence in English: A programmed handbook*. NY: Harcourt, Brace & World Inc.
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**OPTIONAL COURSE  
ENGLISH PAPER – II  
(SPECIAL ENGLISH)**

**OBJECTIVES**

At the end of the course, the student- teachers will be able to

- \_ acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- \_ understand the connections of English speech and to acquire good pronunciation and fluency of speech
- \_ get familiarized with the syllabi related to high School and higher Secondary classes.
- \_ acquire a working knowledge of the grammatical terminology and grammatical system in English
- \_ develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

**UNIT I Phonetics of English**

1. Elements of English language – Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels – The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation – Place of articulation.
6. Diphthongs – Closing Diphthongs – Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress – Primary stress, Secondary stress – Sentence stress.
10. Rhythm – Intonation -Tone group.
11. Phonetic Transcription.

**UNIT II Fluency**

1. Use of conventional formulae – greeting – apology – invitation – refusal – accepting – thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed – construction – suggestion –prohibition – permission – probability – likelihood – possibility – obligation – necessity – concession.
4. Oral drills – Repetition drills – Mechanical drills – Substitution drills

**UNIT III Advanced Grammar**

1. The Noun phrase – Modifier – Head word, Qualifier
2. The Verb phrase – Tense forms – Primary Auxiliaries – Modal Auxiliaries.
3. Types of Sentence – Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern – Active and Passive voice.
6. Direct and Indirect speech – Question forms – Tag questions.
7. Analysis and classification of grammatical errors.



#### **UNIT IV Lexis**

1. Word formation – Affixation – Conversion – Compounding – Clipping – Port Manteau – Onomatopoeia – Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors –Devices for cohesion and coherence

#### **UNIT V Teaching Grammar**

1. Prescriptive – Formal grammar
2. Descriptive – Functional grammar
3. Methods of teaching grammar- Deductive – inductive
4. Testing grammar - steps and usage

#### **UNIT VI Teaching Vocabulary**

1. Nature of words.
2. Types of vocabulary – Active vocabulary – Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

#### **UNIT VII Types of courses**

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

#### **UNIT VIII Reference and Study Skills**

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

#### **UNIT IX Composition**

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

#### **UNIT X Language Curriculum**

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book

#### **PRACTICAL WORK:**

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the

production of consonant sounds

4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

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## **B.Ed OPTIONAL COURSE MATHEMATICS – I**

### **OBJECTIVES**

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

- understand the nature and development of mathematics
- understand the aims and objectives of teaching mathematics
- know the importance of teaching mathematics in relation to other subjects
- formulate the general instructional objectives and specific learning outcomes
- acquire competence in teaching mathematics and structuring lesson plans
- apply methods of teaching of mathematics
- understand the various psychological aspects involved in teaching mathematics

### **UNIT I. Nature , Characteristics and of Mathematics**

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines

### **UNIT II. Developments of Mathematics**

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

### **UNIT III. Aims And Objectives of Teaching Mathematics**

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural – Instructional Objectives – General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains.

### **UNIT IV. Teaching Skills**

Micro teaching – origin, need, procedure, cycle of operation and uses – skill emphasis -explaining, questioning, using black board, reinforcement, stimulus variation, introduction.

### **UNIT V. Lesson planning and its uses**

Macro teaching – Lesson plan and unit plan – Herbartian steps - Format of a typical lesson plan - teaching aids – motivation, presentation, application, recapitulation and assignment

### **UNIT VI. Psychological Theories and factors influencing the Learning of Mathematics**

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner – appropriateness of these types in learning mathematics. Psychological aspects – interest , attention – Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics – creative thinking in Mathematics.

### **UNIT VII. Identification of Individual differences**

Individual differences in mathematics - Causes for slow learning in mathematics and

remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

### **UNIT VIII. Methods and Teaching Aids**

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics – Activity Based Learning (ABL) – Active Learning Method (ALM) – Applications of ABL and ALM. Importance of teaching aids – projected and non-projected aids – improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids – use of mass media in teaching mathematics

### **UNIT IX. Evaluation and Analysis of test scores**

Different types of tests in Mathematics, achievement, diagnostic, prognostic -criterion and norm referenced evaluation - construction of achievement test - Statistical measures -mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation.

