

JAMAL MOHAMED COLLEGE OF TEACHER EDUCATION



(Administered by the Society of Jamal Mohamed
College)

B.Ed. College

Approved by NCTE: No. F SRO / NCTE
B.Ed., / 2006 - 2007 / 14045, Dated : 02.11.2007
Bangalore and
Affiliated to Tamil Nadu Teachers Education University,
Chennai - 97.

CALENDAR 2024-2025

HIJIRI 1445-1446

FOUNDERS



Hajee M. JAMAL MOHAMED Sahib



Janab N.M. KHAJAMIAN ROWTHER

FOUNDER SECRETARY



Janab M.J. JAMAL MOHIDEEN Sahib

FOUNDER TREASURER



Janab K. ABDUL SAMAD Sahib



Hajee M.J. JAMAL MOHAMED BILAL Sahib
PRESIDENT



Hajee Dr. A.K. KHAJA NAZEEMUDEEN, D.Litt., (USA)
SECRETARY & CORRESPONDENT



Hajee M.J. JAMAL MOHAMED Sahib
TREASURER



Dr. K. ABDUS SAMAD
ASSISTANT SECRETARY

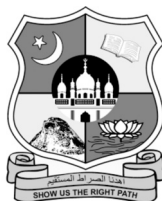


Dr. K.N. ABDUL KADER NIHAL
MEMBER & HON. DIRECTOR



Dr. G. CHANDRAKUMAR
PRINCIPAL

OUR EMBLEM AND MOTTO



The Emblem of the College consists of a shield divided into four parts with a circle in the middle. On the top left, there is a crescent and a star symbolic of Islamic culture and faith in future prosperity. On the right there is an open book symbolising knowledge. At the bottom right there is a lotus, the symbol for purity and prosperity.

The bottom left represents a replica of Golden Rock standing for strength and striving. Inset in the mid-circle is the frontage of the College main building with a dome and minarets representing the essence of Islamic Culture: "The present is a preparation for the hereafter". Underneath the shield is a ribbon containing a verse from the Holy Quran in Arabic script followed by its translation in English, "Show us the right path " which is the motto of the college. Thus the Emblem of Jamal enshrines the ideals of cultural integration and guidance of learning and striving to succeed here and the hereafter, tempered with constant prayer to the Almighty to guide us on the straight path.

The four figures in the shield are diagonally placed with Green and Yellow backgrounds. In other words our College colours consist of Green and Yellow standing for Prosperity and Happiness.

“Show Us the Right Path”
PRAYER
IN THE NAME OF ALLAH
THE MOST GRACIOUS, THE MOST MERCIFUL

Praise be to Allah, The Cherisher and Sustainer of the World,
The Most Gracious, The Most Merciful
Master of the Day of Judgement
Thee alone we worship;
Thee alone we ask for help.
Show us the Right Path
The Path of those on whom Thou hast bestowed Thy Grace,
Not the path of those who earn Thine wrath;
Not of those who go Astray.
Aameen!

(Al Qur'an: 1:1-7)

தமிழ்த்தாய் வாழ்த்து

நீராரும் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே,
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்த பெருந்
தமிழணங்கே! தமிழணங்கே!
உன் சீரிளமைத் திறம்வியந்து செயல் மறந்து
வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

தேசியக் கொடி - பாட்டு

தாயின் மணிக்கொடி பாரீர் - அதைத்

தாழ்ந்து பணிந்து புகழ்ந்திட வாரீர் (தாயின்)

ஓங்கி வளர்ந்ததோர் கம்பம் - அதன்

உச்சியின் மேல் வந்தே மாதர மென்றே

பாங்கி னேழுதித் திகழும் - செய்ய

பட்டொளி வீசிப் பறக்குது பாரீர்! (தாயின்)

கம்பத்தின் கீழ்நிற்றல் காணீர் - எங்கும்

காணரும் வீரர் பெருந்திருக் கூட்டம்

நம்பற் குரியரவ் வீரர் - தங்கள்

நாலுயி ரீந்துங் கொடியினைக் காப்பர்.(தாயின்)

THE NATIONAL ANTHEM

Jana-Gana-Mana-Adhinayaka, jaya he

Bharata-bhagya-vidhata.

Punjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala- Yamuna-Ganga

Uchchhala-jalad hi-taranga

Tava subha name jage,

Tava subha asisa mage;

Gahe tave jaya-gatha.

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaja jaya jaya, jaya he.

