



மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்
MANONMANIAM SUNDARANAR UNIVERSITY

**SYLLABUS FOR ADVANCED DIPLOMA IN MONTESSORI TEACHER
EDUCATION PROGRAM OFFERED THROUGH DIRECTORATE OF VOCATIONAL
EDUCATION (COMMUNITY COLLEGES AND VOCATIONAL SKILL DEVELOPMENT
CENTRES) FROM 2019 - 2020**



கல்விசார் நிலைக்குழுக் கூட்டம்

**MEETING OF THE STANDING COMMITTEE ON
ACADEMIC AFFAIRS HELD ON FRIDAY
THE 28th JUNE 2019**

ADVANCED DIPLOMA IN MONTESSORI TEACHER EDUCATION

மேம்பட்ட மாண்புமிகு ஆசிரியர் பயிற்சி பட்டயம்

SCHEME OF EXAMINATION

Subject code	Title of the Course	Credit	Hours	Passing Minimum
Semester I				
C19ME11/E19ME01	Child Psychology	6	90	40/100
C19ME12/E19ME02	Growth and Development of Early Childhood	6	90	40/100
C19ME13/E19ME03	Montessori Introductions	6	90	40/100
C19CE10/E19CE10	Communicative English	6	90	40/100
C19MEP1/E19MEP1	Practical I	4	120	40/100
Semester II				
C19ME21/E19ME04	English language in Montessori Classroom	6	90	40/100
C19ME22/E19ME05	Health and Nutrition	6	90	40/100
C19LS23/E19LS05	Life Skill	6	90	40/100
C19ME24/E19ME06	Montessori School Management	6	90	40/100
C19MEP2/E19MEP2	Practical II	4	120	40/100
Semester III				
C19ME31/E19ME07	Child's Social Development	6	90	40/100
C19ME32/E19ME08	Improving the Teacher's English	6	90	40/100
C19ME33/E19ME09	Montessori Method of Teaching	6	90	40/100
C19MEP3/E19MEP3	Practical III	4	120	40/100
C19MEIP/E19MEIP	Internship	10	150	40/100
Semester IV				
C19ME41/E19ME10	Montessori Home	6	90	40/100
C19ME42/E19ME11	Rhymes and Stories	6	90	40/100
C19ME43/E19ME12	Environmental Education	6	90	40/100
C19MEP4/E19MEP4	Practical IV	4	120	40/100
C19MEPW/E19MEPW	Project	10	150	40/100

Eligibility for admission: Pass in 10th std examination conducted by the Govt. of Tamil Nadu Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination.

Examination: Passing Minimum for each Course is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the Courses and as given below:

- | | |
|-------------------------|----------------|
| 40 % but less than 50 % | - Third class |
| 50 % but less than 60 % | - Second class |
| 60 % and above | - First class |

Theory Paper

Internal Marks-25

External Marks-75

SYLLABUS

SEMESTER I

Course I	:	Child Psychology
Course II	:	Growth and Development of Early Childhood
Course III	:	Montessori Introductions
Course IV	:	Communicative English
Course V	:	Practical I

SEMESTER II

Course VI	:	English language in Montessori Classroom
Course VII	:	Health and Nutrition
Course VIII	:	Life Skill
Course IX	:	Montessori School Management
Course X	:	Practical II

SEMESTER III

Course XI	:	Child's Social Development
Course XII	:	Improving the Teacher's English
Course XIII	:	Montessori Method of Teaching
Course XIV	:	Practical III
Course XV	:	Internship

SEMESTER IV

Course XVI	:	Montessori Home
Course XVII	:	Rhymes and Stories
Course XVIII	:	Environmental Education
Course XIX	:	Practical IV
Course XX	:	Project

***(Semester Pattern for Community College Only)**

Program Objectives

- Acquire knowledge about the Montessori Teacher Education
- Explore the administration of Montessori Teacher Education
- Know the teaching materials and maintenance of records Montessori Teacher Education

SEMESTER I

Course I

(C19ME11/E19ME01)CHILD PSYCHOLOGY

Objectives

After completing the course, the student will be able to

- Understand the nature of child psychology
- Acquire knowledge about the importance of child psychology
- Examine the stages of human tendencies
- Know about the psychic derivations

Unit I

18 Hrs

Psychology – Meaning and Definition – Branches of psychology – Emotions of Early childhood – Happiness in Early childhood.