### **UNIT X. Analysis of Textbooks**

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

### **PRACTICALS**

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of unit plan and lesson plan
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

### **SUGGESTED REFERENCE BOOKS:**

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- Burner, J. S. (1962). The process of education. Cambridge: Harvard University Press.

**B.Ed. OPTIONAL COURSE  
PHYSICAL SCIENCE-PAPER-I**

**OBJECTIVES**

At the end of the course, the student -teachers will be able to

- \_ understand the nature and scope of Physical Science
- \_ know the aims and objectives
- \_ understand the principles of curriculum construction and organization of subject matter
- \_ understand the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching
- \_ in acquiring skills relating to planning their lessons and presenting them effectively
- \_ an understanding of the technology of teaching Physical Science and give them practice in the use of audio visual aids
- \_ understand the techniques of evaluating Science teaching and to construct achievement test to evaluate the progress of pupils
- \_ develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices
- \_ estimate the facilities required for the organization and maintenance of Science laboratory
- \_ understand the criteria in selecting a good textbook and to evaluate a Science textbook.
- \_ organize different co-curricular activities in Science
- \_ understand the special qualities of a good Science teacher, acquire those qualities and to evaluate himself or herself

**UNIT-I: Nature and Scope of Science**

Nature and Scope of Science-Science as a product and a process—a body of knowledge (Empirical knowledge, Theoretical knowledge-facts, concepts, hypotheses, theory, principle, law)-a way of investigation-a way of thinking-Inter disciplinary approach-New developments-Implications

**UNIT-II: Aims and Objectives of Teaching Physical Science**

Aims and Objectives of teaching Physical Science-General and Specific Objectives of teaching Physical Sciences-Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)-Aims and Objectives of teaching Physical Science at different levels-Primary, Secondary, Higher Secondary.

**UNIT-III: Micro Teaching**

Microteaching and its scope-microteaching cycle-Relevant skills in Micro teaching-Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of using Blackboard, Skill of Demonstration, Skill of Achieving Closure- Need for link lessons in Microteaching.

**UNIT-IV: Unit Planning and Lesson Planning**

Content analysis-developing Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan-Lesson Planning-Essential features of Lesson Planning and their importance-Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans-Distinguishing Lesson Plan and Unit Plan

### **UNIT-V: Methods of Teaching Physical Science**

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-Methods of Teaching Physical Science-General Methods: Heuristic Approach, Historical and Biographical Approaches, Lecture method, Lecture cum Demonstration Method, Individual Practical Method, Analytic and Synthetic Method, Scientific Method, Project Method.

### **UNIT-VI: Co-Curricular Activities**

Co-curricular Activities: Organization of Science Club, Science Exhibitions and Fairs, Fieldtrips and Excursions.

### **UNIT-VII: Educational Technology**

Classification of Audio Visual Aids (Projected and Non-projected)-their importance-Principles and use of Hardware: Film strip cum Slide Projector, Overhead Projector, Motion Picture Projector, Radio, TV, CCTV, Tape Recorder, principles and use of Software: Objects, specimens, slides, transparencies, CD, Audio and Video Tapes-Educational Broadcasts: Radio and T.V. lessons-Programmed Learning-Power Point-use of Internet in teaching Physical Science-e-learning.

### **UNIT-VIII: Evaluation**

Tests and its types-Achievement tests-Qualities of a good test- Evaluating outcome of Science teaching-Principles of test construction-Blue Print and Question Paper-Item Analysis-Standardizing a test-Diagnostic testing and Remedial teaching. Elementary Statistics-Measures of Central Tendency: Mean, Median and Mode-Measures of Variability-Mean, Standard and Quartile Deviation, Correlation co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Bar and Pie Diagrams, Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive, Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.

### **UNIT-IX: Science Laboratory**

Physical Science Laboratory-Structure and Design-Organization and Maintenance of Science Laboratory-maintenance of Registers-Storage of Chemicals-Organization of Practical Work- Accidents and First Aids-Improvisation of Apparatus.