College Song

LONG LIVE JAMAL

All hail Jamal Mohamed College!
Long Live Jamal Mohamed College!
Let's Love Jamal Mohamed College!
With a love that ever grows.

Guided by God's kindly light
We strive to walk the paths of right
And asking, seeking, knocking find
Treasures t'enrich the mind.

We cherish every gem
Of culture's diadem

That sparkles in JAMAL

(All hail)

Fun and Play and Team work good
Shall forge us into Brotherhood!
And strong and keen in limb and brain
We true manhood shall gain.

We'll play our part abroad

As young men who have trod

The ways of good JAMAL

(All hail)

God bless Jamal Mohamed College
The seat of Sweetness and Knowledge
Where Staff and student teachers graciously
Serve each other truly

Unswerving from the truth

Its progress be all smooth

Through ages yet to be.

(All hail)

- Prof. E.W.P. Thomas
Former Principal
Jamal Mohamed College

கல்லூரிப்பண்

வாழ்க ஜமால்

வாழ்க வாழ்கவே
வளமார் எமது ஜமால் முகமது
வாழ்க வாழ்கவே

எங்கும் நிறையும் இறையருள் ஒளியில்
இன்பத் துறைசேர் எழிலார் வழியில்
பொங்கும் அறிவும் பொழிவும் கலையும்
பண்பும் பயிலெம் அன்பு நிலையம் (வாழ்க)

அறிவு நூலாசிரியர் போற்றும்
அன்பு கொஞ்சம் மாணவர் போற்றும்
நெறியில் கல்விப் பணிக ளாற்றும்
நெஞ்சு நிரப்பும் ஞான ஊற்று (வாழ்க)

கூடும் கலையில் ஆடித் திளைக்க
தேடும் அறிவில் ஏறிச் சிறக்க
நாடும் ஆய்வில் ஞானம் பிறக்க
ஆடும் அரங்கில் கூடிக் களிக்க (வாழ்க)

உடலில் உறுதி உயரும் உள்ளம்
உணர்வில் தெளிவு ஒளிர்மதி கொள்ளும்
கடவுள் அன்பில் கலைகள் துள்ளும்
கவினாய் அமுதாய் கண்டிடுமில்லம் (வாழ்க)

- டாக்டர் சி. நயினார் முகமது
முன்னாள் முதல்வர்
ஜமால் முகமது கல்லூரி

Pledge

“India is my country;
All Indians are my brothers and sisters.”

“I love my country and I am proud
of its rich and varied heritage.
I shall always strive to be worthy of it.”

“I shall give my parents, teachers
and all elders respect and treat
every one with courtesy”

“To my country and my people
I pledge my devotion. In their well being and prosperity
alone lies my happiness”.

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and
strengthen the freedom and integrity of the nation”.

“I further affirm that I shall never resort to violence and that
all differences and disputes relating to religion, language, region
or other political or economic grievances should be settled by
peaceful and constitutional means”.

கொடுஞ்செயல் எதிர்ப்பு நாள் உறுதிமொழி

அகிம்சை, சகிப்புத்தன்மை ஆகிய நம் நாட்டின் மரபுகளில்
தளராத நம்பிக்கையுடைய இந்திய மக்களாகிய நாம்,
எவ்வகையான கொடுஞ் செயல்களையும், வன்முறைகளையும்
முழு ஆற்றலோடு எதிர்ப்போம் என உறுதி கூறுகிறோம்.
எல்லா மக்களிடத்திலும், அமைதி, சமுதாய ஒற்றுமை,
நல்லுணர்வு ஆகியவற்றைப் போற்றி வளர்க்கவும்,
மக்களுடைய உயிர்களுக்கும், மற்றும் நற்பண்புகளுக்கும்
ஊறு விளைவிக்கும் பிரிவினைச் சக்திகளை எதிர்த்துப்
போராடவும் நாம் உறுதி கூறுகின்றோம்

Name.....

Pedagogy Subject.....

Class.....Roll No.....

Examination Register No.....

Date of Birth

Scooter / Moped / Cycle No.....

Height..... Weight..... Blood Group.....

Present Address : Day scholar / Hosteller

.....

.....

.....

.....

Residential Phone / Cell No.....

Permanent Address :

.....

.....

.....

.....

Residential Phone / Cell No.....

Email.....