Unit II

18 Hrs

Child Psychology-Meaning and Definitions of famous child psychologists.

Unit III

18 Hrs

Importance of child psychology-Need of child psychology for teachers

Unit IV

18 Hrs

Human tendencies- Tendency to explore-tendency to orient-tendency to adapt-tendency for order-tendency to think- tendency to work- tendency to strive for perfection

Unit V

18 Hrs

Importance of sensorial impressions and brain development, Absorbent mind, Sensitive periods, psychic derivations

References:

1. Chauhan, S.S. (1999), Advanced Educational Psychology, sixth revised edition, New Delhi: Vikas Publishing House PVT Ltd.,
2. Boron, Robert, A. (2001), Psychology, New Delhi, Pearson Publishers
3. Morgan, Clisfold, T. (1986), Introduction to psychology, New Delhi, Tata mcgraw hill education PVT., Ltd.,
4. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi, Prentice hall of India PVT., Ltd.,

Course II

(C19ME12/E19ME02)GROWTH AND DEVELOPMENT OF EARLY CHILDHOOD

Objectives

After completing the course, the student will be able to –

- Understand the nature of child psychology
- Acquire knowledge about the theories and principles of growth and development of early childhood
- Examine the stages of language development
- Know about the Montessori methods of teaching

Unit I

18 Hrs

Growth and Development – Process of Development - Principles of Development – Early childhood stage of development (2 to 5yrs)

Unit II

18 Hrs

Psychoanalytic Theory of Early childhood development – Albert Bandura's theory of early childhood development –Kohlberg's Theory of Early childhood development – Development of the childhood personality.

Unit III

18 Hrs

Parrot Age – Imitation – Physiological changes of Early childhood – Mental changes of Early childhood - Language development – Age and stages of language development (2to5yrs) –Speech Development – Speech problems in childhood – Defects of speech – Social growth of the childhood.

Unit IV

18 Hrs

Montessori Method of Teaching – Sense training – Didactic apparatus nature study – Special care for mentally retarded and physically handicapped children - Development as Maturation – Development as Learning – Development as Synthesis.

Unit V

18 Hrs

Play-way learning method – Meaning and Definition – Characteristics of play way learning method – Kinds of play way method –Theories of play way method – Principles of play way method – Merits and Demerits of play way method – Group activities – Individual learn and work methods.

References:

1. Chauhan, S.S. (1999), Advanced Educational Psychology, Sixth revised edition, New Delhi: Vikas Publishing House PVT Ltd.,
2. Boron,Robert, A. (2001), Psychology, New Delhi, Pearson Publishers
3. Morgan, Clisfold, T. (1986), Introduction to psychology, New Delhi, Tata mcgraw hill education PVT., Ltd.,
4. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi, Prentice hall of India PVT., Ltd.,
5. Papalia, Diane, E. (2004), Human Development, New Delhi, Tata mcgraw hill education PVT., Ltd.,
6. John piaget Theory of Cognitive development.

Course III

(C19ME13/E19ME03)MONTESSORI INTRODUCTIONS

Objectives

After completing the course, the student will be able to –

- Understand the nature of age of presentation
- Acquire the knowledge about the exploratory activities and personality development of early childhood
- Examine the Activity and Exercise of practical life
- Know about the aim of Exercises of Practical Life Montessori methods of teaching

Unit I **18 Hrs**

Definition of Preliminary activities, presentations, integration of personality, normalization

Unit II **18 Hrs**

“Age of Presentation”, control of error(self correction)

Unit III **18 Hrs**

Point of interest, variations, exercises, exploratory activities

Unit IV **18 Hrs**

Difference between Activities of Practical Life and Exercise of Practical Life-the development needs that are satisfied by the child by doing Exercise of Practical Life

Unit V **18 Hrs**

The Characteristics of Exercises of Practical Life-the characteristics of the materials used in Exercise of Practical Life-the adult's towards Exercise of Practical Life –direct and indirect aim of Exercises of Practical Life

References:

1. Simgaravelu, G. (2010), Education in the Emerging Indian Society, New Delhi, Neelkamal Publishers, Pvt., Ltd.,
2. Paula Polk (1983), Montessori: A Modern Approach

Course IV
(C19CE10/E19CE10) Communicative English

1. **Basic Grammar:**
 - a. Review of grammar
 - b. Remedial study of grammar
 - c. Simple sentence
 - d. Word passive voice etc.