### **UNIT-X: Science Teacher**

Science Teacher - Academic and Professional qualification-Special qualities-In-service training-Classroom Climate: Autocratic, Democratic and Laissez faire pattern, Flander's Classroom Interaction analysis.

### **PRACTICAL WORK**

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 10 charts and 3 improvised apparatus.
3. Practicing 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) and 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 any topic in Physics or Chemistry.

10. Preparing a Science album with internet materials of scientific issues and website reports.
11. Preparation of work sheets.
12. Practice of minimum of 5 experiments in school syllabus.

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- Nayak, (2003). Teaching of Physics, APH Publications, New Delhi.
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## **B.Ed OPTIONAL COURSE BIOLOGICAL SCIENCE – I**

### **OBJECTIVES**

At the end of the course, the student- teachers will be able to

- understand the basic principles and practices of Science Education relevant to teaching Biological Science in the Secondary and Higher Secondary Classes
- learn appropriate teaching techniques
- acquire adequate skills in using proper and suitable methods of teaching biology
- acquire knowledge relating to the organization and administration of 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
- acquire skill in constructing tests
- develop ability to construct a curriculum and to evaluate critically the present curriculum
- develop skills in preparing and using the appropriate instructional material in Biology

### **UNIT I Place, Goals and Objectives Of Biology**

Biology in the school curriculum – its claims for inclusion – Interdisciplinary approaches in the school curriculum – Various branches related to Life Science. Goals and objectives of teaching Biology with reference to Bloom’s taxonomy- Cognitive, Affective and Psychomotor Domains. Aims of teaching Biology at different levels – Primary, Secondary and Higher Secondary.

### **UNIT II Lesson and Unit Planning**

Lesson planning – Importance of lesson plans- Writing Instructional Objectives- Planning for specific behavioral changes. Preparation and use of unit plan – Teaching and Teaching aids Evaluation, Recapitulation and Assignments.

### **UNIT III Microteaching**

Microteaching - Definition- Microteaching Cycle- Types of Skills- Skill of Introducing,  
Skill of Explaining, Skill of Stimulus variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure- Link lesson – Definition – Need for Link lesson

### **UNIT IV Methods of Teaching Biology**

Criteria for selection of a method: Level of the class, size of the class, available time and subject matter. Approaches – Inductive, Deductive, Analytic, Synthetic, Heuristic, Dalton Plan. Instructional technology and its application to the teaching of Biology , Programmed instruction, 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

### **UNIT V Biology Laboratory**

(I) Practical work in Biology: Importance of practical work – organizing the work of the practical class – laboratory – Accidents and First Aid –safety – school Biology

Record. (II) Museum – Importance of museum – Preparation of museum materials – Field trip. Maintenance of Aquarium, Vivarium & Terrarium.

### **UNIT VI Text Books**

Qualities of a good Biology text book – Criteria for evaluating a biology book- Use of text books in teaching biology - Values of a school Biology library – Books for selection and purchase-classification and cataloging.

### **UNIT VII Curriculum in Biology**

Principles of curriculum development – Selection of content and organization of subject matter- NCERT Curriculum – BSCS and Nuffield Secondary Science Project

### **UNIT VIII 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;

### **UNIT IX Science Teacher**

Academic qualification – professional training and special qualities required for a biology teacher- inservice training. Class Room Climate: Flanders interaction analysis

### **UNIT X 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.

(ii) Evaluation of students attainment in Biology- Tools of evaluation – The written examination – Evaluation of the practical work in Biology - Marking – Interpretation of results.

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

(iv) Measures of central tendency : Arithmetic mean, median , mode, Measure 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 & Kurtosis.

### **PRACTICALS**

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 unit test for a unit in Biology.

6. Designing and carrying out of any one simple investigation of Biology.
7. Collecting and preserving biological specimens
8. Collecting and keeping plants and animals alive for instructional purposes: aquarium, terrarium and vivarium.