PROFILE OF THE SOCIETY OF JAMAL MOHAMED COLLEGE

Hajee. M.Jamal Mohamed Sahib and Janab.N.M. Khajamian Rowther of revered memory were the founding fathers of the Society of Jamal Mohamed College, Tiruchirappalli - 20. The Society of Jamal Mohamed College is functioning in 87 acres of land (60 acres in the present campus given by late Khajamian Rowther and 27 acres in Veerampatti Village newly purchased) with a vision to provide quality higher education and impart training in productive services to backward sections of the society in general and Muslim minority in particular.

Jamal Mohamed college was inaugurated on 11th July 1951 by Hon. Thiru. P.S. Kumarasamy Raja, the then Chief Minister of Madras with His Excellency, the Maharaja of Bhavanagar, the then Governor of Madras presiding over the function, as an affiliated college to the University of Madras and then affiliated to Bharathidasan University, Tiruchirappalli, when it was formed in 1982.

When the college was founded in 1951, the founding Management Committee of the college consisted of Janab N.M. Khajamian Rowther as the founder President (1951- 1954), Hajee. M.J. Jamal Mohideen Sahib as the founder Secretary (1951-1966) and Janab N.M.K. Abdul Samad Sahib (1951-1964) as the founder Treasurer.

Hajee. Janab. M.J. Jamaludeen Sahib, who succeeded Janab M.J. Jamal Mohideen Sahib as Secretary and Correspondent from 1966, functioned till 1973. Hajee Janab N.M.K. Abdul Khader Sahib, served as Treasurer from 1964 to 1973. On the saddemise of Hajee.M.J. Jamaludeen Sahib, Hajee. N.M.K.Abdul Khader Sahib took over as Secretary and Correspondent in

the year 1973 and served till 1988. Hajee. M.J.M. Abdul Gafoor Sahib took over as Treasurer in the year 1973.

Hajee M.B. Abdullah Sahib, who served as the President from 1975 to 1989, also served as Secretary for one year from 1988 to 1989. Janab Hajee.K.A. Khaleel Ahamed Sahib became the Treasurer in 1989 and served upto 2017.

Janab.N.M.K. Abdul Khaliq Sahib was the President from 1989 to 1995. Janab M.J. Noordeen Sahib succeeded as the President from 1996 to 2014. Hajee. M.J. Jamal Mohamed Billal Sahib was included as a member in the Society of Jamal Mohamed College and also elected as President in 2014. Hajee. M.J.M. Abdul Gafoor Sahib, served as Treasurer from 1973 to 1989. He was elected as Secretary and Correspondent in 1989 and served till 2011 and relieved the office from the year 2011.

Hajee.A.K.Khaja Nazeemudeen Sahib, who has been serving as the member of the Management Committee from 1995 was elected to the post of Assistant Secretary in the year 2003 and was elected as Secretary & Correspondent in 2011.

Hajee.Janab.M.J. Jamal Mohamed Sahib was included as member of the Society of Jamal Mohamed College and also was elected as Assistant Secretary in 2011 and served upto 2017. He was also elected as the Treasurer in 2017.

Dr. K. Abdus Samad was inducted as a member in the Society of Jamal Mohamed College and also elected as Assistant Secretary in 2017. Society of Jamal Mohamed College, started an exclusive Girls Matriculation School that had Classes from LKG to VIII in the year 2009. Jamal Mohamed College Ayesha Girls Matriculation Higher Secondary School Later in the year 2012 the School was elevated to Higher Secondary School.

PROFILE OF JAMAL MOHAMED COLLEGE OF TEACHER EDUCATION

The Society started “Jamal Mohamed College of Teacher Education” in the year 2007-2008. The college offers B.Ed., programme with the approval of NCTE and affiliation from Bharathidasan University, Tiruchirappalli with a sanctioned in-take of 100 student teachers. and from 2008 - 2009 the college is under the affiliation of Tamil Nadu Teachers Education University, Chennai.

The college is functioning in the separate building constructed with all infrastructural facilities, State-of-Art Computer Laboratory, Library equipped with rich collection of books and well-equipped subject laboratories for Biological Science, Physical Science, Computer Science, Language, Mathematics, Psychology, Work Experience and Educational Technology for the student teachers of B.Ed. Course.

The B.Ed. course was of one year duration from its start till 2015 - 2017 and it has been redesigned with two years duration (non semester pattern) which went upto 2020. From 2020 - 2022-batch to the current batch (2024 - 2026) it is under semester pattern.

VISION

To create a new horizon of value based education and to be an academia for student teachers with focus on innovative practices in teaching and learning, also to equip them for acquiring skills to meet the changing global needs, thereby producing good teachers with ethical values to build a good society.