2. **Bubbling Vocabulary:**
 - a. Synonyms
 - b. Antonyms
 - c. One – work Institution

3. **Reading and Understanding English**
 - a. Comprehension passage
 - b. Précis – writing
 - c. Developing a story from hints.

4. **Writing English**
 - a. Writing Business letters.
 - b. Paragraph writing
 - c. Essay writing
 - d. Dialogue writing

5. **Speaking English**
 - a. Expressions used under different circumstances
 - b. Phonetics

Reference :

1. V.H.Baskaran – “English Made Easy”
2. V.H.Baskaran – “English Composition Made Easy”
(Shakespeare Institute of English Studies, Chennai)
3. N.Krishnaswamy – “Teaching English Grammar”
(T.R.Publication, Chennai)
4. “Life Skill” – P.Ravi, S.Prabakar and T.Tamzil Chelvam,
M.S.University, Tirunelveli.

Course V

(C19MEP1/E19MEP1) Practical I

Observation and practice of play-way method and moral method of Teaching
- Submit the Record

SEMESTER II

Course VI

(C19ME21/E19ME04)ENGLISH LANGUAGE IN MONTESSORI CLASSROOM

Objectives

After completing the course, the student will be able to –

- Acquire the knowledge about the stages of language development in the childhood
- Understand the need for phonetics
- Understand the importance of explosion into reading
- know about the Development of the child's spoken language

Unit I

18 Hrs

Definition of language and the importance-understanding what the already child knows in language as they come to school- listening, speaking, making sense of words and sentences- Stages of language development in a child from birth till 2.5 years.

Unit II

18 Hrs

How the Montessori Classroom helps the child in language development- rhymes, stories, name lessons, classified cards, planned conversations and scenic pictures-Significance of using phonetics in the Montessori classroom-the different types of sounds in the English spoken language-the levels at which they are given to the child in the classroom.

Unit III

18 Hrs

Definition of writing-introducing the English Alphabets to the child in the classroom through sensorial material and phonetics-Understanding “explosion into writing”

Unit IV

18 Hrs

Definition orthographic complications - preparation of the language material for helping the child with the orthographic complications.

Unit V

18 Hrs

Definition of reading - understanding why the “explosion into reading” happens after the explosion into writing - the steps taken to help a child read - Defining total reading.

References:

- Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi, Prentice hall of India PVT., Ltd.,
- Paula Polk Lillard (1996) Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood.

Course VII

(C19ME22/E19ME05)HEALTH AND NUTRITION

Objectives

After completing the course, the student will be able to –

- Acquire the knowledge about the health status
- Understand the need for food and nutrition requirements of children
- Understand the importance of first aid, immunization etc in the Montessori system
- Know about the psychological need and physical need of the childhood

Unit I: **18 Hrs**

Health and Hygiene- Meaning & definition- Guidelines for good health- Factors affecting health – Weaning - Importance of weaning.

Unit II: **18 Hrs**

Introducing energetic foods- Daily Routines- Planning a daily routine for food & water, Exercises, Rest & Sleep, Love & Security, Physical care- Personal hygiene

Unit III: **18 Hrs**

Food and Nutrition- Protein, carbohydrate, Fat, Vitamins and mineral salts- Functionally classified foods [energy yielding food, body building foods, protective foods, caloric value of food] - Good Selection and storage of foods.

Unit IV: **18 Hrs**

Care of Kitchen equipments - other health Problems like crying, diarrhoea, vomiting, fever, skin problems etc.

Unit V: **18 Hrs**

Nutrition and food requirements of Montessori child's - Breast Feeding and its importance – mixed feeding- First aid- Immunization and inoculations-DPT, Polio drops.