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## **B.Ed OPTIONAL COURSE HISTORY - I**

### **OBJECTIVES**

- At the end of the course, the student- teachers will be able to
- acquire knowledge of the nature, scope, structure and concepts of history.
  - understand the dimensions, classification, geographical foundation of history and its relation with other social science – subject
  - realise and appreciate indispensable values of teaching history.
  - develop effective teaching skills .
  - perceive effective competency in the preparation of lesson and unit plan.
  - practice the different teaching - learning strategies.
  - understand the principles of curriculum construction.
  - get familiarised with the various learning resources for their professional effectiveness.
  - understand the various methods of evaluating the classroom teaching.

### **UNIT I Nature And Development Of History**

1. Meaning and Definitions of history.
2. Nature and Scope of history.
3. Structure and form of history.
4. The different conceptions of history – Biographical Evolutionary, Cyclic, Theistic and Modern Concept.
5. History of history.

### **UNIT II History - Its Features And Dimensions**

1. Dimensions of history - time, place, continuity and development.
2. Classification of history
3. Geographical foundations of history.
4. Relationship between history and other social sciences.

### **UNIT III Goals Of Teaching History**

1. General Aims and objectives of teaching history.
2. Specific Aims of teaching history at Elementary, High and Higher Secondary stage.
3. Values of teaching history - Practical, Intellectual Social, Moral, Disciplinary and cultural.

### **UNIT IV Teaching Skills**

1. Teaching Skills - Microteaching - principles and skills. Introducing a lesson. Explaining, probing question, chalkboard work, Reinforcement, stimulus variation, closure. Need for a link lesson.
2. Lesson Plan - Steps, Writing Instructional Objectives. Bloom's taxonomy - Herbartian Steps - Planning for specific behavioural changes - Selection and organisation of concepts, Teaching Aids, Learning Experiences , Evaluation, Recapitulation and Assignment.

### **UNIT V Teaching Learning Strategies in History**

1. Different Methods - Lecture, Story Telling, Dramatization. Review and Drill, and supervised study.
2. Approaches - Dalton Plan, Inductive, Deductive Unit Method, Discussion, Team Teaching and Multimedia approaches.

3. Activity Based method: Field trip, Excursion, project method.

### **UNIT VI Educational Technology**

Importance of Audio Visual Aids - Principles of preparation and use of Visual Aids - Charts, Magnetic Boards, Bulletin Boards, Flash Cards, Cutouts, Models (Working and Non Working) Audio Aids, Audio-Players, Tapes, Radio Broadcasts, Audio-Video Players, Video Cassettes CD's Telecast, Computers and multimedia Presentation. Projected Aids, OHP and transparencies, film strip projector and film strip, slide projector and slides.

### **UNIT VII Teaching Chronology, Contemporary Affairs**

1. Importance, Dimensions of Chronology - Teaching Chronology.
2. Utilising current events and contemporary affairs.
3. History Teaching and National Integration.
4. Developing International Understanding.

### **UNIT VIII History Curriculum**

1. Contents, Principles of Selection : Individual, Social and National Needs.
2. Logical and Psychological (Stages of Development); Chronological and periodical; Concentric and Spiral; Regressive and Progressive; topical and unit approach.
3. Correlation ; Identical, Incidental, Systematic- fusion with other Social Sciences.

### **UNIT IX Learning Resources**

1. Text Books, Supplementary Reading Material, Work Books, Programmed Instructional Materials, Advanced books on History, Instructional materials for teachers.
2. The History Teacher - Essential qualities and professional growth of History Teacher.
3. The History Class Room, Library and Museum.
4. History Club and its activities.

### **UNIT X Evaluation in History**

1. Concept of evaluation - Objectives - Characteristics of an achievement test - Blue Print - Construction and administration of an achievement test in History.
2. Collection of Data - Interpretation of test scores.
3. Measures of Central Tendency (Mean, Median Mode); Standard Deviation and quartile deviation; Rank Correlation and Co-efficient of correlation.
4. Graphical Representation - Bar and Pie Diagram – Histogram- Frequency Polygon - Cumulative frequency polygon and ogive.
5. Individual differences in learning history - Remedial Measures for the backward. Enrichment programme for the gifted

### **PRACTICALS:**

1. Preparing maps, charts, pictures, models etc.
2. Preparing a picture Album / Scrap book.
3. Quiz Programme
4. Dramatization / Writing Historical Stories.
5. Preparing 10 slides in Power Point.
6. Learning from Cyber Resources : Identification, Cataloging and comparing the two

web sites relating to the prescribed School Curriculum.