MISSION

To provide a unique experience which will enable student teachers to realize his / her innate potential and mold his / her overall personality by

- ▶ Providing cost effective quality education
- ▶ Inculcating spiritual and moral values
- ▶ Imparting training for Productive Services

GOAL

- ▶ Promoting academic excellence
- ▶ Developing self reliant individual
- ▶ Providing career opportunities
- ▶ Creating socially responsible citizens

**SOCIETY OF
JAMAL MOHAMED COLLEGE**

Management committee

President :

Hajee M.J. Jamal Mohamed Bilal

Secretary & Correspondent :

Hajee Dr. A.K. Khaja Nazeemudeen

Treasurer :

Hajee M.J. Jamal Mohamed

Assistant Secretary :

Dr. K. Abdus Samad

Members :

Hajee K.N.S.A. Rahmathullah

Dr. K.N. Abdul Kader Nihal

Mr. M.J.M. Mujeebur Rahman

Mr. M. Akbar Ali

OBJECTIVES OF THE B.Ed. PROGRAMME

1. To prepare dedicated teachers for the improvement of the school education system of our country.
2. To adopt modern techniques for the teaching skill development.
3. To train the student teachers towards achieving excellence on academic, social, mental, physical, moral, and cultural fronts.
4. To provide opportunities to enhance their competence and knowledge construction abilities creating positive learning atmosphere in schools.
5. To sensitize the stakeholders on the issues related to environmental protection
6. To provide high quality education, monitor Teacher Education as approved by the National Council for Teacher Education at all levels in the state.
7. To promote high quality in Teacher Education and to standardize the system of operation.
8. To promote an awareness and understanding of the social needs of the country in student teachers and prepare them for fulfilling such needs.
9. To develop the competency to teach the subject of one's specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum.
10. To build up an integrated and self confident personality with a positive attitude towards teaching profession.
11. To develop the skills required for effective teaching by utilizing different media and library resources in the teaching-learning process.

12. To organise various capacity building and empowerment programmes to update the professional competency of teachers.
13. To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.
14. To enable the student teachers understand the pupils, guide and counsel them in solving their personal and academic problems.
15. To enable them to develop their skills related to Information and Communication Technology and to understand the latest trends in teaching and evaluation through World Wide Web.

RULES & REGULATIONS FOR STUDENT REGARDING ATTENDANCE AND GRANT OF LEAVE OF ABSENCE

1. Absentees for one hour in a session will be treated as being absent for that session.
- 2.. All leave applications duly filled in must be submitted in the office or sent by post, so as to reach the college office one day earlier.
3. Leave on any day is treated as absent for the calculation of term days.

GENERAL CONDUCT OF STUDENT TEACHERS

1. Every student teacher should come in proper uniform on all working days and appear smart.
2. No student teacher shall leave the class room without the permission of the staff or until the staff has left the room or has asked the class to disperse.
3. During class hours student teachers should not loiter in the corridor.
4. Student teachers should not make any noise while moving from one class to another class.
5. Any damage by student teachers to college property will be mended at their expense and those who are responsible for such damages shall be severely dealt with Collective fines will be imposed for any damage if the cause of which can not be traced to any individual.
6. Student teachers taking part in communal or political activities will be severely dealt with.

7. Student teachers are expected to read circulars exhibited on the college notice board and ignorance of any circular will not be accepted as an excuse for failing to comply with.
8. No meeting of any kind shall be held in the college campus without previous written permission from the Principal.
9. Student teachers who caught red handed for unfair means in the examination will be severely dealt with
10. Any lost property found must be handed over to the Principal from whom the owner can claim it promptly after proving his / her ownership.
11.
 - a) All student teachers must leave their vehicles only in the vehicle shed.
 - b) Disciplinary action will be taken against the owner of the vehicle when parked apart from the vehicle shed.
 - c) The college will not take any responsibility for the loss of the vehicle or part thereof.
12. Stringent action will be taken against student teachers indulging in eve-teasing as per TN Prohibition of Eve-Teasing Act 1998.
13. Ragging is strictly prohibited. Whoever is involved in ragging in any manner shall be punishable with imprisonment and fine as per the government rules.
14. The student teachers of the college are expected to behave both inside and outside the college in such a way as to maintain the decorum of the college as well as their own.
15. Student teachers should wear the Identity cards in the college campus.

