

அரசினர் பயிற்சிக் கல்லூரி

கு ம ர ப ர ன ன ய ம்



நாட்காட்டி 1972-73

உறுதி மொழி

“இந்தியா எனது நாடு; இந்தியர் அனைவரும் எனது சகோதர, சகோதரிகள் ஆவர்.

நான் எனது நாட்டினை நேசிக்கின்றேன், செல்வாக்குள்ளதும், பலதரப்பட்டதுமான அதன் பாரம்பரியத்தில் நான் பெருமிதம் கொள்கின்றேன். நான் அதற்குத் தகுதியுடையவனாயிருக்க எப்பொழுதும் முயலுவேன்.

எனது பெற்றோர், ஆசிரியர், பெரியோர் அனைவரிடமும் மரியாதை செலுத்துவேன். எல்லோரிடமும் பண்புடன் நடந்துகொள்வேன்.

எனது நாட்டினிடமும், மக்களிடமும் பக்தி கொள்வேன் என உறுதி கூறுகின்றேன். அவர்களது நல்வாழ்வினும், வளர்ச்சியினுமே என் மகிழ்ச்சி அடங்கியுள்ளது.”

அரசினர் பயிற்சிக் கல்லூரி

குமாரபாளையம்

நாட்காட்டி - 1972-73

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நல்லாசிரியனாக விளங்க எடுத்துக்கொள்ளும் உறுதி மொழி

ஆசிரியப் பணி மிகப் பொறுப்புடையதொன்று என்பதனை நான் நன்குணர்கின்றேன். பயிற்சி பெற்று முழுமையும் தகுதியுடைய ஆசிரியராக விளங்கவும் நான் அப்பொறுப்பினைச் செம்மையாக நிறைவேற்றவும் உண்மையுடன் உழைப்பேன். அவ்வாறு உழைக்கவும், ஆசிரியரது பண்புக்கும், மதிப்புக்கும் ஒரு சிறிதும் இழுக்கு நேராத வகையில் திகழவும் உறுதி மொழிகளை நான் ஏற்கின்றேன் : -

1. ஆசிரிய மதிப்புக்குக் குறைவுதரும் வகையில் உடைகளை ஒரு போதும் அணியேன்.
2. குறித்த காலத்தில் பணியாற்றச் செல்வதற்குத் தவறேன்.
3. நான் கற்பிக்கவேண்டியவற்றைப்பற்றித் திட்டமிட்டு நான் தோறும் ஆயத்தம் செய்வேன்.
4. என் பாட அறிவைப் பெருக்கவும், என் பொது அறிவை வளர்க்கவும் தேவைப்படும் சிறந்த நூல்களைப் படிப்பதில் என் ஓய்வு நேரத்தைச் செலவிடுவேன்.
5. ஆசிரிய மதிப்புக்கு இழுக்கு ஏற்படும் வகையில் மாணவருடனோ மற்றவருடனோ பழகேன்.
6. மாணவர்கள் நல்லொழுக்கமுடையோராக விளங்க, நான் முன்மாதிரியாக இருந்து வழிகாட்டுவேன்.
7. ஆசிரியப் பணிக்குப் பெருமைதரும் வகையில் பிற ஆசிரியருடனும், தலைமை ஆசிரியருடனும் பெற்றோர்களுடனும் சமுதாயத்தினருடனும் பழகுவேன்.
8. கல்வித் துறைக் கட்டுப்பாடுகளுக்குப் புறம்பாகச் செல்வாத வகையில் சமூகத் தொண்டற்ற முயல்வேன்.

கையொப்பம்

**1972 - 73-ஆம் ஆண்டிற்கான
நாட்குறிப்பேடு**

ஜூன் 1972

நாள்	கிழமை	விவரம்	வேலை நாள்
1	விபாழன்	புலவர் பயிற்சி—முதற் பிரிவு	—
2	வெள்ளி	தொடக்கம்	—
3	சனி	விடுமுறை	—
4	ஞாயிறு		—
5	திங்கள்		—
6	செவ்வாய்		—
7	புதன்		—
8	வியாழன்		—
9	வெள்ளி		—
10	சனி	இரண்டாம் சனிக்கிழமை(விடுமுறை)	—
11	ஞாயிறு		—
12	திங்கள்		—
13	செவ்வாய்		—
14	புதன்		—
15	விபாழன்		—
16	வெள்ளி		—
17	சனி	விடுமுறை	—
18	ஞாயிறு		—
19	திங்கள்		—
20	செவ்வாய்		—
21	புதன்		—
22	வியாழன்		—
23	வெள்ளி		—
24	சனி	விடுமுறை	—
25	ஞாயிறு		—
26	திங்கள்		—
27	செவ்வாய்		—
28	புதன்		—
29	வியாழன்		—
30	வெள்ளி		—

அகர முதல எழுத்தெல்லாம் ஆதி
பகவன் முதற்றே உலகு.

ஜூலை 1972

நாள்	கிழமை	விவரம்	வேலை நாள்
1	சனி	விடுமுறைக்குப்பின் கல்லூரி திறப்பு	1
2	ஞாயிறு		—
3	திங்கள்		2
4	செவ்வாய்		3
5	புதன்		4
6	வியாழன்		5
7	வெள்ளி		6
8	சனி	இரண்டாம் சனிக்கிழமை	—
9	ஞாயிறு		—
10	திங்கள்		7
11	செவ்வாய்		8
12	புதன்		9
13	வியாழன்		10
14	வெள்ளி		11
15	சனி		12
16	ஞாயிறு		—
17	திங்கள்		13
18	செவ்வாய்		14
19	புதன்		15
20	வியாழன்		16
21	வெள்ளி		17
22	சனி		18
23	ஞாயிறு		—
24	திங்கள்		19
25	செவ்வாய்		20
26	புதன்		21
27	வியாழன்		22
28	வெள்ளி		23
29	சனி		24
30	ஞாயிறு		—
31	திங்கள்		25

வேலை நாட்களின் எண்ணிக்கை : 25

மலர்மிசை ஏகினான் மாணடி சேர்ந்தார்
நிலமிசை நீடுவாழ் வார்.

ஆகஸ்டு 1972

நாள்	விழமை	விவரம்	வேலை நாள்
1	செவ்வாய்	புலவர் வகுப்பு முதற்பிரிவு கற்பித்தல் பயிற்சி தொடக்கம்.	1
2	புதன்		2
3	வியாழன்		3
4	வெள்ளி		4
5	சனி		5
6	ஞாயிறு		—
7	திங்கள்	புலவர் வகுப்பு முதற்பிரிவு கற்பித்தல் பயிற்சி முடிவு இரண்டாம் சனிக்கிழமை	6
8	செவ்வாய்		7
9	புதன்		8
10	வியாழன்		9
11	வெள்ளி		10
12	சனி		—
13	ஞாயிறு	—	
14	திங்கள்	சுதந்திரத் திருநாள் — விடுமுறை	11
15	செவ்வாய்		—
16	புதன்		12
17	வியாழன்		13
18	வெள்ளி		14
19	சனி		15
20	ஞாயிறு		—
21	திங்கள்	பி. எட். வகுப்பு கற்பித்தல் பயிற்சி முதற்கட்டம்.	16
22	செவ்வாய்		17
23	புதன்		18
24	வியாழன்		19
25	வெள்ளி		20
26	சனி		—
27	ஞாயிறு		21
28	திங்கள்		22
29	செவ்வாய்		23
30	புதன்		24
31	வியாழன்		25

வேலைநாட்களின் எண்ணிக்கை 25+25=50

ஒழுக்கம் விழுப்பந் தரலான் ஒழுக்கம்
உவிரினும் ஒம்பப் படும்

செப்டம்பர் 1972

நாள்	கிழமை	விவரம்	வேலை நாள்	
1	வெள்ளி	பி. எட். வகுப்பு கற்பித்தல்	1	
2	சனி	பயிற்சி முதற் பகுதி முடிவு,	2	
3	ஞாயிறு		—	
4	திங்கள்	இரண்டாம் சனிக்கிழமை.	3	
5	செவ்வாய்		4	
6	புதன்		5	
7	வியாழன்		6	
8	வெள்ளி		7	
9	சனி		—	
10	ஞாயிறு		—	
11	திங்கள்		விநாயக சதுர்த்தி — விடுமுறை.	—
12	செவ்வாய்			8
13	புதன்			9
14	வியாழன்	10		
15	வெள்ளி	11		
16	சனி	12		
17	ஞாயிறு	—		
18	திங்கள்		13	
19	செவ்வாய்		14	
20	புதன்		15	
21	வியாழன்		16	
22	வெள்ளி		17	
23	சனி		18	
24	ஞாயிறு		—	
25	திங்கள்			19
26	செவ்வாய்	20		
27	புதன்	21		
28	வியாழன்	22		
29	வெள்ளி	23		
30	சனி	சமூக சேவை-சாரணர் பயிற்சி முகாம்.		24

வேலை நாட்களின் எண்ணிக்கை: $50 + 24 = 74$.

கற்க கசடறக் கற்பவை கற்றபின்
நிற்க அதற்குத் தக.

அக்டோபர் 1972

நாள்	கிழமை	விவரம்	வேலை நாள்
1	ஞாயிறு		1
2	திங்கள்	மகாத்மா காந்தி பிறந்த தினம் முகாம் முடிவு	2
3	செவ்வாய்		3
4	புதன்		4
5	வியாழன்		5
6	வெள்ளி	முதற்பருவ விடுமுறை தொடக்கம்.	—
7	சனி		—
8	ஞாயிறு		—
9	திங்கள்		—
10	செவ்வாய்		—
11	புதன்		—
12	வியாழன்		—
13	வெள்ளி		—
14	சனி	இரண்டாம் சனிக்கிழமை.	—
15	ஞாயிறு		—
16	திங்கள்	ஆயுத பூஜை.	—
17	செவ்வாய்	ஆயுத பூஜை.	—
18	புதன்	விடுமுறைக்குப்பின் கல்லூரி திறப்பு	6
19	வியாழன்		7
20	வெள்ளி		8
21	சனி		9
22	ஞாயிறு		—
23	திங்கள்		10
24	செவ்வாய்		11
25	புதன்		12
26	வியாழன்		13
27	வெள்ளி		14
28	சனி		15
29	ஞாயிறு		—
30	திங்கள்	புலவர் பயிற்சித் தேர்வு இம்மாதக்	16
31	செவ்வாய்	கடைசி நாட்களில் கடைபெறும்.	17

வேலை நாட்களின் எண்ணிக்கை ; $74 + 17 = 91$.

செல்வத்துட் செல்வம் செவிச் செல்வம் அச்செல்வம்
செல்வத்து ளெல்லாக் தலை.

நவம்பர் 1972

நாள்	கிழமை	விவரம்	வேலை நாள்
1	புதன்	புலவர் பயிற்சி-இரண்டாம் பிரிவு தொடக்கம்	1
2	வியாழன்		2
3	வெள்ளி	தீபாவளி விடுமுறை	—
4	சனி	"	—
5	ஞாயிறு	"	—
6	திங்கள்	பி.எட். வகுப்பு கற்பித்தல் பயிற்சி இரண்டாம் கட்டம் தொடக்கம்	3
7	செவ்வாய்		4
8	புதன்	ரர் ஜான் விடுமுறை	—
9	வியாழன்		5
10	வெள்ளி		6
11	சனி	இரண்டாம் சனிக்கிழமை	—
12	ஞாயிறு		—
13	திங்கள்		7
14	செவ்வாய்		8
15	புதன்		9
16	வியாழன்		10
17	வெள்ளி		11
18	சனி		12
19	ஞாயிறு		—
20	திங்கள்		13
21	செவ்வாய்		14
22	புதன்		15
23	வியாழன்		16
24	வெள்ளி		17
25	சனி	கற்பித்தல் பயிற்சி முடிவு	18
26	ஞாயிறு		—
27	திங்கள்		19
28	செவ்வாய்		20
29	புதன்		21
30	வியாழன்		22

வேலை நாட்களின் எண்ணிக்கை , $91 + 22 = 113$.

தொட்டனைத் தூறும் மணற்கேணி மாந்தர்க்குக்
கற்றனைத் தூறும் அறிவு.

டிசம்பர் 1972

நாள்	கிழமை	விவரம்	வேலை நாள்
1	வெள்ளி		1
2	சனி		2
3	ஞாயிறு		—
4	திங்கள்		3
5	செவ்வாய்		4
6	புதன்		5
7	வியாழன்		6
8	வெள்ளி	அரையாண்டுத் தேர்வு வினாத்தாள் குறித்தல்.	7
9	சனி	இரண்டாம் சனிக்கிழமை.	—
10	ஞாயிறு		—
11	திங்கள்		8
12	செவ்வாய்		9
13	புதன்		10
14	வியாழன்		11
15	வெள்ளி		12
16	சனி		13
17	ஞாயிறு		—
18	திங்கள்		14
19	செவ்வாய்		15
20	புதன்		16
21	வியாழன்	அரையாண்டுத் தேர்வு	17
22	வெள்ளி	”	18
23	சனி	”	19
24	ஞாயிறு	இரண்டாம் பருவ விடுமுறை தொடக்கம்.	—
25	திங்கள்	கிறிஸ்துமஸ்.	—
26	செவ்வாய்		—
27	புதன்		—
28	வியாழன்		—
29	வெள்ளி		—
30	சனி		—
31	ஞாயிறு		—

வேலை நாட்களின் எண்ணிக்கை : $113 + 19 = 132$.

கலங்காது கண்ட விளைக்கண் துளங்காது
தூக்கங் கடிந்து செயல்.

ஜனவரி 1973

நாள்	கிழமை	விவரம்	வேலை நாள்
1	திங்கள்	புது வருட தினம்.	—
2	செவ்வாய்		—
3	புதன்		—
4	வியாழன்	விடுமுறைக்குப்பின் கல்லூரி திறப்பு.	1
5	வெள்ளி		2
6	சனி		3
7	ஞாயிறு		—
8	திங்கள்		4
9	செவ்வாய்		5
10	புதன்		6
11	வியாழன்		7
12	வெள்ளி		8
13	சனி	இரண்டாம் சனிக்கிழமை.	—
14	ஞாயிறு	பொங்கல் விடுமுறை.	—
15	திங்கள்		—
16	செவ்வாய்		—
17	புதன்		—
18	வியாழன்		9
19	வெள்ளி		10
20	சனி		11
21	ஞாயிறு		—
22	திங்கள்		12
23	செவ்வாய்		13
24	புதன்		14
25	வியாழன்		15
26	வெள்ளி	குடியரசு தினம் விடுமுறை	—
27	சனி		16
28	ஞாயிறு		—
29	திங்கள்		—
30	செவ்வாய்	புலவர் பயிற்சி இரண்டாம் பிரிவு	17
		கற்பித்தல் பயிற்சி தொடக்கம்.	18
31	புதன்		19

வேலை நாட்களில் எண்ணிக்கை , $132 + 19 = 151$

சொல்லுதல் யார்க்கும் எளிய அரியவாம்
சொல்லிய வண்ணம் செயல்.

பிப்ரவரி 1973

நாள்	கிழமை	விவரம்	வேலை நாள்
1	வியாழன்		1
2	வெள்ளி		2
3	சனி		3
4	ஞாயிறு		—
5	திங்கள்		4
6	செவ்வாய்		5
7	புதன்		6
8	வியாழன்		7
9	வெள்ளி	புலவர் பயிற்சி இரண்டாம் பிரிவு கற்பித்தல் பயிற்சி முடிவு இரண்டாம் சனிக்கிழமை	8
10	சனி		—
11	ஞாயிறு		—
12	திங்கள்		9
13	செவ்வாய்		10
14	புதன்		11
15	வியாழன்		12
16	வெள்ளி		13
17	சனி		14
18	ஞாயிறு		—
19	திங்கள்		15
20	செவ்வாய்		16
21	புதன்		17
22	வியாழன்		18
23	வெள்ளி		19
24	சனி		20
25	ஞாயிறு		—
26	திங்கள்		21
27	செவ்வாய்		22
28	புதன்		23

வேலை நாட்களின் எண்ணிக்கை : $151 + 23 = 174$.