References:

1. Venkataiah, S. (2004), Nutrition education, New Delhi, Anmol Publications PVT., Ltd.,
2. Kaufman, M.S. et al.,(1990), Nutrition in public health: A handbook for developing programs and services- .
3. Parthasarathy, A. et al., (2009), Indian academic of paediatrics, fourth edition, New Delhi, Jaypaa Brother Medical Publishers.
4. Kleigman, et al., (2016), Nelson Text book of paediatrics, New Delhi, Elsevier Publishers.
6. Chern, kyrre Rickertson (2003) Health, Nutrition & Food Demand

Course VIII

(C19LS23/E19LS05) Life Skill

Objectives

- After completing the course, the student will be able to –
- Acquire the knowledge about

I Life Coping or adjustment

- (a) External and internal influence in one's life
- (b) Process of coping or adjustment
- (c) Coping with physical change and sexuality
- (d) Coping with stress, shyness, fear, anger far live and criticism.

II Attitude

- (a) Attitude
- (b) Self acceptance, self – esteem and self actualization
- (c) Positive thinking

III Problem Solving

- (a) Goal Setting
- (b) Decision Making
- (c) Time Management and stress Management.

IV Computers

- (a) Introduction to Computers
- (b) M.S.Office
- (c) Power Point

V Internet

- (a) Introduction to internet
- (b) E – mail
- (c) Browsing

References:

- 1) Life Skill Programme course I & II by Dr. Xavier Alphona MCRDCE Publications. R.K.Mutt Road, Chennai – 28
- 2) ஆளுமை பண்பு வளர்த்தல் மற்றும் தகவல் தொடர்பு by M.Selvaraj Community College, Palayamkottai
- 3) “Life Skill” –P.Ravi, S.Prabahar & T.Tamil Chelvam, M.S. University, Tirunelveli

COURSE IX

(C19ME24/E19ME06)MONTESSORI SCHOOL MANAGEMENT

Objectives

After completing the course, the student will be able to –

- Acquire knowledge about the Montessori school management system
- Explore the administration of Montessori school system
- Know the teaching materials and maintenance of records in Montessori school system

Unit I

18 Hrs

Introduction – Aims and objectives- Suitable place for a Montessori school-Plan of a suitable Montessori school building- primary facilities required for games, drinking water, light, adequate space for seating arrangements- Transport facilities.

Unit II

18 Hrs

Principle of manual work & Hand work- Principle of Nature study-Principles of sense training- Principle of unity- principle of Individuality through process of socialization.

Unit III

18 Hrs

Teaching of writing steps-Learning of sounds of letters-Teaching of reading steps-(arithmetic, letters, words,+ ,÷, -,×]-contribution of Montessori method- Procedure for the use of didactic apparatus for training in senses - Main features of Montessori school-Limitations of Montessori Method.

Unit IV

18 Hrs

Arrangements for medical checkups-Kindergartens-medical program-child's Health cards & maintenance-Play ground for outdoor play- outdoor play materials -Indoor play area -Indoor play materials -Maintenance of all records – Advantages of keeping all the records.

Unit V

18 Hrs

Registers and Records –Admission –Attendance -cash book, parents register – Maintenance of Registers and Accounts- Service book- Records of parents meeting & Participation in the Montessori school.

References :

1. Kulbir singh sidhu, (1996), School Organization and Administration, New Delhi, Sterling Publishers Pvt., Ltd.,
2. Kochhor, S.K.(2002), “Educational and Vocational Guidance in secondary Schools, New Delhi; Sterling publishers pvt. Ltd.,
3. Krishnamacharyulu, V. (2009), School Management and system of Education, New Delhi, Neelkamal Publishers Pvt., Ltd.,
4. Dash,B.N. (2004), School Organization, Administration and Management, New Delhi, Neelkamal Publishers Pvt., Ltd.,
5. Naik, J.P. (1969), Institutional Educational Planning in India, New Delhi, Allied publishers.
6. Manual for secondary and higher Secondary Schools, published by State Parent Teacher Association, Chennai.

Course X

(C19MEP2/E19MEP2)Practical II

Observation and practice of Didactic Apparatus method of Teaching - submit the record

SEMESTER III

Course XI

(C19ME31/E19ME07)Child's Social Development

Objectives

After completing the course, the student will be able to

- Understand the basic Montessori principles and nature of child social development.
- Acquire the knowledge about the importance of social responsibility of the child
- Examine the stages of human tendencies.

Unit I

18 Hrs

Freedom and discipline-Freedom within limits-importance of choice to a child-taking responsibility and discipline -Relationship between freedom, responsibility and discipline-Development through movement -Importance of movement-hand and brain-growing through activity-motor memory.