16. Women student teachers should have chignon hair style
17. Student teachers whose behavior in the judgement of the Principal or any other College authority is undesirable (or of unwholesome influence) shall be taken off from the rolls without assigning any reason.

Note : *Under the Government Educational rules the Principal has full power to inflict the following punishments :*
Fine, withholding of certificates, suspension and expulsion.

MENTOR

Objectives of Mentoring

A teaching staff will be assigned as the mentor for each class to look after the welfare of the student teachers, Mentorship is the art of influencing the young student teachers by offering guidance and counseling for becoming a wholesome personality. The mentor weaves a magic spell among the young minds and nurtures their talents for a better future. The mentor channelizes the energy of the student teachers and brings out their best potential. Besides, in an educational environment, he/she bridges the gap between the student teachers and the teachers and plays supportive and advisory roles for the student teachers.

Methodology of mentoring in our college premises

- Collection of student teachers' bio-data.
- Compilation of student teachers' academic performance.
- Encouraging student teachers to have interaction with the teachers.
- Respecting student teachers' views and initiating a dialogue when it is required.
- Monitoring the attendance of student teachers and making the parents aware of it.
- Tracing the irregularity of the student teachers and taking necessary corrective measures.

Roles and Responsibilities of Class Mentor :

1. Shall be the care taker of his/her student teachers in the class.
2. Shall offer advice on all matters represented by his/her student teachers concerned.

3. Shall closely monitor the academic performance of his/her student teachers and offer suggestions for their improvement.
4. Shall meet his/her student teachers frequently and motivate them to perform better in all aspects.
5. Shall inform his/her student teachers about library facilities, laboratory facilities, internet facilities, scholarships, remedial courses, placement, certificate courses and sports activities etc.
6. Shall inform his/her student teachers about the leave application process.
7. Shall represent the grievances of his/her student teachers to the staff concerned.
8. Shall be responsible for filling up the examination form by the student teachers of his/her class to appear for the semester examination.
9. Shall be responsible for the collection of internal assessment marks and the display of internal assessment marks in the notice board.
10. Shall maintain the record of his/her student teachers.
11. Shall help the student teachers in the selection of elective courses and shall keep the record of the choices made by the student teachers.
12. Shall meet the parents of his/her student teachers concerned to offer suggestion and get feedback.
13. Shall be responsible for the circulation of all the communication (through Whatsapp group) intended for his / her student teachers concerned issued by the college authorities.
14. Shall inspire his/her student teachers and play a vital role for their personality development.
15. Shall inculcate ethical and moral values and prepare them as good citizens for a better future.

LIBRARY

1. All the student teachers of the college are members of the library.
2. The library will be kept open from 9.00 a.m. to 5.00 p.m. on all working days.
3. Books will be issued only on presentation of the identity card.
4. A student teacher requiring a book for home lending can avail it by using which is available on all working days.
5. Student teachers are entitled, to keep a book for a fortnight from the date of issue.
6. No one is allowed to sub-lend the books taken out by him/her.
7. On receiving a book, student teachers must examine and report to the librarian any damage found therein. Otherwise they will be held responsible for any damage that may afterwards be detected.
8. Absence from the college will not ordinarily be admitted as an excuse for delay in the return of the books.
9. The Librarian may recall any book at any time.
10. Strict silence should be observed in the reading room.
11. Without previous notice, student teachers call for books marked "Reference" or a periodical for consultation which will not be lent out.
12. Magazines and newspapers will be displayed in the reading room.

ALUMNI ASSOCIATION

The Alumni Association of Jamal Mohamed College of Teacher Education was established during 2023-2024.

By convention every former student teacher of our college is a member of the above association. There is no subscription fee for becoming a member of the association.

The main objectives of our JMCTE Alumni Association:

- To assist our college authorities in the overall growth of “Jamal” by inviting our alumni who are top-ranking officials of the Government, University, other educational agencies, private and public sector undertakings who have excellent status in society to motivate our student teachers.
- To provide an intellectual support to the present student teachers of our college as knowledge partners by delivering guest / special lectures here to shape their life both academically and extra academically.
- To offer a healthy platform in the get-together functions with our illustrious alumni who are high achievers, well-settled in various parts of the globe and also to provide employment opportunities to the aspiring duly qualified student teachers and alumni anywhere possible by interaction and inspiration.
- To foster good rapport among the management, staff and student teachers on the one hand and the public on the other, for the growth and development of the college to foster its public image.
- To develop, encourage and nurture friendship and fellowship among the student teachers, teachers, and staff of the past of Jamal Mohamed College of Teacher Education.
- To assist teachers as well as the student teachers who plan to pursue higher studies and training.
- To do all activities which are conducive to the attainment of these objectives.