பெருமைக்கும் ஏனைச் சிறுமைக்குத் தத்தங்
கருமமே கட்டளைக் கல்.

மார்ச் 1973

நாள்	கிழமை	விவரம்	வேலை நாள்
1	வியாழன்		1
2	வெள்ளி		2
3	சனி		3
4	ஞாயிறு		—
5	திங்கள்		4
6	செவ்வாய்		5
7	புதன்		6
8	வியாழன்		7
9	வெள்ளி		8
10	சனி	இரண்டாம் சனிக்கிழமை	—
11	ஞாயிறு		—
12	திங்கள்		9
13	செவ்வாய்		10
14	புதன்		11
15	வியாழன்		12
16	வெள்ளி		13
17	சனி		14
18	ஞாயிறு		—
19	திங்கள்		15
20	செவ்வாய்		16
21	புதன்	பல்கலைக்கழகத்திற்கு வருகைக் குறிப்பு அனுப்பும் நாள்	17
			18
22	வியாழன்		—
23	வெள்ளி	புனித வெள்ளி விடுமுறை	—
24	சனி		—
25	ஞாயிறு		—
26	திங்கள்		19
27	செவ்வாய்		20
28	புதன்		21
29	வியாழன்	புலவர் பயிற்சித் தேர்வு இம்மாதக் கடைசி நாட்களில் நடைபெறும்	22
			23
30	வெள்ளி		
31	சனி	விடுமுறை	

வேலை நாட்களின் எண்ணிக்கை : $174 + 23 = 197$

எப்பொருள் யார்யார்வாய்க் கேட்பினும் அப்பொருள்
மெய்ப்பொருள் காண்ப தறிவு

ஏப்ரல் 1973

நாள்	கிழமை	விவரம்	வேலை நாள்
1	ஞாயிறு		—
2	திங்கள்	கோடை விடுமுறை தொடக்கம்	1
3	செவ்வாய்		—
4	புதன்		—
5	வியாழன்		—
6	வெள்ளி		—
7	சனி		—
8	ஞாயிறு		—
9	திங்கள்		
10	செவ்வாய்	—	
11	புதன்	—	
12	வியாழன்	—	
13	வெள்ளி	—	
14	சனி	—	
15	ஞாயிறு	—	
16	திங்கள்		
17	செவ்வாய்		—
18	புதன்		—
19	வியாழன்		—
20	வெள்ளி		—
21	சனி		—
22	ஞாயிறு		—
23	திங்கள்		
24	செவ்வாய்	—	
25	புதன்	—	
26	வியாழன்	—	
27	வெள்ளி	—	
28	சனி	—	
29	ஞாயிறு	—	
30	திங்கள்		—

வேலை நாட்களின் எண்ணிக்கை : $197 + 1 = 198$

கோடை விடுமுறைக்குப் பின் கல்லூரி மீண்டும் திறக்கும்
நாள் 2—7—1973

எண்ணித் துணிக கருமம் துணிந்தபின்
எண்ணுவ மென்ப திழுக்கு

II. ORGANISATION

(i) HISTORY OF THE COLLEGE

The College was started during the academic year 1955—56 on 1-8-1955 and it is affiliated to the Madras University. At present the regular B.Ed. Course for 9 months (i.e., July to March) with a strength of 100 and Two Tamil Teachers' Training Courses with a duration of 5 months each (i.e., from June to October and November to March), with an intake of 50 for each course are conducted in this college.

The following optional groups are offered for B.Ed.

- | | | |
|------------|-----|-------------------|
| 1. Tamil | and | Mathematics. |
| 2. Tamil | and | Physical Science |
| 3. Tamil | and | History. |
| 4. English | and | Mathematics. |
| 5. English | and | Physical Science. |
| 6. English | and | History. |

The sanctioned strength on the teaching side includes a Principal, **TWO** Gazetted Professors, **SIX** Assistant Professors, one Physical Director and a Craft Instructor. The administrative staff includes a Head Clerk, Film Operator, Junior Assistant, Librarian and a Typist. Besides, an Office Attender, Laboratory Attender, three peons, two watchmen and a Gardener are also employed.

No tuition fee is levied from the students of Tamil Nadu. But if they discontinue the course in the middle without completing it, tuition fees at the rate of Rs. 54/- per term of attendance is levied and collected from them before their relief from the course as per rule 115-Madras Educational Rules.

K.—2

EXPENDITURE

The following expenditure is incurred annually by the Government of Tamil Nadu on the maintenance of this college :-

1. Cost of personal Salaries.	...	Rs.	99,100
2. Travelling Allowance.	....	Rs.	1,500
3. Dearness Allowances.	...	Rs.	3,000
4. Other Allowances.	....	Rs.	700
5. Office Contingencies.	....	Rs.	7,000
6. Other Charges - Stipendiary.	....	Rs.	10,000
7. Laboratory Charges.	...	Rs.	100
			Total. Rs. 1,21,400

(The Figures Refer To The Year 1971 — 72)

(ii) COLLEGE STAFF

<i>Principal and Senior Professor of Education.</i>	....	Thiru S. Santhanam, M.A., B.T.,
<i>Professor of Tamil.</i>	....	Thiru V. Ganapathy, M. A , B. T.
<i>Professor of Mathematics.</i>	....	Thirumathi Dorothy C. Joshua, M. Sc., B. T.
<i>Assistant Professor of History</i>	....	Thiru A.S. Jasper, M. A., B. T,
“ “ <i>English</i>	...	”
“ “ <i>Tamil</i>	...	” N. Thanumalayaperumal, M.A., B.T.
“ “ <i>Education</i>	...	” S. Natarajan, M.A., M. Ed.
“ “ <i>Education</i>	...	” G. Subramonia Pillay, M. A., M. Ed.
“ “ <i>Physical Science</i>	...	” C. Nagarajan, M. Sc., B. T.
<i>Physical Director</i>	...	” T. Mohamed Niyaz, B. Com., D.P.Ed.
<i>Craft Instructor.</i>	...	” N. Thomas.

Office Staff

Head-clerk	...	Thiru K. S. Meenakshi sundaram.
Junior Assistant	....	„ S. Subramanian.
Librarian	....	„ D. Kannabiran.
Typist	....	Selvi S. Sulochana.
Attender (office)	....	Thiru B. Swaminathan.
Film Operator	....	„ S. Namperumal.
Attender (Laboratory)	....	„ M. Marimuthu.

Hostel

Warden (Ex-officio)	...	Thiru S. Santhanam, M. A., B. T. (Principal)
Deputy Warden	...	„ A.S. Jasper, M. A., B. T. (Assistant Professor of History)

(iii) THE COLLEGE LIBRARY

The general library contains 6022 books on the various subjects relating to the B. Ed. Course. There is a reading room attached to the library wherein magazines and pictorial journals are available for reading.

(iv) PLAYGROUND AND PHYSICAL EDUCATION ACTIVITIES.

The College has a playground and provides all the popular field games. The syllabus for B. Ed. students includes a course in the Practice of Physical Education and all students are therefore expected to participate in and organise Physical Education activities as an essential part of their practical training. Distinctions earned by students in Physical Education activities during their year at the College will be recorded in the certificate granted to them by the College at the end of the course.

(v) PRACTICE TEACHING AND OBSERVATION

Because of the intensive teaching practice and observation envisaged in the new scheme, students will be apprenticed to

teachers in several schools. During this period students must also prepare and administer diagnostic tests, one in each optional subject. All relevant records must be submitted to the lecturers on or before the prescribed dates.

(vi) COLLEGE LEAVING CERTIFICATE

Students of the B. Ed. Class will be granted at the end of the course, a College Leaving Certificate signed by the Principal, showing their progress in practical work, their attendance and conduct. No member of the staff will issue any certificate.

(vii) TUTORIAL AND PRACTICAL WORK

The reorganised course for the Degree of Bachelor of Education postulates practical work of a varied nature to a considerable extent. The periods set apart for tutorial work in the several subjects are calculated to meet the demands made by the practical part of the examination. The conveniently sized groups meeting the members of the staff during the tutorial hours may seek clarification on the points arising out of lectures and discuss the preparation of teaching notes and audio-visual aids to be got ready for the purpose of teaching practice.

(viii) College Union

1. The object of the College Union shall be to study and discuss educational subjects and subjects of professional and general interest.

2. All students of the College shall be members of the union.

3. The Principal shall be the President of the union. The affairs of the union shall be managed by a committee of (1) The President, (2) The Vice-President (nominated by the Principal), (3) The Secretary and (4) The Assistant Secretary, the latter two being elected by the students. In addition, the Student Speaker of the Union also shall be elected by the students from amongst themselves.

Ad hoc committees may be formed for publication of College Magazine etc.

III. RULES AND REGULATIONS

(i) FEES

	For B. Ed.		For Tamil Teachers'	
	Degree Course		Training Course.	
	Rs.	P.	Rs.	P.
1. Tuition fees :				
(a) Students of the Tamil Nadu	Nil.		Nil.	
(b) Students from outside Tamil Nadu (per annum)	160 00	50	00
Fees per term	...	54 00		
2. Special fees—				
(i) Registration fees		2 00	....
(ii) Games fees		10 00	5	00
(iii) College Day and Fine Arts and Dramatic Association.	...	3 00	2	00
(iv) Calendar	5 00	5	00
(v) Library fee	...	1 00	1	00
(vi) Teachers' Association	...	5 00	3	00
(vii) Social Service League	...	3 00	2	00
(viii) Visual Education	-	3 00	2	00
(ix) Record note-books	12 00	....
(x) College Magazine	5 00	5	00
(xi) Caution Deposit	...	10 00	10	00
(xii) Arts and Crafts	...	4 00	2	00
(xiii) Camp fee	20 00	....
(xiv) Reading Room	2 00	1	00
University Examination fee	35 00	....
Cost of Mark list	2 00	....
Tamil Teacher Training Examination fee	10	00

(ii.) STIPENDS AND SCHOLARSHIPS

The following financial concessions are available to the trainees in this institution.

1. **BACKWARD CLASS STIPEND** at Rs. 20/-per mensem sanctioned by the college :-

Backward Class students on production of community Certificate signed by an Officer of the Revenue Department not lower in rank than a Deputy Tahsildar are entitled for the award. During the course of the training the applicants should not be an employee of Local Body, Quasi public institutions etc.; even if they are on leave with or without pay they are not eligible for the award. Proper records should be produced for the termination of their services on account of ousting, resignation etc., by the appointing authorities, besides relief orders issued by the Heads of Institutions. Employees of aided institutions are eligible for the award if they avail leave on loss of pay for the training period. Proper records should be produced to establish this claim. Tamil Teacher Trainees who are deputed by the management and receive deputation allowance are not eligible for the award. Required application forms will be supplied by the college.

2. **SCHEDULED CASTE RESIDENTIAL SCHOLARSHIP :-**

All the Scheduled Caste trainees are entitled for this concession provided they seek admission in the college hostel. If they do not get themselves admitted in the College Hostel they are only eligible for non-residential scholarships. The rate of scholarship during 1971—72 was as detailed below :

- (a) Residential Scholarship Rs. 50/—per mensem
- (b) Non-residential Scholarship ... Rs. 35/—per mensem.

The candidates who produce the entitlement card from the District Welfare Officer at the time of admission in the college will be admitted in the hostel without payment of Caution Deposit. They need not pay the monthly hostel dues also. The entitlement card can be obtained from the District Welfare Officer, Salem,

on a formal application by the Scheduled Caste candidate. The Scholarship amount when received from the Welfare Department will be adjusted to their mess dues without levy of fine etc. If they do not produce the entitlement card at the time of admission, they will be treated like other trainees. A formal application in the form supplied to the college by the Welfare Department should be obtained from the college office and filled in. Copies of Grade Certificates or Mark List, Community Certificate Cum Income Certificate and Parents' Income declaration should also be furnished.

3. BACKWARD CLASS RESIDENTIAL SCHOLARSHIPS :-

All Backward Class trainees admitted to the College Hostel are entitled for this concession. Prescribed application forms supplied by the Welfare Department to the College can be had from the college. Copies of Grade Certificates or Mark List, Income, Cum Community Certificate and declaration of Income of Parent or guardian should also be furnished with the application. The concessions are sanctioned by the Welfare Department and hostel dues etc. are liable for payment as in the case of other hostellers. Rate of Scholarship during 1971-72 was Rs.55/ per mensem.

Backward Class students who do not reside in the college Hostel are not eligible for residential scholarships. The applications should be given on or before 15th July of the year.

In extraordinary cases, considering the merit of the students for the award, the following concessions are also awarded :-

1. National Loan Scholarship.
2. National Scholarship Scheme to School Teachers.
3. Government of India Scholarships for the physically deformed students.

The disbursement of the scholarships and stipends is subject to **regular attendance and satisfactory progress of the students.** Students are particularly warned against absence for any reason whatever in advance or in continuation of College holidays, as stipends in such cases will be withheld for the period of absence, including such holidays.

(iii) PROBATION

Each student shall be considered to be on probation for 50 working days and if it appears to the Principal that any student is not likely to prove an efficient teacher, such student will be required to leave the institution. During the period of probation, a stipendiary student shall be entitled to draw the full amount of his stipend and if rejected at the end of the period of probation, he shall not be required to refund the amount drawn provided his rejection was not due to moral delinquency.

(iv) TUTORIAL SYSTEM

1. For purpose of effective guidance and supervision all student-trainees, residing either in the hostel or outside, will be under the supervision of the members of the staff of the College, whose advice they may seek on all matters relating to their studies and other activities in and out of the College.

2. Each ward is expected to see his Tutor periodically at least once in a month or at such a time as may be fixed by the Tutor and give him report of what has been done by him during the period and get his advice on all matters connected with the activities of the College.

3. Tutorial meetings will be conducted once a week by each tutor for giving the students proper guidance on points of academic and general interest. No student shall be absent from these meetings without the previous permission of his tutor.

4. Leave applications should always be in the prescribed form and should be submitted to the Principal only through the tutors concerned. Leave exceeding 3 days will be sanctioned by the Principal on the recommendations of the tutor. Leave up to 3 days may be sanctioned by the tutor.

5. Each trainee has to maintain a record in his diary note-book indicating the details of casual leave, medical leave etc., availed by him with dates and days. All leave applications should be submitted to the Tutors, concerned long with his record of leave after making the entries up to date. **Leave will not be recomm**

ended by the Tutors if the record is not submitted along with the leave application.

(v) ATTENDANCE, LEAVE ETC.,

1. Students are not permitted to absent themselves without leave.

2. (i) All applications for leave with details regarding the period and the reason should be submitted to the Principal through the tutor a day before leave is required, in the form given below :-

Application for casual leave.

1. Name of the student	...
2. B. Ed./ T. T. T. Roll No.	...
3. Special subjects	...
(For B. Ed.s)	...
4. Number of days of casual leave required with dates	...
5. Reasons	....
6. Number of days of casual leave already availed	...
7. Number of days of absence without leave	...
8. Number of days of medical leave already availed.	...
9. Signature with date of the student. /	...
10. Remarks of the Tutor	...
11. Orders of the Principal	....

(ii) In case where absence without leave is unavoidable, application for leave must be submitted as soon as possible and in no case later than the first day of return to the College.

(iii) **Absence without leave will be viewed seriously.** Such students will be liable to loss of stipend and/ or fine and/ or any other punishment at the discretion of the Principal.

(iv) (a) A student may be dismissed if he is **absent** without leave for **three whole consecutive working days** or for periods aggregating five whole days in any one term.

(b) A student shall forfeit all stipend during any period, however short, of absence without leave. Absence without leave for a part of a day will be treated as one day for this purpose.