Unit II

18 Hrs

Society and the child- The conflict between the adult and the child-The Social question of the child-Social responsibility of the child(society and the task of man) -moral and social developments in the child.

Unit III

18 Hrs

Kindergarten principle of spontaneous development of the child- Kindergarten principle of Manual work and hand work- Kindergarten principle of nature study-Principles of sense training- principle of unity- principle of individuality through process of socialization.

Unit IV

18 Hrs

Human tendencies-Tendency to explore-Tendency to orient-Tendency to adapt-Tendency for order Tendency to think-Tendency to repeat-Tendency to repeat-Tendency to strive for perfection -Tendency for precision to communicate-Tendency to think in abstract.

Unit V

18 Hrs

Basic Montessori principles-Follow the child-respect the child-freedom within limits-have faith in the child.

References:

1. Boron, Robert, A. (2001), Psychology, New Delhi, Pearson Publishers
2. Chauhan, S.S. (1999), Advanced Educational Psychology, Sixth revised edition, New Delhi: Vikas Publishing House PVT Ltd.,
3. Morgan, C. T. (1986), Introduction to psychology, New Delhi, Tata mcgraw hill education PVT., Ltd.,
4. Papalia, D.E. (2004), Human Development, New Delhi, Tata mcgraw Hill education PVT., Ltd.,

Course XII

(C19ME32/E19ME08)Improving the Teacher's English

Objectives

After completing the course, the student will be able to

- Understand the nature of functional English
- Acquire knowledge about the conversation skill
- Examine the stages of human tendencies
- understand the healthy communication skill

Unit I

18 Hrs

Listening practice-teachers speak English using gestures, proper facial expressions and hand movements.

Unit II

18 Hrs

Teacher's English must be a model for the children-knowledge of the different sounds in phonetics-Daniel Jones pronouncing dictionary phonetic symbols to be practiced.

Unit III

18 Hrs

Word stress, sentence stress, intonations - rising and falling intonations-practice.

Unit IV

18 Hrs

Functional English-greeting the formulas to be used in classes-good morning, thank you, it's alright etc., etc.

Unit V

18 Hrs

Teacher trainee's practical work -conversation in parts -at the post office, at school, at the shop, at the railway station etc., etc.

References:

1. Bill VanPatten (2017) Communication and Skill (The Routledge E-Modules on Contemporary Language Teaching).
2. Paul Davies (2010) Success in English Teaching (Oxford Handbooks for Language Teachers).

Course XIII

(C19ME33/E19ME09)Montessori Method of Teaching

Objectives

After completing the course, the student will be able to

- Understand the nature of self-learning
- Acquire knowledge about the importance of emphasize of early education
- Develop the social participation and their environment
- Know about the practical life experience

Unit I

18 Hrs

Define senses- understanding the 10 different types of senses as defined by Dr. Maria Montessori-When to offer Sensorial Activities to a child-the characteristics of the Sensorial Materials-display and maintenance of the Sensorial material-the activities possible with the Sensorial Materials-direct and indirect aim of Sensorial Activities

Unit II

18 Hrs

Definition-recognition of shapes and sizes-colours-leading the child from concrete materials to thinking in abstract.

Unit III

18 Hrs

Understanding when to give arithmetic activities to the child-how to give arithmetic to the child.

Unit IV

18 Hrs

Introducing the concept of units to a child (counting variables and group from 1 to 10)

Unit V

18 Hrs

Significance of zero as absence of quantity –laws of the decimal system-the four arithmetic operations(addition, subtraction, multiplication & division)-traditional names of numbers-parallel exercise.

References:

- Aggarwal, J.C.(2010), Theory and Principles of Education, New Delhi, Vikas Publications.

Course XIV

(C19MEP3/E19MEP3)PRACTICAL III

Observation and practice of play-way method and moral method of Teaching for level II- submit the record.

Course XV

(C19MEIP/E19MEIP)Internship

The students ask to visit the Montessori school and taken the classes for 90 Hours.