7. Construction of Achievement Test.

8. Practicing 3 micro lessons with 3 different skills.

9. Participating in atleast two seminars (in optional Paper I) presenting two papers.

10. Excursion and field trips.

#### **SUGGESTED REFERENCE BOOKS:**

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## **B.ED OPTIONAL COURSE ECONOMICS I**

### **OBJECTIVES :**

At the end of the course, the student - teachers will be able to

- understand the value of discipline of Economics
- acquire knowledge of the nature, scope and development of economics
- know the aims and objectives
- acquire awareness about economic problems and their impact on political, social, and cultural trends in Economics
- understand the need for implementing the methods of catering to individual differences in Economics teaching
- acquire skills relating to planning lessons and presenting them effectively
- develop the ability to prepare and use effectively the audio and video
- understand the principles of curriculum construction and organization of subject matter
- understand the various evaluation techniques of Assessing the Economic s teachers

### **Unit I Goals and Objectives**

Nature and scope of economics-Aims and values of teaching economics-Objectives of teaching economics based on Bloom's taxonomy-Recent trends in economics aspects globalization, liberalization and privatization to economics.

### **Unit II Methods of teaching economics**

Method of organizing experiences in teaching lecture method, analytic and synthetic method, heuristic approach, Symposia-discussion-workshop-Brain storming method-panel discussion-simulation workshop-seminar-Importance to individuals catering to individualized instruction- team teaching -computer assisted instruction-Programmed instruction-Instructional model multimedia-self learning packages.

### **Unit III Lesson and unit planning**

Enumeration and derivation of instructional objectives-lesson plan –planning for teaching – developing lesson plans, unit plans-principles of lesson planning-art of lesson plan-procedure and preparation.

### **Unit IV Instructional aids**

The importance of instructional media in relation to teaching economics-Criteria for the selection of instructional media, Use of internet in teaching economics-e-learning. Hardware media –epidiascope-diascope-overhead projector-blackboard, visual media-charts-maps graphs- diagrams-pictures-power point presentation(multimedia presentation-preparation and use of the instructional media.

### **Unit V Evaluation and statistics**

Tests and its types, diagnostic, prognostic and achievement tests –Criterion and norm referenced tests- Evaluating outcomes of economics 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 and mode-measures of variability-mean standard and quartile deviation, correlation co-efficient, rank order and product moment correlation-graphical representation of data-bar and pie diagram, histogram,

frequency polygon-cumulative frequency curve, ogive, percentile ranks, normal probability curve, kurtosis, skewness

### **Unit VI Curriculum design**

Curriculum construction in economics-principles of curriculum construction-.criteria of selection of content matter-organization of content matter. Curriculum improvement projects in India(NCERT) and abroad (chemstudy, PSSC, CBA, Nuffield) Unit VII Modern electronic technology in teaching Economics Instruction-objectives-future trends- emerging technologies in education- teletext-video textaudio conferencing –tele conferencing-computer conferencing-V-SAT(very small aperture terminals)-Internet and intranet-on line teaching.

### **Unit VIII Resource for teaching Economics**

Co curricular activities-organization of economic club-economic exhibitions and fairs-field trips and excursions

### **Unit IX Economics education in rural areas**

Special problems of economics teaching in rural schools, teacher preparation and in-service education-inculcating economic attitudes.

### **Unit X The Teacher of Economics**

Economics teacher-academic, professional qualification and professional growth-special quality - Salient features intrinsic to the teaching of economics-the characteristic qualities to be looked for in a teacher of economics.