(c) The Principal may grant leave without diminution or loss of stipend for a period not exceeding one month to stipendiaries who are absent in consequence of severe sickness; but if the leave exceeds this period no stipend will be granted for the excess period. Casual leave without diminution or loss of stipend may be granted for good and sufficient reason, for a period not exceeding 15 days in the year provided such leave does not immediately precede or succeed holidays.

(v) Leave may be granted amounting to not more than seven days at a time exclusive of Sundays and other holidays and not more than fifteen days in the year. In case of real necessity additional leave may be given but it shall be leave without stipend in the case of stipendiary students. Tamil Teachers under training may be granted casual leave upto a maximum of seven days during the whole course and not more than four days at a time exclusive of Sundays and other holidays. Leave on medical grounds may be granted for a period not exceeding 15 days during the whole course.

(vi) The period of absence at any one time, inclusive of casual leave should not exceed ten days, except on medical grounds.

(vii) Where leave is applied for owing to sickness, the production of a certificate by a registered medical practitioner is compulsory.

3. The necessary attendance certificate **will not be granted** unless the Principal is satisfied that the student's progress and conduct have been satisfactory and that he has attended more than threefourths of the number of working days in the academic year.

4. A student may be dismissed by the Director of Collegiate Education for continued idleness or serious misconduct and if so dismissed, he may be declared unfit for employment as a teacher:

If he is a stipendiary student he shall also be required to refund the whole amount drawn by him from Provincial, Local or Municipal funds.

5. There will be flag hoisting and assembly at the commencement of the forenoon session on the first working day of every week. Attendance is compulsory. Besides, no student shall absent himself from the flag hoisting and assembly either on the Independence Day or the Republic day, failing which the certificates of their conduct and progress will be withheld.

(vi) RULES REGARDING DRESS AND BEHAVIOUR

1. Every student shall wear clean and decent dress and the dress may be either English or Indian.

2. Every student shall wear khaki half pants and sleeveless round necked banians and white tennis shoes, during the Physical Training and games periods.

3. Every student shall salute the members of the staff on the occasion of his first meeting them for the day within the College precincts.

4. On a member of the staff entering a class-room, the students shall rise and remain standing till they are asked to sit or till the staff member takes his seat.

5. No student shall be allowed to leave the class-room without permission, or until after the staff member has left the room or intimates that the class may do so.

6. Students shall assemble in their respective class-rooms in the forenoon and in the afternoon when the first bell is given.

7. Students shall not congregate or loiter about in any part of the verandahs.

8. Students are forbidden to displace or interfere in any way with the furniture and fittings of the College. Any damage done will be charged for.

9. Students are strictly forbidden to engage in any political or other movement with which it is undesirable that persons under teacher training should be associated. In all cases in which this

rule appears to be relevant, students would do well to take advice of the Principal before deciding on any course of action.

10. Students who play a leading part by organizing or otherwise assisting actively in strikes shall be dealt with by the Principal.

(vii) RULES REGARDING LIBRARY

1. The library is subdivided into (i) reference section and (ii) lending section.

2. The library will be under the supervision of a staff member of the College nominated by the Principal.

3. The library is open to all students and members of the staff of the College.

4. The library will be open on every working day from 9-30 a.m to 4-30 p.m. and it will be closed on Sundays and all recognised holidays.

5. Books from the reference section will not be allowed to be taken out of the library except with the written authorisation of the Principal. They can be consulted in the library room on all days during which the library remains open.

6. Strict silence must be observed in the library.

7. The ticket system of issue is followed for lending books from the library.

8. The issue of books from the lending section is governed by the following rules :—

(i) Each student will be given one ticket by the librarian. A student can exchange a ticket for a book at any time and when he returns the book to the library, he must get back his ticket. If he returns the book after the due date he will get back his ticket only on payment of the prescribed fine. Books to be returned must be handed over to the librarian before 2 p.m. on any working day.

(ii) Tickets are not transferable. If a book is borrowed through wrongful use of a ticket, the holder of the ticket will be held responsible.

(iii) Books cannot be sublent.

(iv) Application for books must be carefully filled in on requisition forms provided for the purpose and these forms can be obtained from the librarian.

(v) All applications for books should be handed over to the librarian before 2 p.m. and the books will be issued generally between 3-30 p.m. and 4-30 p.m. on the same day.

(vi) If the same book is wanted by more than one applicant it will be issued in the order of priority of their applications.

(vii) All markings, underlinings etc., on books are punishable with fine or with replacement of books or both.

(viii) The student must satisfy himself as to whether the book issued to him is in sound condition and if it is not, bring the matter to the notice of the librarian. For all damages to books noticed at the time of their return to the library, the borrower will be held responsible and he will have to pay the cost of replacement.

(ix) If a book is lost by a borrower he must at once report the loss to the Principal. He must replace the book by a new copy of the same or if the book is out of print, he has to pay the cost of replacing it with any fine that the Principal may impose upon him.

(x) If one book out of a set is lost and cannot be replaced by itself the cost of replacing the whole set will be recovered from the person responsible for the loss.

(xi) Periodicals, reference books, etc., which might be difficult to replace and such other books as may from time to time be regarded as unsuitable for lending will not be lent out.

(xii) **No book shall be kept for more than fifteen days by a borrower.** If the due date (which will be noted on the date-label of the book) falls on a holiday, the next working day after the holiday will be considered as the due date. This however will not apply to due dates falling within the Mid-term, Pongal and Summer vacations. In such case the books will have to be returned on the day on which the holidays commence.

(xiii) A book may be re-issued to the same student at his request if there is no demand for it from any other student.

(xiv) The Principal may re-call any book lent to a student at any time.

(xv) If a book is not returned when due or called for, a fine of six paise per day of default will be levied.

(xvi) The student, against whom any fine or other charge is outstanding, will not be permitted to take books from the library till he has paid up in full.

(xvii) Books not exceeding two in number may be taken out for the Mid-term, X'mas and Pongal holidays. All such books should be returned not later than the second working day after the reopening of the College.

(xviii) A student who has lost a ticket shall make a written report to the librarian at once.

(xix) A duplicate will be issued only one month after such a report. During this period the student should endeavour to trace out and recover the lost ticket and submit a report at the end of it. If he has failed to recover the lost ticket and wishes to have another duplicate will be issued to him.

(xx) The cost of each duplicate ticket is Rs. 2 and on receipt of this amount it will be issued to the applicant. (Proc. D.Dis. 4804/66, dated, 8—9—67 of the Director of Collegiate Education, Madras).

Reference Section

1. Readers desirous of using the reference section shall enter their names and addresses legibly in a book kept for the purpose.
2. Readers shall not write upon, damage or make any mark upon any book, manuscript or map belonging to the library.
3. Strict silence must be observed in the library.
4. Before leaving, the readers must return to the librarian any book, manuscript or map they have taken for consultation.

List of Periodicals and Journals for the Reading Room

1. Tamil Arasu
2. Sen Thamil Selvi
3. Kalai Kadir
4. Manjari
5. Illustrated Weekly
6. Times Weekly
7. Reader's Digest
8. Science Today
9. Yojana
10. Span
11. The Courier
12. American Review
13. American Reporter
14. Soviet Land
15. Indian and Foreign Review

(viii) COLLEGE HOSTEL

(Extract of rules for the management of hostels
attached to Government Colleges.)

I. Aim of the hostel—The hostels are intended to provide boarding and lodging facilities to students coming from outside the station. It shall however be open to the Principal to admit even a local resident for very special reasons to be recorded both in the admission Register and the application for admission into the hostel.

II. Staff members — Members of the staff, other than Deputy Warden and Resident Tutor, should not ordinarily be permitted to reside in the hostel. However, if they are permitted by the warden in exceptional cases to stay in the hostel, they should pay the caution deposit as prescribed for the students.

Guests will not be allowed to stay in the hostel. They may be permitted by the warden to take food in the hostel for a period not exceeding seven days in a month. No member shall bring in more than one guest at a time.

III. Warden and Deputy Warden—The Principal of the college shall be the ex-officio warden of the hostel. A member of the teaching staff not lower than the Assistant Professor Cadre will be appointed as Deputy Warden by the Principal with the approval of the Director.

IV. Duties of Deputy Warden—The Deputy Warden will be in immediate charge of the hostel and shall maintain discipline from day to day. He will directly be responsible for the proper conduct and management of the hostel. He will supervise the purchase and issue of provisions, cooking and serving of food, study etc, and also see that regularity and punctuality are observed by all members of the hostel in regard to their attendance and participation in their several duties connected with the hostel. The Deputy Warden may take the assistance of the Resident Tutor in the discharge of his studies if and when the actual need arises.

V. Caution money—Each boarder should pay a caution deposit of Rs. 100 or more as fixed by the Warden which will be adjusted when he or she leaves the college.

VI. Boarding charges—The daily food rates should be calculated within the first seven days of the succeeding month and reported to the boarders with the approval of the warden. The daily mess rate shall be rounded off to the next higher paise and the total excess amount collected by rounding the daily rate shall be credited to the Reserve fund.

VII. The boarding charges for a month shall be announced before the seventh of the succeeding month and the inmates may pay their dues till the 15th without fine and for every day of default thereafter a fine of 10 paise per day shall be collected in addition. The dues should be collected before the 25th at the latest. The fines thus collected shall be credited to the Reserve funds. Any boarder who fails to pay the hostel dues of a month by the 25th of the succeeding month shall be stopped from the mess. He or she may however be readmitted on payment of the hostel dues, fine and readmission fee of Re. 1. Readmission fees thus collected shall also be credited to the Reserve funds.

VIII. Mess Committee—The Deputy Warden shall be assisted by a Mess Committee in planning and purchasing, storing and

issuing of food stuffs. The members of the Mess Committee should not be entrusted with financial responsibilities. The Deputy Warden may give to them amount required to meet the daily sundry expenses but should however, get the same accounted for properly on the same date, without allowing them to keep any cash balance with them.

The chief items of provision shall be purchased in bulk for a month as early as possible in that month. As far as possible purchases should be made only from co-operative concerns. On no account should credit transaction be made except in regard to such items as milk and such transactions should receive the prior approval of the warden. Detailed accounts should be rendered for day-to-day credit purchases to watch the payment. In the case of such exceptional transactions the payment should invariably be made on the last day of the month. The Mess Committee shall be elected by the general body every term from among the boarders. The stock of stores should be checked before another Mess Committee takes charge.

IX. Leave of absence—Leave of absence from the hostel should be obtained invariably from the Deputy Warden. No deduction will be made in Mess charges for absence of 3 days and less. If the member is absent for more than 3 days consecutively in the same month a reduction will be made for each day in excess of the 3 days provided the application for such leave is given to the Deputy Warden not less than one full day in advance.

X. Guest charges note-book and note - book showing extras—The Deputy Warden shall also maintain the guest note-book and the note book showing extras if any, issued to the inmates. These will be taken into account while working out the daily rates and preparing the Demand Collection register and the individual ledger.

XI. Complaint Book — A complaint book shall be maintained by the Deputy Warden. Any damage done to the furniture, utensils or other hostel property should be immediately recorded in the complaint book and brought to the notice of the warden for necessary action.

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XII. The members should not find fault with or rebuke the cook or any employee performing community duties. Any complaints or suggestions should be made to the Deputy Warden or Warden.

XIII. No articles belonging to the Hostel should be removed from the hostel or used for purposes other than those connected with the hostel. The inventory should be checked with reference to the actual stock as and when a new Mess Secretary takes charge and the result of such check should be reported to the Deputy Warden immediately so as to enable him to take necessary action regarding the missing of the articles, if any. The Deputy Warden will check them once a quarter and record a certificate of verification. The annual verification should be done by the Warden or by any staff member of the college authorised by the warden, who will arrange for the safe custody of the articles during vacation and holidays.

XIV. Any serious misconduct on the part of any member may entail suspension or dismissal from the hostel. Such cases should be brought to the notice of the warden promptly.

The Deputy Warden shall bring to the notice of the warden all cases of misconduct and violation of rules on the part of the members and take his orders thereon. The warden in cases of misconduct or breach of rules, which require immediate attention may inflict a fine on the offending member or suspend him for a period from the Hostel after due enquiry. All such punishments should be recorded in the Register concerned.

XV. The Mess committee or the General Assembly of students shall not undertake any function except in accordance with the instructions issued from time to time and the hostel rules framed by the warden. The Deputy Warden shall be primarily responsible for the enforcement of these rules and instructions and the general discipline of the hostel and shall have power to dispose of cases of an urgent nature relating to the internal management of the hostel. All serious cases shall be brought to the notice of the warden promptly.

Bye-Laws for the Hostel.

1. Full time boarding members must pay the entrance fee of Rs. 2 on the date of admission. The monthly charges relating to (a) the net boarding charges, (b) establishment charges and (c) miscellaneous charges must be borne by them like other student members.

2. Members of the staff and office establishment who wish to take meals on a part basis, may be permitted by the Warden on payment of guest charges at the following rates—

	Rs.	P.
Single meal	0	80
Coffee alone	0	15
Tiffin only	0	50
Coffee with Tiffin	0	65
Hot water bath	0	15
Curd	0	20

3. Representatives shall be elected from among the members of the hostel at the beginning of a year to assist the Deputy Warden in the discharge of his duties.

4. The total monthly charges will be divided equally among the members of the hostel. If an inmate is absent from the Hostel with leave for more than three consecutive days, rebate at the rate of fifty paise for each day of absence in excess of the first three days will be given. But full rebate will be given for authorised periods of absence from the hostel like Teaching Practice etc.

5. Levy of fines may be waived at the discretion of the Warden in respect of Backward Class and Scheduled Caste members of the hostel receiving residential Scholarships if they give in writing that all the outstanding arrears will be cleared on the date or dates on which they receive their scholarships.

6. Forty watts bulbs shall be supplied and the cost recovered in the first month's bill. Thereafter the members shall make their

own arrangements for replacements. No member shall tamper with the electric installation or use any bulb over 40 watts. Members are forbidden from using extra lights, electric heaters, electric iron box or other appliances. The members are responsible for the safe return of hostel properties.

7. Guests of the residents who are not admitted as full time or part time members of the hostel and who do not pay the establishment charges etc, if permitted to stay for more than 3 days with the special sanction of the Warden, will be charged Rs. 5 extra per month.

8. Six hours' previous notice will be necessary in the case of guests. Members introducing guests shall be responsible for the charges, conduct etc., of their guests. A guest shall not stay in the hostel for more than three days at a time.

9. No student shall leave the hostel after 8.30 p. m. without the previous permission of the Deputy Warden. When however owing to unforeseen causes a student has to go out without such permission he shall record his name and the nature of his business in a notebook kept for the purpose and shall make a report to the Deputy Warden later.

10. No non-members shall stay in the hostel after 8.30 p. m. except as provided under rule 8 above. Any breach of discipline in the hostel shall be dealt with either by fine, suspension or expulsion from the hostel. Expulsion from the hostel temporary or permanent, will entail similar expulsion from the College.

11. No person who has been a member at any time shall be introduced as a guest until he has paid his dues to the hostel and until the lapse of one month from the date on which he ceased to be a member.

DEGREE OF BACHELOR OF EDUCATION (B.Ed.)

(Regulations)

1. Eligibility for the Course :

A candidate shall be eligible for the Degree of Bachelor of Education provided he has taken a degree in this University or a

degree in some other university accepted by the Syndicate as equivalent thereto and has also undergone the prescribed course of study and has passed the prescribed examination.

2. Eligibility for Admission to Examination :

A candidate shall be admitted to the B.Ed. Degree Examination only if he forwards along with the application for examination satisfactory evidence of having qualified for a degree in this University or of some other University accepted by the Syndicate as equivalent thereto and produces a certificate that he has undergone the prescribed course in an affiliated Training College.