SEMESTER IV

Course XVI

(C19ME41/E19ME10)Montessori Home

Objectives

After completing the course, the student will be able to

- Understand the nature of Montessori house of children
- Acquire knowledge about the importance of qualities of Montessori directress
- Examine the stages of human disciplines
- Know about the importance of public relation awareness programme

Unit I

18 Hrs

Members of the Montessori family-Agents of education: prepared environment, means of development, trained adult-Montessori House of children-The building-the facilities-the administration-the legality-recognition-House of Children above 6 years-Introduction to Elementary Montessori training(6to 12 years old).

Unit II

18 Hrs

Montessori Directress-Role of the Montessori Directress -Qualities of a Montessori Directress -Mistakes and their corrections -Discipline and the teacher -the Teacher's preparation.

Unit III

18 Hrs

Observations -How to observe -who to observe -what to observe

Unit IV

18 Hrs

Taking Montessori Home -Helping parents understand the system -parent orientation programs -parents meetings -parent workshops.

Unit V

18 Hrs

Montessori awareness programs - Public relations and awareness programs-seminars -conference -talk shows

References:

- Elizabeth G (1997) Teaching Montessori in the Home: Pre-School Years:
- Marin Schmidt's Understanding Montessori: A Guide for Parents; Paula Polk Lillard's Montessori,

Course XVII

(C19ME42/E19ME11)Rhymes and Stories

Objectives pending

After completing the course, the student will be able to

- Understand the nature of phonetic sounds
- Acquire knowledge about the importance of historical events
- Develop the divergent and convergent thinking
- Know about the current affairs and General knowledge

Unit I

18 Hrs

Phonic sounds-A for Apple-Rain Rain go way-Twinkle Twinkle-Are you sleeping-Row Row Row-If you are happy-1,2,Buckle my shoe-1,2,3,4,5,-Old Mac Donald

Unit II

18 Hrs

The Thirsty crow- The dove and the ant-The crocodile and the monkey-The lion and the goat-The cunning fox-The elephant and the ant-The selfish giant-The cap seller and monkeys-the sly fox and the goat-The grapes are sour.

Unit III

18 Hrs

Abbreviations-States & Capitals-Chief ministers & governors- Union Ministers and their constituency-Nick names of states-Airports of India-Health and Nutrition.

Unit IV

18 Hrs

International Organizations-Currencies of the world-Different countries and its president.

Unit V

18 Hrs

Current Affairs- Important agreement between countries Sports-Politics-Business.

References:

1. Paula Polk Lillard (2003) Montessori from the Start: The Child at Home, from Birth to Age Three.
2. Practical Guide to the Montessori Method at Home: With more than 100 activity ideas from 0 to 6.

Course XVIII

(C19ME43/E19ME12)Environmental Education

Objectives

After completing the course, the student will be able to –

- Develop positive attitude towards protecting the Environment.
- Visualize the importance of environmental Education.
- Sensitive towards conservation of Natural resources
- Enable to practice environmental friendly life style.
- Develop interest among the students about the environment which help them to find the solution for environmental problems.

Unit I:

18 Hrs

Environment – Meaning and components – Environmental Education – Meaning and Scope, Importance – Objectives of Environmental Education - Environmental Education at kindergarten level and Lower primary level.

Unit II:

18 Hrs

Ecosystem – Structure and Function of ecosystem – Types, Energy and its flow in ecosystem – Bio-diversity – Conservation of Bio-diversity.

Unit III:

18 Hrs

Natural resources – Forest, Wild life – Water, Soil, Silent valley project – Social forestry scheme – Environmental ethics.

Unit IV:

18 Hrs

Pollution – Soil Pollution, Water Pollution, Air Pollution, Noise Pollution, Nuclear Pollution – And its causes and control – Global warming – Ozone depletion – Deforestation.

Unit V:

18 Hrs

Waste Management – Solid, Industrial – Alternative Sources – Green energy – Green plastics – Organic farming and eco-friendly life style.

References:

1. Sivaraman, M.(2008), Scientific Approach to Environmental study, Puducherry, Puducherry Co-operative Book society.
2. Veliappan, A. (2007), Environmental Education, A.V Parvathi Publication, Tirunelveli

Course XIX
(C19MEP4/E19MEP4) PRACTICAL IV

Observation and practice of Didactic Apparatus method of Teaching for level II -
Submit the record.

Course XX
(C19MEPW/E19MEPW) Project

The student should undergo the Case study of any one Montessori School in
their region.