### **PRACTICALS :**

- Preparation of observation and demonstration file.
- Preparation of unit plans in economics.
- Preparation of programmed instruction file.
  - a) linear programming(15) frames.
  - b) Branched programming (10) frames.
- Construction and use of achievement test. Analysis and interpretation of test scores.
- Collection of year books, Newspaper, Magazines and articles clippings related to economics.
- Collection of pictures for album related to economic concepts.
- Preparation of workshop file for
  - a) Question Bank
  - b) Instructional media
- Preparation of instructional material file
- Conducting economic survey in a locality with references to Population , Savings
- Preparation of display materials and maintaining bulletin board.
- Multimedia preparation(25 slides)

### **SUGGESTED REFERENCE BOOKS:**

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## **B.ED OPTIONAL COURSE ECONOMICS II**

### **OBJECTIVES**

At the end of the course, the student - teachers will be able to

- understand the Economical problems facing India.
- understand the nature and scope of Economics.
- understand the Economical and civic realities.
- understand the achievement of planning.
- develop interest in adopting modern method technologies of teaching.
- develop competence in the preparation of programmed learning materials, (Economics textbooks and Workbooks)
- understand the various methods of evaluating the classroom teaching.
- recognize the special problems in teaching Economics in rural schools.
- know the latest developments in subject Economics.

### **Unit I Introduction:**

Aims, Values and scope of Teaching Economics – Changes in Economics teaching – the aims of Economics – The relative value of Economics.

### **Unit II Methods and Materials of Teaching these Subjects**

Use of modern techniques in teaching Economics – Discussion – Seminar – Workshop – Supervised study Scientific Attitudes and its importance to the individual and society – Catering to the individual differences – Instructional model and multimedia – self learning packages – Identification and care of the talented – helping the slow learners in Economics.

### **Unit III Organisation and Maintenance**

Structure and design for schools – Equipping the departmental libraries and museums.

### **Unit IV Research in Economics**

Research in Economics Education – Identifying problems in teaching of Economics – Techniques of conducting and evaluating research in Economics Education

### **Unit V Problems of Economics teaching and Global**

Problems of Economics teaching in urban and rural areas – Global problems – pollution – Diseases – Global warming, over population, malnutrition, superstitions beliefs.

### **Unit VI Economics Education and political Problems**

An understanding of the political problems facing the country – How can political Science Education and Economics Education help in Solving them?

### **Unit VII Educational technology**

Clubs – Guest lectures – Exhibition – Computer assisted instruction – Use of Audio and video tapes in teaching Economics.

### **Unit VIII Knowledge of Economics**

A Knowledge of all the concepts in Economics standard XI and XII

### **Unit IX Evaluation of Textbooks**

Textbooks- Economics – Evaluation of different types of textbooks – CBSE, Matriculation, State Board.

### **Unit X Evaluation of Economics Teachers**

Evaluation by pupils – Self evaluation – Rating by superiors of colleagues – classroom interaction analysis

### **PRACTICALS :**

The following activities are suggested:

1. Maps of India can be drawn showing the following things :
  - a. Birth ratio
  - b. Mortality
  - c. Migration
  - d. Industries
2. Survey to find out the problems of the rural community.
  - a. Poverty
  - b. Malnutrition
  - c. Illiteracy
  - d. Status of women
  - e. Unemployment
  - f. Diseases
  - g. Labour problems
  - h. Investment pattern in relation to Economics of Education
3. Construction and standardization of an achievement test in the subjects.
4. Guest lectures about marketing and other subjects of local and topical interest.

### **SUGGESTED REFERENCE BOOKS:**

- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
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## **B.Ed OPTIONAL COURSE COMMERCE AND ACCOUNTANCY EDUCATION – II**

### **OBJECTIVES:**

At the end of the course, the student- teachers will be able to

- Acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy
- Understand the different types of curriculum, classroom management techniques and technology in and of Education to teach Commerce and Accountancy
- Apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy
- Develop skills in preparing curriculum, and using the suitable techniques in test construction.
- Develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy

### **UNIT: I Commerce Education**

Commerce Education – historical development – present status in secondary and higher education – teaching basic skills – general commerce education – specific job training for business – integration of Commerce with other subjects – Consumer Education.

### **UNIT: II Curriculum**

Curriculum – principles involved in the curriculum construction – XI and XII standard Commerce and Accountancy syllabus – academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus.