3. Course of Study :

The course of study which shall last for one academic year shall include :

- A. Philosophical and Sociological Foundations of Education and School Organization.
- B. Psychological Foundations of Education and Evaluation.
- C. Education in India.
- D. Special methods appropriate to any two of the following subjects :
 - i. An Indian Language.
 - ii. English.
 - iii. Mathematics.
 - iv. Physical Science.
 - v. Biological Science.
 - vi. Home Science.
 - vii. History.
 - viii. Geography.
 - ix. Basic Education.
 - x. Music.
 - xi. Child Education.
- E. Practical work :
 - i. Teaching competency. The practical training shall include attendance at school for not less than five weeks in the year, of which at least three weeks shall

be continuous. The programme for each student shall approximate to the normal daily work of a teacher.

- ii. Arts and crafts as applicable to the preparation of instructional aids and materials in both the special subjects.
- iii. Tests and Measurements in both the subjects.
- iv. Record of School visits and observation of school practices.
- v. Practical training in the use of audio-visual apparatus.
- vi. Case Study and cumulative record.
- vii. Participation in Physical Education Activities and games.
- viii. Training in activities like — First aid — Guiding and Scouting — Social Service activities. (any one)

4. The Scheme of Examination :

A. Written Examinations :

The subjects and the scheme of examination shall be as follows :

	Hours	Marks
i. Philosophical and Sociological Foundations of Education & School Organisation	3	100
ii. Psychological Foundations of Education & Evaluation	3	100
iii. Education in India	3	100
iv. Special Subject I	3	100
v. Special Subject II	3	100

500

B. Practical Examination :

Marks for the various aspects of the practical training shall be awarded as follows :

	Marks
i. Teaching Competency :	
Special Subject I	... 100
Special Subject II	.... 100
ii. Arts and Crafts as applicable to the preparation of Instructional Aids and Materials :	
Special Subject I	.... 25
Special Subject II	.... 25
iii. Tests and Measurements :	
Special Subject I	.... 25
Special Subject II	... 25
iv. Record of School Visits and Observation of School Practices	.... 25
v. Practical Training in the use of Audio-Visual Apparatus	.../ 25
vi. Case Study and Cumulative Record	... 20
vii. Participation in Physical Education activities and games	... 20
viii. Training in Activities like — First aid — Guiding and Scouting — Social Service activities (any one)	... 10
	400
	400

Note :

1. The University shall appoint Supervising Examiners for Practical work; it shall be the duty of the Supervising Examiners (a) to observe and evaluate the lessons of a certain number of the students of each college with a view to the equation of standards, (b) to examine and decide border line cases, (c) to examine and decide the cases of candidates for whom 60 per cent and above is recommended by the college, and (d) to moderate the results of the practical tests in several colleges.

2. For the purpose of teaching practice each student shall work as an apprentice under a selected teacher and under the general supervision of the Principal and Professors of the College concerned. He shall also maintain the prescribed work books for practice teaching in each of his special subjects. The work books shall contain records of at least 20 lessons, 10 in each special subject. Marks for teaching practice shall be based on reports of lessons in each optional subject and on the work books maintained. Each such lesson shall be reported on separately by a lecturer or teacher authorised for the purpose by the Principal, and report and work-book shall be made available to the supervising examiners. The final report of the college on each student together with the work books shall be submitted to the supervising examiners whose decision on the marks to be awarded shall be final.

3. For the other aspects of Practical Work, each student shall work under a teacher of the college and shall maintain a work book under his supervision. Marks in these aspects shall be awarded by the teachers of the college concerned. All work books shall be submitted to the supervising examiners whose decision as to the marks to be awarded shall be final.

4. The supervising examiners shall report to the University the marks awarded to each student in the two divisions of practical examination viz. (1) Teaching Practice and (2) Other aspects of Practical Training.

5. A candidate who fails in the Practical Examination may present himself at a subsequent examination at which the Supervising Examiners shall examine the candidate in teaching and in such of the other aspects of Practical Training as they may deem necessary.

5. **Passing Minimum :**

A candidate shall be admitted to the B.Ed. Degree only if he has passed both the practical examination and the written examination, provided, however, a candidate who fails in the Practical Examination and passes in the Written Examination shall be deemed to have failed in the Practical Examination only and shall be permitted to appear again for the same and **vice versa**.

Every candidate should appear for all the five subjects in the written examination in the first attempt. A candidate who fails in

one or more papers in the written examination shall be permitted to appear again only for those papers in which he fails.

A candidate shall not be permitted to appear for the written or practical examination on more than three occasions.

A candidate shall be declared to have passed the written examination if he obtains not less than 40 per cent in each of the five papers. All other candidates shall be deemed to have failed in the written examination.

A candidate shall be declared to have passed the Practical examination, if he obtains (a) not less than 40 per cent in the Practical Examination in Teaching Practice in each of the two special subjects and (b) not less than 40 per cent of the marks allotted for the other aspects of Practical Work taken together.

6. Classification of successful Candidates :

Successful candidates shall be classified separately for (a) Written examination and (b) Practical examination. In each case, candidates who succeed **in the first attempt** and obtain not less than 60 per cent of total marks shall be placed in the first class. The remaining successful candidates shall be placed in the second-class.

7. Shortened Course for Bonafide Trained Teachers :

Notwithstanding anything contained in regulation 3 above about the duration of the prescribed course, it shall be competent for the Syndicate to admit to the B.Ed. Degree Examination, certificated bona fide trained teachers (i.e. Holders of the T.S.L.C. of the Secondary Grade issued by the Secretary to the Commissioner for Government Examinations, Madras) who have taken a Degree in this University or a Degree in some other University accepted by the Syndicate as equivalent thereto, and who have undergone a shortened course of instruction approved by the Syndicate, of not less than four months' duration, conducted by a training college, or training colleges in co-operation, and who satisfy the general rules relating to the grant of exemption to bona fide certificated trained teachers prescribed by the Syndicate for admission to the Matriculation, Pre-University, B.A. and B.Sc. Degree Examination.

8. Holders of the B.Ed. Degree Qualifying in an Additional Subject :

A candidate who has taken the B.Ed. degree shall be permitted to appear again for the Examination in a new optional subject, provided that he has taken a pass degree or a University Diploma in the additional subject selected, and has had at least 3 years of teaching experience in the subject. No additional attendance certificate shall be required from such a candidate.

The candidate shall be declared to have passed the examination if he obtains not less than 40 per cent of the marks in the written examination and 40 per cent in the Teaching Practice in the subject offered and satisfies the Examiners with regard to the workbook, teaching and records of the Test and Measurements pertaining to the subject.

Such a candidate shall not be admitted at a Convocation a second time, but a special certificate setting forth the additional subject passed by him and the date of examination shall be given to him.

9. Transitory Provision :

Candidates who completed their course of study for the B.T. degree under the regulations in force prior to the academic year 1972-73 and have not qualified for the Degree shall be permitted to appear for the B.Ed. Degree Examination, Written and Practical under the current regulations without submitting an additional attendance certificate; it shall, however, be competent for the syndicate to permit such candidates to take the Examination under the old regulations for a period of two years, commencing from the examination April 1973; provided however, the candidates who have already passed the Practical Examination under the Old Regulations shall be permitted to complete the examination under the existing Regulations by passing in the Written Tests only and **vice versa**.

(Syllabus)

**A. (i) PHILOSOPHICAL AND SOCIOLOGICAL
FOUNDATIONS OF EDUCATION AND
SCHOOL ORGANIZATION**

Objectives :

1. To develop an awareness and insight into the changing goals of education through the ages.
2. To develop an understanding of the social, political technological and religious forces tending to transform the Indian society and their impact on education.
3. To help to examine the extent to which education can give direction and purpose to this change.
4. To focus attention on the major educational problems involved in the achievement of our educational objectives.
5. To bring out the salient features of Educational Administration and School Organisation with reference to the philosophical and sociological foundations of education.

A. Philosophical Foundations :

1. Relationship between philosophy of life and education.
2. The Meaning of Philosophy of Education— its significance for education — its implication on aims, curriculum, methods of teaching, role of the teacher and school organisation.
3. Ancient Indian values and ideals and their impact on education.
4. Greek values and ideals and their impact on education.

5. Fundamental philosophies of education — idealism, realism, naturalism and pragmatism — Need for an eclectic approach.

6. Modern educational thoughts as exemplified by Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Montessori, Dewey, Swami Vivekananda, Tagore, Aurobindo and Mahatma Gandhi.

B. Sociological Foundations :

1. Relationship between sociology and education. The scope and implication of Sociology of Education.

2. Education as an instrument for

- (a) The conservation and development of culture
- (b) Social and political changes
- (c) Economic growth and development.

3. (a) Agencies of education — Home, School, Religious Organisations, society and state — The importance of school as a social institution for organised education.

(b) Social determinants of educability — Family, peer-group, Caste, Class, Religious and Social Environments of the state.

4. Education for a changing society in India :

(a) Modernisation in economic, Industrial, technological and social fields — its implication on education.

(b) The role of teachers and schools in modernisation and social change in India.

(c) The democratic set up — mass education — equalisation of educational opportunity — Their implication on education.

(d) Education for National Integration and International understanding.

C. School Organization :

1. School Plan : Land, Buildings and equipment. Laboratory, Library, Workshop. Museum, Subject-room. Staff-room, Aids and appliances, Gymnasium and Play grounds. Residential facilities — dormitories and dining rooms.

2. General Organisation and administration :

(a) The Headmaster — his role and duties, Teacher — Their functions. supervision of teachers and students. work and guidance, Relationship between teacher and teacher — between teacher and Headmaster, professional etiquette. The Teachers Council, Classification of pupils. Timetable. School discipline and supervision. rewards and punishment.

(b) Self-Government : Organisation of Community life — sharing of responsibilities among teachers — School assembly. Function of school pupil leader and class pupil leader.

(c) Pupil-Teacher co-operation, parent-teacher co-operation. Teachers' Association meetings, parents day, co-curricular activities, cultural activities, celebrations. Literary Association meetings, Dramatic performances and Musical Evenings, Educational Excursions, Library and Study groups.

(d) Residential life — Supervision, order and arrangement — establishing traditions — recreation.

(e) School finance — Inspection — School committees — Service condition of teachers.

3. Principles of curriculum construction — Instructional Planning — Institutional planning for class-room improvement.

Note :

(i) The question paper shall consist of two parts.

(ii) Part I shall contain six essay questions, three on Section A and two on Section B and one on Section C out of

which the candidate shall answer two questions from section A and one from section B and C.

- (iii) Part II shall contain nineteen 'short answer questions' requiring answers in a paragraph or two, seven on section A, 6 each on section B and C, out of which the candidate shall answer eleven questions, choosing not less than three from each section.

Books recommended for reference.

A. Philosophical Foundations :

1. Aurobindo : Education.
2. Avinashilingam, T. S. : Educational Philosophy of Swami Vivekananda.
3. Avinashilingam and Swaminathan (Eds) : World Teachers on Education.
4. Bertrand Russel : Education and Social Order.
5. Broudy : Building a Philosophy of Education.
6. Curtis : Philosophy of Education.
7. Dewey : Democracy and Education.
8. Giand and Sharma : Educational Theories and Modern Trends.
9. Horne : Democratic Philosophy of Education.
10. Keay : A History of Education in India and Pakistan.
11. Kilpatric : Philosophy of Education.
12. Mookerji, R. K. : Ancient Indian Education.
13. Mukerjee, H. S. : Education for Fullness.
14. Patel : Educational Philosophy of Mahatma Gandhi.

15. Ross : Ground work of Educational Theory.
16. Rusk : The Doctrine of Great Educators.
17. Veda Mitra : Education in Ancient India.
18. Vivekananda, Swami : Education.
19. எஸ். சந்தானம் : கல்விக் கோட்பாடுகளும் தத்துவங்களும். (பழனியப்பா)

B. Sociological Foundations :

1. Brown : Educational Sociology.
2. Durkhiem : Education and Sociology.
3. NCERT : Papers in Sociology of Education.
4. Robbins : Introduction to Educational Sociology.
5. Shrimali, K. L. : Education in Changing India.
6. Surjit. D. F. : The Sociology of Education.
7. Utarid. S. J. : An Introduction to Educational Sociology.
8. எஸ். சந்தானம் : கல்வி உளவியலும் கல்விச் சமூகவியலும் (பழனியப்பா)

C. School Organization :

1. Kochbar, S. K. : Secondary School Administration, University Publishers, Delhi.
2. Ministry of Education, Government of India. : Report of the Education Commission (1964-66) Kothari Commission.
3. -do- : Report of the Secondary Education Commission (1952-53) — Dr. A. L. Mudaliar Commission.

4. Ryburn, W. M. : The Organization of Schools, O.U.P.
5. எஸ். சந்தானம், ஏ. எஸ். : பள்ளி நிருவாக அமைப்பு (தமிழ்நாடு நூல் வெளியீட்டுக் கழகம்)
துரைசிங்

A. (ii) Psychological Foundations Of Education And Evaluation

Objectives :

1. To develop in the teacher-trainees an understanding of the basic concepts of Educational Psychology.
2. To apply this knowledge to deal effectively and constructively with day-to-day classroom work.
3. To develop interest and positive attitudes towards students and their problem and to help them to adjust to the social environment.
4. To develop a scientific attitude to educational problems.

Syllabus :

- I. Nature and Scope of Educational Psychology. Techniques of Educational Psychology : Experimentation, Questionnaire, Case study, Differential Methods and Action Research.
- II. **Individual Development** : The basic factors of Heredity and environment.
Note : Units III, IV, V and VI to be dealt with specific reference to Adolescence.
- III. **Physical Development** : Development of certain motor skills and their educational significance.

- IV. **Mental Development** : The structure of Human Abilities and Aptitudes — The constancy of I.Q. — Genius, Gifted, Moron, Imbecile and Idiot. Concept formation. Measurement of Intelligence and Aptitudes — Identification and care of Exceptional Children.
- V. **Emotional Development** : Identification of emotions— Emotional problems during Adolescence — Emotional maturity.
- VI. **Social Development** : Meaning of Socialization — Character as socialization — Levels of Social Maturity — Social roles in play, in school activities and in community life. Personality and the Clash of Home-school loyalties; Personality and the concept of the self — Development of Integrated personality.
- VII. **Learning Process** : Meaning of Learning. Types of Learning : Classical conditioning and Operant conditioning; Principles of Reinforcement; Trial-error, Vicarious (Imitation) and Insight; effective methods of Learning — Reasoning and problem solving — Learning curves. Remembering and Forgetting; Determinants for Retention; Aids to Memory. Transfer of training.
- VIII. **Motivation** : Meaning of motivation : Needs, Urges and Drives : Learning and Motivation, Achievement motivation.
- IX. **Attention** : Problems of attention : Span and Division of Attention — Distraction of attention.
- X. **Creativity** : Perception and Interpretation — Creative thinking; its relationship to personality and intelligence.
- XI. **Adjustment and Guidance** : Principles of Mental Health — Frustration, conflicts and common Defence Mechanisms; Adjustment problems at different Age levels;

Guidance and Counselling: Guidance — Educational, Vocational and Personal. Techniques of Counselling: Directive, Non-directive and Eclectic.

VII. **Group Dynamics** : Classification of groups — Association, Club Gang, Community and crowd, Sympathy, Imitation and suggestion.

VIII. **Measurement and Evaluation** :

(A) Nature and Range of Individual differences.

(B) General Principles of testing, Measurement and Evaluation — Concepts of Objectivity, Reliability and Validity Types of Norms.

(C) Types of Tests : Oral, Written, Informal, Formal, Teacher-made tests and standardized Tests, Achievement, Diagnostic and prognostic tests.

(D) General principles of Test Construction : Listing the Objectives and Behaviours—Writing the Test Items (Kinds of test items) Preliminary Tryout; Item analysis; (Indices of Discrimination and Difficulty) Final draft of the Test—Establishment of Norms.

(E) Statistical Methods : Classification, Tabulation, Ranking, Frequency distribution—Measures of Central Tendency and Measures of Dispersion; Correlation—Rank difference method; Measures of Validity and Reliability.

Demonstration Experiments in Educational Psychology.

Any **twelve** of the following experiments may be demonstrated by the lecturer. Wherever facilities are available students may be encouraged to conduct at least eight experiments.

List of Experiments

1. Intelligence test—(Raven's Standard progressive Matrices)
2. Insight Learning (Twin-maze).

3. Achievement Test (Administration and data analysis for remedial purpose).
4. Co-ordination of Two Tasks. (Co-ordination apparatus and Cancellation sheets).
5. Trial-error and planful Behaviour (Slot maze, Finger maze)
6. Personality tests—(Eysenck's Personality Inventory and Minnesota Multiphasic Personality Inventory).
7. Meaningful Learning and Recall (Memory Drum).
8. Span of Attention for Numbers, words and sentences (Tachistoscope).
9. Influence of Suggestion.
10. Achievement Motivation (Rettens level of aspiration).
11. Accuracy and Reliability of Report (A set of 6 pictures and Tachistoscope).
12. The Social Structure of a Small Group of pupils (Socio gram).
13. Learning and Memory of Visually perceived Figures (Five simple asymmetrical figures and Tachistoscope).
14. The Process of concept Formation (The Vigotsky or Haffmann-Kansanin Test).
15. The Use of Performance Test in Intelligence (Bhatia's Performance Test of Intelligence).

Note :

- (i) The question paper shall consist of two parts.
- (ii) Part I shall consist of 6 essay questions and 13 short answer questions requiring answers in a paragraph or two on all topics except topic XIII Measurement and evaluation, out of which the candidate shall answer 3 essay questions and 8 short answer questions.
- (iii) Part II shall consist of 6 short answer questions on topic XIII Measurement and Evaluation out of which three are to be answered.

Books recommended for reference :

1. Ahmann, J.S. (1962) : Testing Achievement and Aptitudes. New Delhi : Prentice-Hall of India (P) Ltd.
2. Allsopp, A. H. (1954) : Essentials of Psychology. London : J. M. Dent & Sons Ltd.
3. Ballar, W. R. & Charles, D. G. (1961) : Psychology of Human Growth & Development. New York, Holt, Rinehart & Winston.
4. Bhatia, H. R. 1958 : Elements of Educational Psychology. Bombay : Orient Longmans.
5. Bigge, M. A. and Hunt, M.D. (1965) : Psychological Foundations of Education. Tokyo : John Weather Hill, Inc.
6. Boaz, G. D (1958) : Educational Psychology, Madras, Gunalaya.
7. Carpenter, F & Haddan, E.E. (1964) : Systematic Application of Psychology to Education. London : Collier Macmillan Ltd.
8. Corrol, H. A. (1964) : Mental Hygiene. Engle-wood Cliff : Prentice-Hall Inc.
9. De Haan, R.F. (1965) : Accelerated Learning Programme. New Delhi. Prentice-Hall of India (P) Ltd.
10. Eiserer, P. E. (1965) School Psychologist. New Delhi Prentice-Hall of India (P) Ltd.
11. Fleming, C. M. (1959) : Teaching—Psychological Analysis. London, Methuen and Co, Ltd.
12. Freeman, F. S. (1963) : Psychological Testing. Calcutta : Oxford & IBH Publishing Co.
13. Goldman, L. (1961) Using Tests in Counselling. New York : Appleton-century-Crofts. Inc
14. Hughes, A. G. and Hughes, E. H. (1959) : Learning and Teaching — Introduction to Psychology and Education. London : Longmans, Green & Co., Ltd.

15. Lyman, H. B. (1963) : Test Scores and What they Mean. Englewood Cliff ; Prentice-Hall, Inc.
16. Morse, W. C. & Wingo, G. M. (1962) : Psychology and Teaching. Bombay : Taraporevala Sons & Co., Ltd.
17. Tyler, L. E. (1963) : Tests and Measurements. New Delhi : Prentice-Hall of India (P) Ltd.
18. எஸ். சந்தானம் - கல்வி உளவியலும் கல்விச் சமூகவியலும்
(பழனியப்பா பிரதர்ஸ்)

A. (iii) EDUCATION IN INDIA

Objectives :

- (a) To focus attention on the salient features of education in India at different levels of education and in different aspects.
- (b) To develop an understanding of current trends in education.
- (c) To produce an awareness of certain important problems in the field of education in India.

A. Historical Approach :

1. **Modern Indian Education :** Before Independence : The indigenous education — The East India Company's efforts — official and non-official efforts in the first half of the 19th century — Macaulay's minutes — Wood's despatch — Indian Education Commission 1882 — Lord Curzon's Educational Policy — The Swadeshi Movement in Education — Calcutta Education Commission 1918 — Education under diarchy — Education under provincial autonomy — The Sargent Report.
2. **Modern Indian Education :** After Independence The University Education Commission Report — The Secondary Education Commission Report — Plans for reorganising elementary education — Development of Education during the four plans — The Kothari Commission Report.

B. General Problems of Indian Education :

1. Objectives of education at different levels.
2. Development of Social, Moral and Spiritual values among teachers and pupils.
3. Equalisation of educational opportunity.
4. The Language problem — Languages to be studied, the stage of introduction, objectives, scope, duration of each language — the medium of instruction.
5. Curriculum planning — upgrading and maintaining standards. Making the curriculum active and practical-work experience.
6. Tools of education — (a) text-books — qualities of good text books — Nationalisation of text-books. (b) Library facilities — Utilisation of libraries (c) Use of Audio-Visual Aids — existing difficulties in using them — how to overcome them. (d) Laboratory facilities — ways and means of making the best of them.
7. Staff-student relationship — student's unrest.
8. Education of girls — Co-education.
9. Education of the handicapped.
10. Diversification of education at different stages — Emphasis on vocational education — students aptitudes and channelising them to different streams — Educational and vocational guidance.
11. Evaluation and Examination Reform.

C. Special Problems at Different Stages of Education :

1. Primary Education :

Difficulties in implementing the Constitutional provision for universal compulsory education — Improving the quality of education — Midday meals and school improvement schemes — Wastage and stagnation — Administration and Supervision of primary education.

2. Secondary Education :

Improving the quality — upgrading the syllabus — Higher Secondary and secondary schools — Total development of personality — Motivating the thinking and reasoning abilities of students.

3. Higher Education :

The problem of maintaining standards — maintaining a study atmosphere — Emphasis on the development of originality and creativity.

4. Teacher Education :

Selection for training — Professional preparation at various levels — increasing professional efficiency — Maintaining the status of teachers — Professional code of ethics — In-service education — Role of professional organisations.

5. Adult Education :

Changing concept of Adult Education — Social Education — Continuing education — Use of mass communication media — Motivating the adults — organisation of a regular adult education programme.

6. Health Education :

Common ailments of school children — Health Services — Health examination and follow-up work First Aid — Personal Hygiene — Community Hygiene — Communicable and non-communicable diseases — their causes and symptoms — Methods of prevention and prophylaxis — Isolation and quarantine — essentials of a balanced diet — sex education.

7. Physical Education :

Relation of physical education to other aspects of education — physical activities suitable for various age groups — organisation and conduct of intramural competitions and methods of handling of groups for various kinds of activities.

Note : (i) The question paper shall consist of two parts.

(ii) Part I shall consist of six essay questions with two questions on each of the three sections, out of which the candidate shall answer three questions choosing one from each section.

(iii) Part II shall consist of 19 'short answer' questions, requiring answers in a paragraph or two, with 6 questions from Section A and B and seven from Section C, out of

which the candidate shall answer any eleven questions choosing not less than three from each section.

Books recommended for reference :

1. Aggarwal, J. C. : The Progress of Education in Free India. Arya Book Depot, New Delhi-5.
2. Carroll H. Miller : Guidance Services, An Introduction. Harper & Row.
3. Committee Reports : (a) Sargent Report, (b) Radha. krishnan Committee Report, (c) Mudaliar Report. (d) Kothari Report.
4. Cyril Burt : The Backward Child.
5. Kochhar, S. K. : Educational and Vocational Guidance in Secondary Schools.
6. Mukherjee, K. C. : Under development Educational Policy and Planning.
7. Mukherjee, S. N. : Administration of Education in India.
8. Mukherjee, S. N. : Education in India Today and Tomorrow.
9. Mukherjee, S. N. : History of Education in India.
10. Naik, J. P., Education in India — The unfinished business. (Asia Publishing House).
11. Nanda, S. K. : Reflections on Indian Education.
12. Nikhil Ranjan Roy : Adult Education in India.
13. Rawat, P. L. : History of Indian Education, Ramprasad & Sons : Agra-3
14. Samuel Kirk : Educating Exceptional Children (Oxford & IBH Publishing Co., Bombay).
15. Second All India Educational Survey.
16. Sequira, T. N. : Modern Indian Education.
17. The Indian Year Book of Education, I, II & III.
18. Uday Shankar : Problem Children.
19. Vakil & S. Natarajan : Education in India. Allied Publishers.

Special Subjects

SPECIAL METHODS—TAMIL

Part I—Methodology

1. The place of the mother tongue in the curriculum — Aims and values — the mother tongue as the medium of thought and communication of ideas, emotions and experiences — means of developing imagination and aesthetic taste — the key to social and cultural heritage — vocational and moral values.

2. Methods of Teaching the mother tongue — emphasis on traditional and modern methods; Re-orientation in the exposition of the age-long traditional methods right from the Sangam-era upto the Pre-European period which produced very great poets, scholars and technicians in all walks of life. Use of play way, dramatization, project, individual work, supervised study, adopting methods to various stages ; lower, the middle and higher.

3. Oral work-importance of clear and correct speech in all stages, Special merits of the Phonemes and Phonetic structure of the language, special difficulties of pronunciation.

Lower-stage : conversation on topics of interest — Nursery rhymes and action songs, story telling, dialogue and dramatization, use of pictures.

The middle stage : Dialogues, improvisation, Littlemen lectures Narration, Dramatization, Description, Discussion.

Higher stage : Debates, discussions, speeches etc.

4. Reading: Creating interest in reading, choice of readers, suitable topics-correlation with other subjects; illustrations etc., need for humour.

Lower stage : different methods of teaching beginners to read; alphabet method; look and say; sentence method; preparation and use of aids, flash cards, matching cards, charts etc. Selection and expansion of vocabulary (working and recognition); Loud-reading-its method and merits, Silent reading, use of readers, Library books, periodicals etc.

Middle stage: prose and poetry lessons; introducing literary pieces-extensive reading, non-detailed readers, their selection and treatment, class and school libraries, periods, library magazines.

Higher Stage ; the teaching of literature ; consideration of qualities of construction; style, figures of speech ; poetic diction ; rhyme etc., Drama, short story, novel, essays etc., as forms of literary expression.

5. Expression : The importance of recitation of literary and dramatic value for development of effective articulation and meaningful delivery, the basis of accurate and effective expression in correct habits and in study of grammar-idiom and elementary rhetoric; the relative importance of each and their synthesis.

6. (a) Grammar: Aims and values of teaching grammar as a means to an end, to speak and write correctly, correlation of grammar with readers and compositions.

Lower Stage : When to begin, choice of topics, syllabus; use of play methods; charts and other aids; suitable exercises.

Middle Stage: The content of a good grammar syllabus, value of rules and definitions, inductive method and application; loan words and new expressions.

Higher Stage : Grammar syllabus for the High School-use of inductive deductive procedures: phrases and idioms.

(b) Language Exercises : Need for training-linguistic exercise, (desk work) traditional sentence forms as (தொகை நிலைத் தொடர் தொகா நிலைத் தொடர்).

Structure of sentences and paragraphs; types of exercises based on the readers — Transformation of sentences; simple rhetorical devices such as ellipsis, inversion, figures of speech, etc.

(c) Composition : Speaking and Writing as forms of self-expression; Progress from reproduction to free composition, oral to precede written steps in the development of a composition lesson, collection, selection and arrangements of expression, correction of written work.

Lower Stage : The importance of concrete and significant topics; exercises on objects, pictures, reading lessons, home school games and other topics of interest. Use of stories, simple letters.

Middle stage and later stage : Exercises based on the reader, non-detailed reader, freecomposition, narrative including biography, descriptive, reflective including imaginative, expository, argumentative, comprehension exercises, verbal and pictorial, e.g., drawing a

rough sketch corresponding to a given description and interpretation in words of a diagram, chart, picture, cartoon, etc.

Translations form other languages, different kinds of letters, epitome; expansion — creative expression — stories, dialogues, imaginative exercises.

(d) Handwriting and spelling: Readiness for writing; stages, instructions — preliminary training, legibility, speed and beauty of writing, transcription and dictation, spelling games and remedial measures in spelling.

Graphic devices in writing, and printing, punctuation, underlining, parenthesis, paragraph heading and numbering, titling and substituting parallel devices in printing and writing and proof reading.

7. Organisation of language teaching. Syllabus for various grades.

Time tables and Distribution of time; scheme of work notes of lessons; classroom and teaching aids — reading room and library (class and school) School magazines—societies — Co-operation with teachers of other subjects. The language teacher — qualifications and training; testing — old and new type tests — written and oral.

Part II — Content Course

1. A knowledge of Tamil grammar is essential to any teacher of Tamil in Secondary Schools. Hence Nannul, the standard work of grammar may be recommended for study. Language exercises based on grammar may be set in the tutorial classes.

2. A knowledge of prosody and figures of speech is a necessary equipment to the trainee for which a concise book of grammar is recommended for study in the tutorial classes.

3. An anthology of poetry, representative of ancient mediaeval and modern poetry, may be recommended for study; trainees may be given practice to appreciate the qualities of form, style, figure of speech, diction, rhyme and rhythm.

4. A book of essays containing the different types contemplated in the revised syllabus for secondary schools may be prescribed and trainees may be required to prepare essays modelled on them.

5. To acquaint the trainees with the different varieties and styles of prose writing, representative prose literature such as the Tolkappiyam, Pathupattu and Ettuthokai and Modern Prose Literature may be studied.

Part III—Practical Work

1. The preparation and use of grammar charts on Sandhi, Conjugation, agreement of the verb with the subject, etc. Charts on Etymology, components and features of the good reader, kinds of nouns, verbs.

2. Preparation of essays under the various heads given in the revised syllabus for secondary schools.

3. The preparation of essays of appreciation of poetry from given passages touching on the diction, rhyme, rhythm, imagination, etc.

4. Preparation of language exercises such as transformation of sentences, punctuation and preparation of spelling charts.

5. Preparation of Reviews of Books read and Literary criticism.

6. Preparation and use of picture albums pertaining to language teaching.

Note : (i) The question paper shall consist of two parts.

(ii) Part I shall contain 6 essay questions and 5 short answer questions requiring answers in a paragraph or two on Methodology out of which the candidate shall answer 3 essays and 3 'short answer' questions.

(iii) Part II shall contain fourteen short answer questions on content course out of which the candidate shall answer any eight.

Books Recommended for Reference :

Tamil : The content course in Tamil is designed to give the trainees an advanced knowledge of Tamil literature and grammar, which is essential to teachers of Tamil in Secondary Schools.