### **UNIT III Instructional Methods – I**

Lecture method – Descriptive method – Objective based method – Demonstration method – Lecture cum demonstration method-problem method-project method-Inductive method – Deductive method-case study – Surveys and market studies, Socialized recitation methods (Discussion methods) informal – formal, seminar, symposium, workshop technique, panel discussion.

### **UNIT: IV Instructional Methods - II**

Tutorial method-Assignment method-students motivated technique – analytical method –brainstorming-heuristic method-simulation and role playing – team teaching-micro teaching – individualized instructional methods-Methods suitable for teaching Accountancy.

### **UNIT V Educational Technology**

Educational technology in learning Commerce and Accountancy – programmed learning – linear and branching – Personalized System of Instruction (PSI) – Computer Assisted Instruction (CAI) Computer Managed Learning (CML), multi media in learning Commerce – modules – Educational broadcasting and telecasting –

interactive video, tele lecture-video conferencing-e-tutoring- Software in Commerce and Accountancy.

### **UNIT VI Managing classroom**

Classroom management – factors influencing classroom management-system approach-input process- output and feedback-aspects in commerce teaching – class room interaction analysis class room climate-types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

### **UNIT VII Instructional Materials**

Textbook-reference books-periodicals-business journals, technical documents, survey reports business documents-news papers-research journals and reports-e-resources-importance of collateral readings..

### **UNIT VIII Community Resources**

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

### **UNIT IX Commerce Department**

Commerce department-commerce laboratory – teacher’s diary – records and registers to be maintained-equipment-essentials and desirable-Commerce club or association activities-school bank –school co- operative society.

### **UNIT X Professional Development**

Commerce teacher-professional growth of teacher – pre service and in service programme qualities required for a good teacher – ethics of teacher – social and environmental responsibilities of the commerce teacher-problems faced by the commerce teachers, Research in Commerce education – computer in Commerce and Accountancy teaching and research.

### **PRACTICALS :**

1. Collection of e-learning resources in Education, Accountancy and Commerce
2. Undertaking a project on the success story of a business establishment.
3. Constructing Commerce curriculum to enrich the present higher secondary education.
4. Group work on the preparation of lesson plans in Accountancy.
5. Observing and analysis of Classroom management in schools.

### **SUGGESTED REFERENCE BOOKS:**

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## **B.Ed OPTIONAL COURSE COMMERCE AND ACCOUNTANCY EDUCATION – I**

### **OBJECTIVES:**

At the end of the course, the student- teachers will be able to

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- Develop interests in learning recent developments in Commerce and Accountancy
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy

### **UNIT: I Commerce**

Commerce – meaning – definition – classification – trade, transport, warehouse, banking, insurance and advertisement – comparison of commerce with business and economics, forms of organization – sole trade, HUF –partnership, companies, co operatives and government organization-share market-consumerism – e commerce.

### **UNIT: II Accountancy**

Book keeping – Accountancy – Journal – Subsidiary books – Ledgers- Trail balance – Errors and rectification – Trading, Profit and Loss Accounts – Balance Sheet – Partnership and company accounts – Auditing – Interpretation of financial statements – Electronic accounting, VAT (Value Added Tax) calculation

### **UNIT III Aims and Objectives**

Teaching and Learning – effective teaching – Aims, Objectives and Values of learning Commerce and Accountancy – Objective based instruction (OBI)-Bloom's Taxonomy – cognitive, affective, and psycho motor domains. Specification – meaning – principles – Importance.

### **UNIT: IV Lesson Planning**

Lesson planning – types –needs – aspects of a good lesson plan – unit, instructional objectives, specifications, teaching aids, content analysis, learning experiences, evaluation, review, and assignments – four column lesson plan – horizontal relationship in the lesson plan – analyzing the units I and II in terms of lesson plan.

### **UNIT V Organization of Content And Learning**

Organization of subject matter – unit – topical – concentric-logical and psychological – maxims in teaching – organization of learning experiences – types – Edger Dale's cone of experience – motivation.



### **UNIT VI Instructional Aids**

Teaching aids – classifications – two dimensional and three dimensional – projected and non projected – aural, visual and activity aids – display boards-teaching aids for preparation, presentation and feedback-importance of teaching aids.