The following books are recommended in connection with the content course in Tamil :

- Item No. 1. Nannul Kandigai Urai by Sadagopa Ramanujachariar.
- Item No. 2. A book of essays compiled as per the topics listed in the revised syllabus for secondary schools is recommended.
- Item No. 8. The following books are suggested for a selection of the different types of prose of authors other than contemporary.
1. Tol'kappiyam — Commentary by Illampooranar or Commentary by Nachinarkiniyar
 2. Iraiyanar Kalaviyal Urai
 3. Silapathikaram—Commentary by Adiyarkku Nallar
 4. Tirukkural—Commentary by Parimelazhakar.
 5. Prose works of Arumuga Navalar
 6. Ramalinga Swamigal—Manumuraikanda Vasagam.
 7. Pratapa Mudaliar Charitham—A. Vedanayagam Pillai
 8. Kamalambal Charitham by A. Madhaviah
 9. Paramartha Guru Kathai—Viramamunivar
 10. Prose writing by R. P. Sethu Pillai
 11. Prose works by Thiru-Vi-Ka
 12. Prose works by Pandithamani Kathiresan Chettiar.
 13. Prose work by S. S. Bharathiyar
 14. Prose writing by Maraimalai Adigal
 15. Prose works by U. V. Swaminatha Iyer
 16. Prose works by Dr. Rajamanickam
 17. Prose works by S. Vaiyapuri Pillai
 18. Prose works by N. M. V. Nattar
 19. Prose works by C. Subramania Barathiar
 20. Prose works by Kavi Mani Desiga Vinayagam Pillai

The texts to be prescribed for a study under the above heads will be chosen by the respective college. The lists given above are only suggestive. Regular exercises based on the above course of

study may be done by the students. In addition, provision must be made for oral reviews of the text studied in the tutorial classes. Questions under Part B of the question paper in this special subject will be designed to test the attainment of the candidates in the language and in the knowledge of its grammar, prosody, literary forms, etc. and will not be based on the actual texts that may be prescribed.

SPECIAL METHODS — ENGLISH

Part I — Methodology

Objectives :-

- (i) To develop in the trainees the essential skills of teaching a foreign language.
- (ii) To train them to become efficient in the use of modern successful methods and classroom techniques.
- (iii) To develop in trainees an understanding of the nature of second language learning.

A. The place of English as a School subject :

The Role of English in India today.

The aims of teaching English. The stage at which the study of English is begun. The four language abilities and their relative importance. The goals to be attained at the end of the school course. The emphasis on language rather than on literature.

B. The Methods of Teaching a Modern Language :

1. General Principles.—Language as a skill rather than a knowledge subject—How this difference affects the teaching methods—difference between the learning of a second language and the learning of the mother tongue. The principles of the Direct Method. The scientific approach in teaching of modern languages, word frequency lists, Basic English, graded structures, etc.

2. The Structural syllabus, The structure — special features. The Principles of grading, controlled vocabulary—Structural and content words. The building up of vocabulary—

Techniques of introducing structures. The situational approach—Imitation and repetition of sentence patterns—Use of substitution tables.

C. The Teaching of English in the Early Stages :

Oral work :—The importance of Oral Work and of the Oral Approach in the early stages. The importance of good models in pronunciation and intonation—The use of speech records and the Tape-recorder—Practice in the pronunciation of new sounds—Defective pronunciation and remedial exercises—Forms of oral drill, language games—The use of pictures, objects, the flannel board.

2. **Reading** :—Methods of teaching reading to beginners. The Look-and-Say Method—The phonic and sentence methods—Individual difficulties and remedial exercises. The use of charts, flash cards, and other aids. Methods of training in both silent oral reading.

3. **The use of the text-book** :—Presentation of the Teaching items—place of work books and readers—Integration of handbooks and pupils books—Assignments—The Organising and guidance of supplementary readers.

4. **Writing** :—The teaching of writing—The use of copy books and transcription—Graded teaching of spelling and punctuation—The use of diction—Controlled and graded writing exercises—Matching parts of sentences, sentence completion, question-answer, sentence construction and simple transformation exercises, guided composition exercise—describing objects, actions and pictures, building a story from a given outline or writing a dialogue round a given situation.

5. **Poetry** :—The teaching of simple verses and rhymes.

D. The Teaching of English after the Initial Stages:

(Standard VIII and upwards):

1. **The detailed Reader** :—The requisites of a good reader. The proper use of the reader—The extension of working and recognition vocabularies—Methods of teaching and structures and the meaning and the use of new words, phrases and idioms—Teaching

the use of the Dictionary Types of exercises based on the Reader for oral and written work.

2. **Extensive Reading**—The importance of the reading habits as a source of pleasure and information—The choice and treatment of books for extensive reading. The teaching of silent reading—Tests of speed and comprehension—The eliciting of appreciation—The guidance, the supervision and the organisation of extensive reading—Ways of stimulating extensive reading—The use of the class and the school libraries.

3. **Composition**:—Oral preparation for written composition—Types of composition exercise—Paragraph reproduction and completion of stories; letter writing, diaries, conversation, precis-writing, Correlation with supplementary reading of Pupils' experiences. Group work in the preparation and writing of composition exercise. Reproduction exercises and free composition. Memorisation to be discouraged. Translation as an exercise from VIII standard upwards, correction of written exercises.

4. **Grammar**:—The concept of grammar as usage—The usefulness of grammar teaching—Functional grammar through structures—The use of contrast and comparison with language forms in the Mother tongue—Types of language exercises—Consolidation of grammatical knowledge.

5. **Poetry**:—The value of poetry teaching. Contrasted methods and aims in the teaching of Poetry and Prose. The selection of suitable poems for different stages. The teaching of appreciation—Stimulating interest in poems—The teaching of recitation by groups and individuals.

E. Testing and Evaluation:

1. Use of periodic tests and annual/final examinations to measure the pupils' progress in the four skills.

2. Testing tools, synchronising with the objectives of teaching English at different school levels.

3. Appropriate weightage for different skills and for different periodic tests.

4. Construction of objective based tests in English, Unit tests, sessional tests and final tests.

5. Diagnostic tests—Types of Questions for different standards.

6. Objective type scoring schemes.
7. Follow-up of the test results for improvement and acceleration.

F. The Study of the Current School Syllabus

G. The Use of Teaching Devices :

The use of Audio-Visual Aids (Speech records, the radio, Tape-recorders, slides, films, etc., dramatisation, activities and projects, language games, group work. etc.,

H. The Organisation of English Teaching :

Lesson Planning : Preparation of Teaching Notes and so on.

Part II — Content Course

(The aim of this course is to give the trainees a knowledge and practice in the use of essential English) The following items of language practice are recommended :

(a) Pronunciation of English : Elements of phonetics — English vowels — Consonants — Consonant clusters — word stress — rythm — strong, weak forms — Basic intonation patterns — Phonic transcription, use of pronouncing dictionary — Phonic Drill.

(b) Exercises in grammar and composition based on the syllabus in English for the Secondary Schools.

(c) A critical study of the Teaching items prescribed for Standards III to X.

(d) A study of a few poems suitable for High School classes.

Note : The texts for the content course will be prescribed by the respective colleges.

Part — III Practical Work

The following activities are suggested:—

(a) Preparation and use of teaching aids. flash cards, charts, substitution tables, cut-outs for the flannel board, picture album, collection of rhymes, etc.

(b) Organisation and activity (Language games, group work, play acting, etc.) suitable for an English Lesson.

(c) Exercises based on the content course.

(d) Speech training (Reading, recitation, Speech making, etc.)

Note : (i) The question paper shall consist of two parts.

(ii) Part I shall consist of Six essay questions and five 'short answer questions' requiring answers in a paragraph or two on methodology, out of which the candidates shall answer three essay questions and three 'short answer questions.'

(iii) Part II shall consist of Fourteen 'short answer questions' out of which eight are to be answered. The scheme for Part II shall be as follows :—

(a) Phonetics : three questions out of six shall be answered.

(b) Teaching items : three questions out of six shall be answered.

(c) Framing questions to test comprehension of a passage in prose or poetry.

(d) Preparing a test for a given lesson in prose or poetry.

Books recommended for Reference.

1. Allen, W. S. — Living English Structure (School Edition) — Longmans.
2. Billows, F. L. — The Techniques of Language Teaching — Longmans.
3. CIE — Bulletin — Longmans.
4. Dakin, J. and others — Language in Education (LL series) — OUP.
5. French, F. G. — Teaching English as an International Language — OUP.
6. French, F. G. — Teaching of English as a foreign language I, II & III.

7. Frisby, A. W. — Teaching English — Longmans.
8. Gatenby, E. G.—English as a Foreign Language Longmans.
9. George, H. V. — 101 Substitution Tables for Students of English. Students' and Teachers' Guide—OUP.
10. Gokak, V. K.—English in India — Asia.
11. Harber, C. L. — The Story of Language (Aid to English) — Pan ELBS.
12. Hill, L. A. — Picture Composition Book and Teachers' Guide — OUP.
13. Hornby, A. S. — A Guide to Patterns and Usage in English (Aids to English) OUP. ELBS.
14. Hornby, A. S. — The Teaching of Structural Words and Sentence, Patterns Part I—IV 2 Vols. (Teacher bookshelf) — ELBS.
15. Hornby, A. S. and others — The Advanced Learner's Dictionary of Current English — OUP/ELBS.
16. Horsburgh, D. — How to use the Blackboard in Teaching English — Orient Longmans.
17. Lee, W. R. & Copper, Helan — Simple AudioVisual Aids to Foreign Language Teaching — OUP.
18. Less W. R. (Ed) — ELT Selections—OUP.
19. O'Connor, J. D. — Better English Pronunciation — OUP.
20. Palmer, H. Ed. — A Grammar of English Words (Aid to English) — Longmans ELBS.
21. RIE — Bulletin.
22. Spencer, D. H. : Guided Composition Exercises — Longmans.
23. Strevens, Peter : Our Spoken Language — Longmans.

24. The British Council : English Language Teaching - OUP.
 25. West, M. : Improve Your English— Longmans.
 26. West, W. : Learning to Read a Foreign Language— Longmans.
 27. West, W. : Teaching English in Difficult circumstances — Longmans.
 28. Wood, F. T. : Remedial English Grammar — Macmillan.
- ELBS — English Language Book Society.
 OUP — Oxford University Press.
 RIE - Regional Institute of English.
 CIE — Central Institute of English.
 CUP — Cambridge University Press.

D. SPECIAL METHODS — MATHEMATICS

Objectives :

1. To improve the student - teachers' understanding of basic concepts and appreciation of the unifying strength and wide applicability of Mathematics.
2. To enable them to feel enthralled by the life and labour of mathematicians and understand the development of their subject in its historical perspective.
3. To enable the student — teacher to have a clear idea of the place of mathematics in school curriculum and of its relation with the objectives of general education.
4. To enable them to analyse the school syllabus of mathematics programme, in relation to life objectives.
5. To enable them to see meaningfulness of the school mathematics programme, in relation to life situations.
6. To give them competence in teaching different topics effectively.

7. To enable them to check up the results of their teaching against the objectives and other valid criteria.
8. To enable them to devise and suitably use aids to teaching so that it may result in better learning.
9. To enable them to use various techniques and practices in the classroom to make pupil learning lasting and meaningful.
10. To enable them to organize co-curricular activities in Mathematics.

Part I - Methodology

1. Nature, Scope and History of Mathematics :—

- (a) Characteristics like precision, logical structure, abstractness, symbolism, etc,
- (b) Scope of Mathematics with reference to the Secondary School Curriculum in relation to other branches of knowledge — The place of Mathematics in Secondary Education — The need for core and Elective courses.
- (c) History of Mathematics — A brief survey of the Contribution of Romans, Egyptians, Greeks, Arabs and Indians to the development of mathematics — Contribution of a few Indian Mathematicians like Aryabhatta, Brahmagupta, Mahavira, Bhaskara and Ramanujam — An outline of History of Arithmetic, Algebra and Geometry. The value of the History of Mathematics to the teaching of Mathematics.

2. Aims and Objectives of Teaching Mathematics :—

- (a) General Objectives of teaching Mathematics at various stages of school education.
- (b) Values : (1) Practical, (2) Social, (3) Disciplinary, (4) Cultural.

3. Content and Organisation :—

- (a) Content : (1) Modern Trends, (2) Principles of Selection, (3) Core and Elective Courses.

- (b) Organisation : (1) Logical and Psychologic Organisation, (2) Topical and Spiral Plans (3) Correlation pattern.

4. Methods :

- (a) Inductive, Deductive, Analytic and Synthetic methods.
- (b) Heuristic, Laboratory, Project and Montessori Methods—Teaching through a craft.

5 Techniques :

- a) Motivation — Arousing and Maintaining interest.
- (b) Oral, Mental and Written Work.
- (c) Drill and Review, Supervised Study, Individual Attention, Group Work.
- (d) Rationalisation and Concretisation.
- e) Problems and Problem solving.
- (f) Developing Speed and Accuracy.
- (g) Assignments and their correction.

6. Instructional Materials :

- (a) Objective Aids.
- (b) Text book, Handbook, Workbook,
- (c) Mathematics Club and Laboratory.
- (d) Lesson plans.

7. (a) Evaluation — Concept of Evaluation distinction between Examination and evaluation.
- (b) Formulation of Objectives :—Learning experiences and evaluation tools.
- (c) Construction of achievement and diagnostic tests — Objective type of test items — Criteria of good tests.
- (d) Use of Statistics in Education — Frequency distribution — Graphical Representation — Measures of Central Tendency and Measures of variability — Correlation Co-efficient.

Part II — Content Course

1. A study of the core-mathematics content for standards IX to XI.
2. A study of the elective-Mathematics content for standards X and XI.
3. A knowledge of the modern topics that are being introduced in certain mathematics curriculum for high schools such as elementary theory of numbers, concept of set, properties of operation, elements of solid geometry, Permutations and combination and Logarithms.

Part III — Practical Work

The following activities for practical work are suggested :—

1. Drawing up a scheme of work to be done in each term, month and week for the various standards.
2. Construction and use of Teaching aids appropriate to several topics.
3. Construction of achievement and diagnostic tests for the several topics in the high school curriculum.
4. Practical work in the field for such topics on heights and distances, measuring lengths and areas and marking figures.
5. Organising a Mathematics Club and reading papers on topics of Mathematical interest.

Note : (i) The question paper shall consist of two parts.

(ii) Part I shall contain six essay questions and 5 'short answer questions' requiring answers in a para or two on Methodology out of which the candidate shall answer 3 essays and three 'short answer questions.'

(iii) Part II shall contain Fourteen 'short answer questions' on content course out of which the candidate shall answer 8 questions.

Books Recommended for Reference :

1. Bell, E. T.: Development in Mathematics.

2. Butler, C. H. & Wren, F. L. : The teaching of Secondary Mathematics.
3. Godfrey & Siddons : The teaching of Elementary Mathematics.
4. Hogben, L : Mathematics for the Million.
5. James, E, J. : The teaching of Modern School Mathematics.
6. Kinney, L. B. & Purdy, C. R. : Teaching Mathematics in the Secondary School.
7. Land : New approaches to Mathematics Teaching.
8. Marks, J. L., Purdy, C. R. and Kinney, L. B. : Teaching Arithmetic for Understanding.
9. Mathematical Association, London : Reports on the Teaching of Algebra, Geometry, Trigonometry and Arithmetic.
10. NCERT : Algebra for Secondary Schools Parts I & II.
11. NCERT : School Mathematics Study Group — Series of 16 units.
12. Noel Wilson : Objective tests and Mathematics learning.
13. Nunn, T. P. : The teaching of Algebra.
14. Parthasarathy, N : Kanitham Karpithal.
15. Polya, G. : How to solve it.
16. Raleigh Schorling : The teaching of Mathematics.
17. Smith, D. E. : History of Mathematics.
18. Soundararajan. S. : Palli Kanitham Payitral.
19. Summer, W. L. : The teaching of Arithmetic and Elementary Mathematics.
20. Wilson, G. M. : Teaching the new arithmetic.

Special Methods — Physical Science

Objectives :

1. To enable the Student Teacher to understand and appreciate the objectives of teaching Science in the Secondary School and gear the learning activities provided in the Secondary School to these objectives.
2. To develop in the Student Teacher an understanding of the methods of teaching Science and help him employ the various techniques in class-room teaching.
3. To acquaint the student with the various types of Audio-Visual Aids and their uses, to make learning meaningful and permanent.
4. To help the Student Teacher acquire skill in planning a lesson with reference to the methods and material and presenting it effectively.
5. To help the Student Teacher understand the principles on which the secondary school science syllabus should be based and to examine the current High School syllabus in light of this.
6. To help the Student Teacher understand the evaluation technique, prepare objective — based test items and to assess the achievement and progress of pupils.
7. To help the Student Teacher organise co-curricular activities in Science.
8. To enable the Student Teacher to get familiar with the organisation of laboratory work.
9. To develop in the Student Teacher an appreciation of the life, work and contribution of scientists to the welfare of man kind.

Part I : Methodology

I. Introduction :

Science — a body of knowledge and a method of enquiry.
Science in the modern world.

II. The Objectives of Science Teaching :

- (a) Acquisition of functional information, concepts and understandings.
- (b) Acquisition of instrumental skills and problem solving skills.
- (c) Development of the scientific attitude.
- (d) Appreciation of the work of Scientists.
- (e) Development of recreational and vocational interest.
- (f) Development of habits of keen observation, precision, system, order, neatness.

III. The Method of Science :

The Scientific method — what it is.

The development of the Scientific method. Observation, experiment, hypothesis. Scientific, induction and deduction.

IV. Methods of Teaching Science :

- (a) The authoritarian approach. The Lecture method. Text book method.
- (b) The Discovery approach. (Heuristic Approach) Laboratory verification. Assignment. class-room discussion. Supervised study. The Science project — its educational values — how to organise and execute projects.

V. Value of biographical and historical anecdotes in the teaching of Science.

VI. Correlation of Science Subjects with one another and with other school subjects.

VII. Demonstrations in Science — Characteristics of a good demonstration, pupil demonstrations, improvised apparatus.

VIII. **Audio-Visual Aids :**
 What are Audio-Visual Aids.
 Their Values.

Educational films, film strips, slides, flat pictures, charts.
 models, tape-recorder, radio, bulletin board, felt board, field trips.

IX. **Science Text Books :**

Their place in the learning process — Teachers' guides.
 Laboratory records — activities note book — encouraging
 reading of Science material and developing reading skills
 in Science.

X. **Planning the Science Lesson :**

Gathering content material. Writing out the plan. The
 activity approach. Projects and Assignments.

XI. **The Science Syllabus :**

Principles of Selection and Organisation of Subject matter;
 The concentric Syllabus.

XII. **Science Clubs :**

Organising Science Clubs. Planning the programme.
 Club projects — Their values. Science Talent Search — identifying
 and helping the exceptional pupil.

XIII. **Testing :**

Essay — New type — drawing and other types of test
 items. Test construction, administration — objective based testing
 — Evaluation of test results — Measuring progress towards the
 broader objectives of Science teaching.

XIV. **Laboratory :**

Design and equipment.
 Maintenance and care.
 Preparation of indent.
 Laboratory accidents and first aid

XV The Science Teacher :

- Professional equipment.
- Mastery of Subject matter.
- Duties and responsibilities.

Part II — Content Course

- I. Subject matter specified in the Syllabus core Subject — General Science for standards IX to XI.
- II. Chemistry graduates shall make a thorough study of the Syllabus in Elective Chemistry for Standards X and XI.
- III. Physics graduates shall make a thorough study of the Syllabus in Elective Physics for Standards X and XI.

Part — III Practical Work

1. Demonstration of important experiments in class-room teaching and maintenance of record for the same.
2. Writing and drawing diagrams and tabulating data on Blackboard.
3. Preparation of 3 Laboratory Instruction Cards.
4. Preparation of 2 essays on topics related to Science Education.
5. Preparation of 2 essays on current Science.
6. Evaluation of a text book in Science.
7. Construction, administration and evaluation of one set of objective test for the duration of a School period.
8. Making of Charts, models, improvised aids.
9. Bulletin Board display.
10. Collection of newspaper and magazine clippings of articles of Scientific interest.
11. Organising and conducting Science Club activities.

12. Preparing a plan for a multipurpose Science laboratory.

13. Evaluation of the S.S.L.C. question paper in General Science.

Note : (i) The question paper shall consist of two parts.

(ii) Part I shall contain six essay questions and 5 'short answer questions' requiring answers in a paragraph or two on Methodology, out of which the candidate shall answer 3 essay questions and 3 'short answer questions.'

(iii) Part II shall contain Fourteen 'short answer questions' on content course out of which the candidate shall answer any eight questions.

Books Recommended for Reference

1. Boluinds, H. F. (1960) **The Teaching of Physics in Tropical Secondary Schools** : Oxford University Press.
2. Burnett R. Will (1960) **Teaching Science Secondary Schools**, : Holt, Rinehart and Winston.
3. Dass, G, (1963) **Teaching of Science** ; Oxford University Press.
4. Heiss and others. (1955) **Modern Science Teaching** ; Macmillan and Co., New York.
5. Heis, Obourn and Hoffman. (1961) **Modern Science Teaching** ; Macmillan Co.,
6. **Haff** : **Secondary School Science Teaching** ; Blackiston and Company.
7. Martha, E. Munzer and Paul. F. Brandwein (1960), **Teaching Science through conversation** : McGraw Hill.
8. Newburry, N. F. (1963) **The Teaching of Chemistry in Tropical Secondary Schools** ; Oxford University Press.

9. Richardson and Cahon, **Methods and Materials in Teaching Science.**
10. Richardson, John. S. (1960) **Science Teaching in Secondary Schools**, Prentice Hall, New Jersey.
11. Saunders, H. N. (1954) **Teaching of General Science in Tropical Secondary Schools**: Oxford University Press, London.
12. Twiss — **Principles of Science Teaching**; Macmillan and Co.

SPECIAL SUBJECTS — HISTORY

Objectives :

1. To make pupil-teachers understand (a) that History is a continuous process of development and change ; (b) it should be perceived in its temporal and spatial sequence.
2. To acquaint the pupil — teacher with suitable methods that should be employed to get the student interested in activities resulting in purposeful learning.
3. To acquaint pupil — teachers with suitable aids, devices and equipments that are to be used to reinforce the core of the history content, thereby making the past real.
4. To make them realize that a proper presentation of History lesson can develop in students the proper attitude to nationalism and inter — nationalism and pave the way for emotional integration.
5. To enable pupil-teachers to interpret historical data
6. To enable them to analyze present day problems in their historical perspectives.
7. To enable them to check up the result of their teaching against the objectives and other valid criteria.
8. To enable them to organize co - curricular activities in History.
9. To develop a historical sense in their minds.

Part I — Methodology

I. Introduction :

1. The meaning and scope of History.
2. History as a special field of study.
3. History of History and Historiography.
4. Different conceptions of History.
 - (a) Biographical conception.
 - (b) History as a record of the past.
 - (c) Evolutionary conception.
5. Implications of these conceptions to teachers.
6. History as a Science.

II. General Aspects :

1. Dimensions of History.
 - Continuity.
 - Development.
 - Time.
 - Place.
2. Geographical Foundations of History.
3. Chronological divisions of History.
4. The importance of Chronology.

III. Aims and values of Teaching History :

1. General and specific aims in the various stages.
2. Values — Practical, Culutral, Ethical, Disciplipary.

IV. History Syllabus :

1. Content :

- (a) The need for choice of materials and detailed study of the syllabus of studies.
- (b) The curriculum content of graded History — the claims of local History National History and World History.

- (c) Stories and legends, biography, Political History. Social History, Economic History. Constitutional History, History of religions, Arts and Architecture.
- (d) A critical study of the Secondary School Syllabus both core and elective.

2. Gradation :

1. Division of the school course — Primary and Secondary Stages.

2. Theories influencing selection of materials.

- (a) Doctrines of Natural tastes and interests.
- (b) Cultural Epoch theory.
- (c) Proceeding from the near to the remote.
- (d) The ideal approach — Reconciliation of the Psychological development of the child with the demands of the subject.

3. Organisation of Materials :

(a) Plans :

- I. The Chronological and the Periodical.
- II. The concentric and the spiral.
- III. The Unit and the topical.
- IV. The Regressive plan.

4. Correlation with other subjects :

(a) Incidental correlation with —

- (i) Civics and (ii) Geography.
- (b) Literature — Poetry : Drama and fiction.

5. Methods of Teaching History :

1. Old methods — the Text book recitation and the lecture.

2. The oral lesson.

- (a) The Induction lesson.
- (b) Socialised Recitation.
- (c) Drill and review.

3. Problems and Projects.

4. The Laboratory method.

5. The Source method.

6. Dramatization.
7. Supervised Study and Dalton Plan.
8. Ways of making the past real.

6. Lesson : Planning

The need for lesson planning — Principles of lesson planning — steps — formation of educational objectives — selection and organisation of concepts and aids students activity and teachers role — recapitulation and assignment — evaluation — different forms of lesson plans.

7. Equipment and Resource :

1. Text Books.
2. Collateral Reading Books.
3. Library for reference.
4. Audio-Visual aids.
5. History room.
6. Field trips.
7. Utilization of community resources.
8. Pupils records.
9. The History teacher.
10. The current events.
11. Evaluation approach and Testing.

Part II — Content Course

1. Subject matter specified in the secondary school syllabus — core History from Standards VI to XI.
2. A thorough study of the subject matter of the syllabus for Elective History for Standards X and XI.

Part III — Practical Work

Students may be asked to write essays on topics bearing on —

- (i) World History.
- (ii) Indian History — Cultural aspects.
- (iii) Local History.

The tutorial classes may be utilised for discussing these essays. A separate note book may be maintained for this purpose. For grading practical work this aspect may be taken into consideration.

Activities such as **Excursions to places of Historical Importance — Visits to Places in the Locality which will facilitate the Teaching of History**, Picture Collection, preparing maps, charts and diagrams — preparing models and other improved aids may be encouraged and students may be asked to maintain a record of these activities.

- Not:**
- (i) The question paper shall consist of two parts.
 - (ii) Part I shall contain six essay questions and five 'short answer questions' requiring answers in a paragraph or two on Methodology; out of which the candidate shall answer three essay questions and three 'short answer questions'.
 - (iii) Part II shall contain 14 'short answer questions' in content course out of which the candidate shall answer any eight questions.

Books recommended for reference :

1. M. W. Keatings : Studies in the Teaching of History.
2. Drummond, H. A. : History in School.
3. F. C. Happold : The Study of History in Schools.
4. G. G. Findlay : History and its place in Education.
5. C. H. Jarvis : Teaching of History.
6. V. D. Ghate : Teaching of History.
7. K. D. Ghose : Creative Teaching of History.
8. E. L. Hasluck : The Teaching of History.
9. UNESCO : Better History Text Books.
10. Bining & Bining : Teaching Social Studies in Secondary Schools.
11. Moffatt M. P. : Social Studies Instruction.
12. E. B. Wesley : Teaching Social Studies in High Schools.
13. Johnson Earls : Theory and Practice of the Social Studies.
14. Henry Johnson : Teaching of History.

15. Cambridge University Press — The Teaching of History.
16. K. P. Chandhuny : A. V. Aids in Teaching Indian History.
17. Alice Evi. : History Teaching by Biographies.
18. P. Carpenter : History Teaching — The Era Approach.
19. UNESCO : Education for International Understanding.
20. C. P. Hiel : Suggestions on the Teaching of History.
21. Games Hemming : The Teaching of Social Studies in Secondary Schools.
22. J. H. Forrester : Introducing Social Studies.
23. Mc Murray : Special methods in History.
24. Ralph C. Preston : Teaching World Understanding.
25. Everett & Arndt : Teaching World Affairs in American Schools.
26. John C. Payne : The Teaching of Contemporary Affairs.
27. Edith West : Improving the teaching of World History.
28. Quillen & Hama : Education for Social Competence.
29. Samford & Cottle : Social Studies in the Secondary School.
30. R. P. Masain : Education for World Understanding.
31. K. N. Panikkar : Geographical Factors in the History of India.

Details regarding Written and Practical Examinations :

1. Written Examination :

There shall be five written papers, each of three hours duration in the subjects as already detailed in para 4-A of the regulation. The maximum for each paper shall be 100 marks.

The question paper shall contain both essay type questions and 'short answer questions' requiring answers in a paragraph or two. Each paper shall contain 6 essay questions out of which 3 shall be answered and 19 'short answer questions' out of which 11 shall be answered. The distribution of marks shall be as follows :

(a) Essay questions 3 Nos. x 15 marks each.	... .. 45 marks
(b) Short answer questions 11 Nos. x 5 marks each.	... .. 55 marks
	----- Total 100 marks -----

Questions testing knowledge and applications will be given due importance.

2. Practical Examination

The over-all picture of the various practical aspects to be evaluated is given in Para 6-B of the regulations. Details regarding the procedure of evaluation are given below :

- (i) Teaching competency : 200 marks (100 marks for each optional subject)

This will be based upon the evaluation of the supervising staff who will evaluate the lessons of the Trainees during teaching practice period. Suitable evaluation forms may be evolved by the college to make the evaluation as objective as possible. At least ten lessons in each subject must be evaluated for each trainee by the subject professors, or guiding teachers or other supervising staff appointed for this purpose.

- (ii) **Instructional aids and materials.** 50 marks (25 marks for each optional subject)

This will be based on the teaching aids and instructional materials prepared by the trainee during the course. The 25 marks may be distributed as follows :

(a) Instructional Materials 10 marks	} for each subject
(b) Teaching aids 15 marks	
Total ...	----- 25 marks -----

- (iii) **Test and Measurement Records :** 50 marks (25 marks for each subject)

This will be based upon the evidence of the question paper set and used by the trainee during teaching practice and the analysis of the scores. The marks may be sub-divided as follows :

(a) Quality of test and test item	15 marks	} for each Subject
(b) Statistical analysis and presentation of results	10 marks	

Total 25 marks

(iv) **Record of School visit and Observation of School Practices** (25 marks)

This will be based on a record maintained by the trainee, which shall include details regarding :

(1) School plant, (2) School Examinations, (3) Library Services, (4) Curricular activities, (5) Co-curricular activities (6) Teaching Programme (7) School organisation etc.

Each college shall take up the responsibility of evolving the record and arrange for the school visits. It will be good that the trainees visit at least three different types of schools, of which one may be the school where he is doing the practice teaching.

(v) **Practical training in audio-visual apparatus—25 marks.**

This will be based upon the training in handling audio-visual apparatus such as 16 mm film projector, filmstrip and slide projector, Epidiascope, Tape-recorder, Radio and Record Player. The trainee will be expected to keep a record of the practical training undergone. At least one lesson may be given making use of these aids and evaluated.

(vi) **Case study and Cumulative Record—20marks.**

Each trainee will maintain a case-study-cum - cumulative record pertaining to at least one secondary school student. The details of the record form can be developed by the individual colleges.

(vii) **Physical education activities and games—20 marks.**

This will be based on regular participation in the physical education programme of the college. Suitable arrangements for this programme may be made by the colleges concerned.

(viii) **Training in activities like — First aid — Guiding Scouting—Social service activities. (any one)—10 marks.**

This will be based on activities spread over the course of training. It may be started with a three day camp within the college or outside, according to the convenience of the college. The individual institutions shall take up the responsibility of detailing the procedure and evaluation.

VII. PANDITS' TRAINING COURSE— REGULATIONS

1. The course of training shall be for a period of five months.
2. **Qualifications for admission**—Candidates for admission who are not already in service as language teachers should have the minimum general educational qualifications of S.S.L.C. eligible or completed. No rigid general educational qualification is prescribed for Pandits already in service, but the period of their service and their general educational qualifications will be taken into account for preference among such candidates.

Applicants should in addition, possess the qualification prescribed in rule 13 of Madras Educational Rules for employment as Pandits in that language.

3. **Age limit** — Persons selected should not be over 45 years old on the 1st July Preceding the date on which admission is made.
4. Part-time employees are not eligible for admission.
5. Pandits from outside the Madras State should pay a tuition fee of Rs. 50.