### **UNIT VII Evaluation**

Measurement and Evaluation – formative and summative evaluation – objective based evaluation (OBE) – Types of tests-oral test, written test, performance test – achievement test, diagnostic test and prognostic test – educational statistics – measures of central tendency – mean, median and mode – deviations and correlation – graphical representation of scores.

### **UNIT VIII Achievement Test**

Achievement test – characteristics – objectivity, reliability, validity and practicability – forms of test items – multiple choice type – short answer type and essay type – construction of achievement test – steps – blue print, weightage tables, question wise analysis and scoring key.

### **UNIT IX Review and Assignment**

Review – fixing device – need and importance – characteristics of a good review-assignment – types – identification of slow and gifted learners – assignments to suit individual differences.

### **UNIT X Teaching Controversial issues**

Teaching controversial issues in Commerce and Accountancy – World Trade Organization (WTO) – GATT – GATS – Liberalization, Privatization and Globalization (LPG) – Disinvestments – Inflation – Recession – Economic crimes – security scam – rosy picture in the financial statement – Hawala – FERA - FEMA

### **PRACTICALS :**

- Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, news paper and magazines articles (cuttings), business forms,
- Organizing and conducting commerce club activities.
- Commerce laboratory practices.
- Updating and contributing through bulletin boards.

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## **B.Ed OPTIONAL COURSE COMPUTER SCIENCE - I**

### **OBJECTIVES**

At the end of the course, the student - teachers will be able to

- acquire knowledge on historical evolution of computer and its hardware, software components.
- acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- acquire skills relating to planning lessons and presenting them effectively.
- familiarize with the various methods that can be employed for the teaching of computer science.
- understand the principles of curriculum construction.
- develop skill in constructing tests.

### **UNIT I Hardware and Software of Computers**

Hardware components of a micro computer – Input and Output devices – types of computers – Software : definition – System software – Application software –High level and programming languages – use of computers in schools.

### **UNIT II Objectives of Teaching Computer Science**

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels : primary, secondary, and higher secondary levels.

### **UNIT III Micro Teaching**

Micro teaching – origin, need, procedure, cycle of operation and uses – Communication skills with reference to Micro teaching: Verbal and non-verbal communication- principles and steps in micro teaching - teaching of relevant skills; Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

### **UNIT IV Lesson and Unit Planning**

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes. Unit planning: Preparation and use of unit plan

### **UNIT V Instructional Methods**

Individualized instruction — programmed instruction – Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction. Lecture – demonstration – Problem Solving – Project method – Scientific method –analytic and synthetic methods. Inductive – deductive approaches of teaching computer science.

### **UNIT VI Instructional Aids**

Importance of teaching aids – classification – projected and non-projected aids – criteria for selection of appropriate teaching aids – mass media and its advantages.

### **UNIT VII Curriculum in Computer Science**

Principles of curriculum development – criteria of selection of content - principles of organizing the selected content – critical evaluation of Tamilnadu higher secondary computer science curriculum.

### **UNIT VIII Evaluation in Computer Science**

The concept of evaluation – objective based evaluation – tools and techniques in evaluation - evaluation for achievement, diagnosis and prediction – Criterion and Norm referenced tests – construction of different types of test :- Principles of test construction and administration of an achievement test – Blue print – Characteristic of a good test –Item analysis – Computer Aided Evaluation - On line examination. Statistical measures : Measures of central tendency : mean, median, mode – measures of variability : range, standard deviation, average deviation, quartile deviation – rank correlation.

### **UNIT IX Text Books**

Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of computer science text book – value of the computer science library.

### **UNIT X Assignment and Review**

Assignment – types – need – characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson.

### **PRACTICALS :**

- Practice of a minimum of three skills on micro teaching
- Preparation of Lesson plan and Unit plan
- Preparation of teaching aids
- Preparation of Programmed Instruction
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)
- Preparation of transparencies
- Construction of an achievement test
- Critical analysis of content course of standard IX to XII syllabus.
- Identification and cataloguing of three websites relating to the prescribed school curriculum
- Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

### **SUGGESTED REFERENCE BOOKS:**

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