6. Certificates will be issued after the course is over to candidates who come out successful in the examination, to be held at the end of the course. No one will be deemed to have satisfactorily completed the course unless he has attended 75 per cent of the working days of the College and conducted himself to the satisfaction of the Lecturer-in-charge of the course and the Principal of the College.

7. Students undergoing training shall have teaching practice.

Syllabus for Pandits' Training Course

1. CHILD NATURE AND SCHOOL MANAGEMENT

(a) Child Nature

I. (1) The physical and mental development of children—work and play appropriate to each stage—Infancy, child-hood, adolescence (early and later).

(2) Inheritance of physical and mental traits.

(3) Environment and its influence.

II. (1) The place of instincts in education. The Primary instincts and their relation to emotion and attention. Correct attitude towards instincts. The instinct of play. The play way in education. Imitation. suggestion and sympathy.

(2) Conditions favourable to learning. Interest and attention—Purposeful activity. Learning by doing.

(3) Conditions favourable to memory. Association of ideast. Observation and thinking including imagination, conceptual thinking and reasoning. Transfer of training.

III. The sense organs and their functions. Fatigue, rest and recreation. Training of the senses, its meaning and scope.

IV. General intelligence and its measurement. The use and significance of intelligence tests and achievement tests—Individual differences. The backward child—causes of backwardness and how to remedy them.

V. Development of character and personality. Sentiments and ideals. Their place in character development—Behaviour problems.

(b) School Management

1. The purpose and place of school in education—its relation to the home and to the village or town. The aim of elementary and secondary schools.

2. School site—sanitation—building, ventilation and lighting adequacy of accommodation and "accessibility" of the

school. Furniture and equipment for elementary and middle schools. School museum. School garden. Library for teachers and pupils. Play-grounds.

3. Principles of curricula for elementary and middle schools—provision for practical work for practical application of theoretical knowledge and for a study of local conditions. Preparation and planning of lessons and courses of study. The place of text-books. Time table for elementary and middle school classes—provision for bilingual classes and plural class teaching. The place of excursions and school camps in the curriculum. Home work and its place in elementary and middle Schools.

4. Examinations—their meaning and purpose. Written and oral tests. Types of questions. Analysis of errors and remedial treatment. The use and value of educational tests. Promotions—classification of pupils. Records of pupil's progress.

5. Discipline—its nature—rewards and punishments. Methods of discipline. Regulations relating to dress and behaviour. Personal hygiene. Punctuality—orderliness. The daily assembly and its purposes. Team spirit—boys' clubs—house system—pupil leadership and prefects—student Government—Pupils' courts. Hobbies—Boarding and residential schools. The place of extra-curricular activities scouting and youth movements.

6. Duties of the head teacher—relation with the management and the teachers. The teacher's self improvement—use of teacher's library. Staff associations and guilds—participation in pupils' activities—study of individual pupils. Planning for the improvement of school resources.

7. Inter-school co-operation—Teachers' Associations—study groups—inter school sports—healthy competitions among pupils of varied schools. Activities such as music, elocution, etc.

8. Parental co-operation, school exhibitions, the use of parents' associations, school day, old pupils' associations and community service.

9. Modern tendencies in education—individual method and purposive activities like the Dalton Plan and Project Method, Infant schools, mixed schools, technical and vocational schools.

Practical work

1. Daily duties for a definite period during the course :—
 - (1) to attend to the sanitation of the school building and compound ;
 - (2) to supervise games and other extra-curricular activities ;
 - (3) to maintain school records and registers ; and
 - (4) to conduct the school assembly.
2. Making of charts and other teaching appliances.
3. Preparation of school statistics .
4. Preparation of time-tables and teaching notes.
5. Organising school entertainments and excursions.
6. Attending a course for Junior Red Cross Counsellors and observing a Junior Red Cross Group at work.
7. Attending a course for Scouters or Guides, observing a group or company at work.

2. METHODS OF TEACHING THE MOTHER-TONGUE

I. General :—(a) The place of the mother-tongue in the curriculum — Language, the foundation of all school subjects.

The need to emphasise accurate and precise expression in knowledge of non language subjects. The use of language in the various grades of teaching — The need for efficient and trained teachers of the mother-tongue.

(b) Thought and language :—Functions of language — Receptive, expressive and creative. Minimum standard of proficiency to be attained in the mothertongue, before the study of a foreign or a second language.

Stages of language development in children :—Principles of adopting scientific and other technical terms for use in the language.

(c) Teaching methods :—Old methods — merits and demerits. Reformed methods of teaching through play.

projects, dramatisation, etc. — supervised study — individual work — creative work. Adjustment of the contents and methods to the various grades — pre-primary, primary, middle and high school stages.

(d) **Importance of oral work :** In the infant, primary and other stages — Defects of speech to be remedied — indistinct articulation, intonation and defective modulation, incorrect pronunciations — sounds generally mispronounced — hurried delivery, clipped endings etc., through voice and speech training exercises like tongue twisters, tongue loosening, and breathing exercises and listening practice. Training in correct speech through oral work, conversation and dialogues, dramatisation, story telling, questions, answers, pictures etc.

(e) **Vocabulary :**...Selection and enlargement of vocabulary.

(f) The teaching of reading and writing in the primary stage. Suitable methods of teaching readings—Alphabetical—look and say, word, phrase, and sentence methods—merits and demerits, Speed and Comprehension—silent reading.

(g) **Writing :** To follow reading — idea of legibility—speed and proportion and beauty.

(h) **Spelling :**—Cause for spelling mistakes — remedial measures — Dictation and transcription.

(i) **Choice of suitable reading for all stages :—** Selection of books with a view to enriching pupils knowledge of literature and creating a taste for literature — need for lessons inculcating love of language country and culture without detriment to world culture and citizenship — need for humour — good, easy idiomatic style — content — get up — suitable illustrations — types of books for recreative reading and non-detailed and library reading - books for extensive study.

II. The teaching of Prose :—Difference between the aims and methods of teaching prose and poetry. Suitable methods of teaching prose in primary, middle and high school stages—explanation of hard words, phrases and idioms — language drill-

questions and answers, dramatisation of suitable prose lessons and playlets in prose. Socialised discussion.

III. The teaching of Poetry :— Aims of teaching poetry — general and specific — choice of poems, nursery rhymes, story poems, action songs and simple narrative and descriptive poems for the primary stages for music and enjoyment — poems suitable for middle and high school stages from poets of representative periods including present day poets — Poems of imaginative, narrative, descriptive and didactic types. Place of music in the teaching of poetry. Presentation of the poem as a whole—avoidance of piecemeal treatment—background and correlation with life — atmosphere and mood — training in the appreciation of imagery, rhyme, rhythm etc., pictorial illustrations of poems. Pupils' and Teachers' anthologies of poems — attempt at creative work by encouraging poetical compositions — Memorisation — Principles and need — value of recitation of poems — paraphrasing.

IV. The teaching of Grammar :— Grammar in the primary stage out of language exercises — Avoidance of formal grammar in the middle school stage — applied grammar to be taught — grammar only means to an end to speak and write correctly. Defects of the old method of teaching grammar to be remedied — correlation of grammar with texts and composition — Simple formal grammar in the high school stage — Inductive method of teaching grammar and subsequent deductive application — grammatical and language exercises both oral and written — correlation of grammatical terminology with those of English.

V. Teaching of Composition :— The importance of composition work — oral composition to precede written work in all stages — gradual development of composition from the primary to the high school stage — transition from reproductive to free or original composition — Reproductive composition from texts and on concrete and familiar objects in the beginning — story and picture compositions in the transitional stage and original composition in the middle and high stages— different types of composition — Narrative, descriptive and reflective — under reflective — expository, imaginative and argumentative — wit and humour — comprehension of unseen poetical passages — Composition based on non-detailed text. precis writing — expansion of ideas —

translation — surrender value of language work — letter writing — different forms — creative writing like short story writing, writing playlets, easy rhymes and folk songs etc. — Structure of essay, paragraph and sentence — correction of the composition exercises — aims and methods — typical errors and their treatment.

VI. Testing of examination :— Class-room tests — new type tests — How far suitable for language study — comparative merits and demerits of old and new type tests.

VII. Organisation and Language Teaching : Efficient staff — classrooms — equipment — reading rooms and libraries — class. general and reference — Associations — Pandits and Students — class and school magazine — efficient supervision of studies — supervision of the use of language and style in other non-language subjects.

TEXT-BOOKS

I. Books recommended for Child Nature and Education.

- (a) J. S. Ross — Basic Psychology.
- (b) J. S. Ross—Ground work of Educational Psychology.
- (c) K. R. Appalachariar — Educational Psychology
(in Tamil)
- (d) A. D. Rajanayagam — General Principles of Education (in Tamil).
- (e) M. Lakshminarayana Rao — Principles of Education.

II. For School Management.

- (a) W. M. Ryburn—School Organisation.
- (b) T. P. Santhanakrishna Naidu—School Administration.

III. For Special Methods of Teaching languages.

- (a) W. M. Ryburn—Suggestions for the teaching of the Mother-Tongue in India.
- (b) Ballard—Teaching of the Mother-Tongue.
- (c) S. Arumuga Mudaliar—Suggestions for the teaching of Tamil.

TEACHING PRACTICE—B.Ed. CLASS

INSTRUCTIONS TO THE TRAINEES

I. Introduction :

During the course of their study, the B. Ed. trainees will be allotted to selected schools for practice teaching and other connected work. The total period of attendance at schools will extend up to five weeks which consist of two phases. The duration of the I phase will extend up to two weeks (10 working days) and the II Phase up to three weeks (not less than 15 working days). The I Phase is mainly intended for observing the class teaching by expert teachers and the II Phase for practice teaching by the trainees under the guidance of Teacher guides.

II. Aims of the Teaching Practice :

The aim of allotting B. Ed. trainees to the same school for both the phases is to get themselves acquainted with the school location, buildings, equipment, library, laboratory, time-table and programme of work. They should be in cordial touch with the teaching staff, the school environment etc., just to know the regular day to day activities of a teacher, his responsibilities and the groups of pupils in a school setting, whom they have to engage later on.

The school routine can be assisted by the trainees by rendering clerical help, compilation of records, helping in the library, conducting and correcting tests, composition and translation exercises engaging classes as substitute teachers etc.

Besides they will participate in conducting and supervising games and sports activities. They will assist in extra-curricular activities like the clubs, dramatic groups. Red-Cross, local excursion etc.

Under the above circumstances the trainees will be having an opportunity of continuous contact with the same set of teachers as well as pupils, that will facilitate them to have their practice teaching as easily effective and practically useful as possible. However they should take advice from their Professors and their Teacher guides from time to time; and do their work to the satisfaction of one and all.

III. Instructions to the Trainees :

1. Every trainee has to consider himself as a regular member of the teaching staff of the school in which he is apprenticed. He is under the direct control of the Headmaster during his study for both the phases.

2. There will be a separate attendance register for these trainees in the school wherein they must sign before the commencement of every session. Rules regarding regular and punctual attendance should in no way be infringed.

3. No leave during the teaching practice period should be taken as a matter of right. On unavoidable circumstances leave letter should be submitted in duplicate one to the Headmaster through the apprentice leader and the other to the Principal through the Headmaster with the latter's endorsement. Sick leave should be supported by Medical Certificates and other leaves by relevant records.

4. Any leave taken during the period of teaching practice should be compensated during the working days immediately following each of the phases of teaching practice.

5. Every trainee should be neatly dressed and be tidy in general appearance. Slovenliness should not pass for simplicity and be tolerated.

6. The students must maintain a diary of their work. Clerical, academic, co-curricular, extra-curricular etc., and should obtain the signature of the Headmaster at the end of each phase of teaching practice. They should submit the diaries to the Principal when directed.

7. **I Phase** :— (a) All the trainees should observe at least 20 lessons in each optional and 3 in Physical Education. The non-optional subject may be observed towards the end of the I phase. During the 2nd week of the I Phase trainees should be ready to take classes for practice teaching. They must get special instruction in this matter from the concerned subject Professors before they leave the College for teaching practice for the I Phase.

(b) They will have to maintain separate records of observation lessons for each optional subject supported by the dated

signatures of the concerned teachers. Observation of the non-optional subjects may be recorded in any one of these record notebooks.

8. **II Phase**— (a) Every student should give a minimum of 12 lessons in each of the optional subjects, and three lessons in Physical Education.

(b) Every trainee should get the preliminary and important instructions from the subject Professors concerned about his scheme of work to be done in the phase. Further instructions should be obtained by the trainees from their teacher guides as to their daily programmes.

(c) No trainee should enter any class for teaching practice without proper notes of lessons, suitable teaching aids, materials, etc. The trainees should get previous advice from their teacher guides for the selection of aids and suitable materials after discussing with them about their notes of lessons sufficiently in advance.

(d) In this connection they are directed to make the best use of the school libraries, laboratories, museums, etc., and get the co-operative guidance of the drawing masters and film operators if any; in preparing the teaching aids and projecting any piece of illustration during their teaching practice.

(e) All the trainees should keep themselves equipped with best prepared lessons to be given on any day when the subject lecturers may visit the school for assessment work. Cases of lame excuses for unpreparedness will be suitably dealt with.

(f) At the end of each day, each trainee should give an account of his experience to his teacher guide and make appropriate entries in his diary of the salient features of such discussions.

(g) All the trainees should preserve all the charts and other aids prepared during their practice teaching and submit them to the Professors concerned after their return to the College.

(h) The work at school for each trainee will approximate to the normal daily work of a regular teacher.

9. **School visits**—Teaching practice includes visits to at least three schools including those where the trainees have gone

for teaching practice, such as elementary, middle and special schools like Montessori, Industrial, Basic-Training, Blind Deaf and Dumb schools, etc.

10. Any problem occurring during these two phases may be respectfully brought to the notice of the Headmasters and the visiting Professors. In fine, every trainee is expected to see that his general conduct and behaviour during his entire stay in the school should bring pride and prestige to our College.

List of schools for Teaching Practice

1.	Govt. High School (Boys)	Komarapalayam.
2.	„	Bhavani.
3.	„	Pallipalayam.
4.	„	Sankari.
5.	„	Idappadi.
6.	„	Tiruchengode.
7.	„	Kavindapadi.
8.	„	Perundurair.
9.	Sengunthar High School,	Erode.

தேசிய கீதம்

ஐன கண மன அதிநாயக ஐயனே
பாரத பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல வங்கா
விந்தய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா
தபசுப நாமே ஜாகே
தவசுப ஆசிஷ மாங்கே
காயே தவ ஜய காதா
ஐன கண மங்கல தாயக ஐயனே
பாரத பாக்ய விதாதா
ஐயனே ஐயனே ஐயனே
ஐய ஐய ஐய ஐயனே,

—மகாசுவி ரவிந்திரநாத தாகூர்.

கொடி வணக்கம்

தாயின் மணிக்கொடி பாரீர்—அதைத்
தாழ்ந்து பணிந்து புகழ்ந்திட வாரீர்—தாயின்
கம்பத்தின் கீழ்நிற்றல் காணீர் எங்கும்
காணரும் வீரர் பெருந்திருக் கூட்டம்
நம்பற் குரியரவ் வீரர் தங்கள்
நல்லுயி ரீந்தும் கொடியினைக் காப்பர்—தாயின்

தமிழ்த்தாய் வாழ்த்து

நீராருங் கடல்உடுத்த நிலமடந்தைக்கு எழில் ஓழுகும்

சீராரும் வதனமெனத் திகழ்பரத கண்டம்இதில்

தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலைமுமே

தெக்கணமும் அதில்சிறந்த திரவிடநல் திருநாடும்

அத்திலைக வாசனைபோல் அனைத்துலகும் இன்பமுற

எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழ்அணங்கே!

.....உள்
சீரிளமைத் திறம்வியந்து செயல்மறந்து வாழ்த்துதுமே.

—மனோன்மணியம்.