PLACEMENT CELL

College placement cell, also known as the Career Development Center, helps student teachers find appropriate jobs during / after the completion of their course. The cell acts as a bridge between student teachers and potential employers. It executes the following activities regularly for the betterment of our student teachers.

- ▶ **Career guidance:** Helps student teachers identify their career goals and develop strategies to achieve them.
- ▶ **Planning:** Helps student teachers prepare for competitive examinations and higher education.
- ▶ **Training:** Helps student teachers improve their potentials and prepare for being the best workforce.
- ▶ **Placement services:** Helps student teachers find jobs and get recruited by potential employers.
- ▶ **Awareness:** Helps student teachers informed about job opportunities and self-employment.
- ▶ **Net working:** Help student teachers make connections with corporate professionals and HR departments.

NATIONAL SERVICE SCHEME

All the student teachers are the members of the National Service Scheme(NSS). It aims at the following goals:

- ▶ To understand the volunteers' relation with their community.
- ▶ To utilize their knowledge in finding practical solutions to individual and community problems.
- ▶ To develop competence required for harmonious living and sharing of responsibilities.
- ▶ To gain skills in mobilizing community participation.
- ▶ To develop capacity to meet emergencies and natural

disasters and practice national integration and social harmony.

STUDENTS GRIEVANCE REDRESSAL COMMITTEE (SGRC)

A committee that addresses complaints and grievances from student teachers.

The committee's functions include

- ▶ Receiving and evaluating complaints from student teachers
- ▶ Recommending appropriate actions to the relevant authorities.
- ▶ Ensuring the redressal of the grievance.

ANTI - RAGGING COMMITTEE

An Anti - ragging committee is a body that works to prevent, prohibit and ban ragging activities in any form either inside or outside the campus.

INTERNAL COMPLAINTS COMMITTEE (ICC)

Internal Complaints Committee (ICC) has been formed to address issues under THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013.

The purpose of this committee is to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto. The committee provides a platform to express their grievances freely without any fear of being victimized. The committee takes the responsibility for ensuring the prohibition and redressal of any kind of women grievances in the institute.

Red Ribbon Club (RRC)

The RRC of Jamal Mohamed college of teacher education encourages student teachers to learn about safe and healthy lifestyles to be followed to lead a riskless life. It creates and provides opportunities to the volunteers to contribute towards the control and prevention of HIV & AIDS.

Various programmes organized by RRC address the knowledge, attitude and behavior of the youths in the interrelated areas of Voluntary Blood Donation, HIV & AIDS, as demanded by their age, environment and lifestyle.

ANTI-DRUG ABUSE COMMITTEE

The Anti-Drug Abuse Committee is to ensure a drug-free campus by prohibiting the possession and consumption of all drug and alcohol by the student teachers both within and outside the campus. It spreads awareness on the ill effects of drugs to educate the general public in toto and the student community in particular. It motivates the student teachers to fight against drugs with the “Say No to Drugs” slogan to become volunteers of anti-drug activities in their lives.

DISCIPLINE COMMITTEE

A Discipline Committee maintains discipline, decorum and rapport within the institution. Some of the responsibilities are:

- ▶ Creating and enforcing rules
- ▶ Preventing violence
- ▶ Investigating misconduct

CLUB ACTIVITIES

EPISTEME SCIENCE CLUB

The Episteme Science Club plays a vital role in promoting scientific temperament, critical thinking, and innovation among student-teachers, which will foster and ultimately enhance the quality of science education. It will create a community of science enthusiasts where student teachers can explore, discover, and learn scientific concepts and principles through hands-on experiments, discussions, and collaborative projects, ultimately promoting scientific literacy, critical thinking, creativity, and problem-solving skills, while inspiring future scientists, innovators, and leaders who can make a positive impact on society.

RAMANUJAN MATHEMATICS CLUB

The Ramanujan Mathematics Club celebrates National and International Mathematics Days during which Math Quiz competitions, Math Fun Games, and cultural events to promote interest and creativity in Mathematics, develop logical reasoning, nurture leadership skills, enhance problem-solving skills, organize events in Mathematics and encourage collaborative work among student teachers.

ENVIRONMENTAL / ECO CLUB

An environmental/Eco club raises awareness on environmental issues and encourages student teachers to take action to promote sustainability of green environment. It helps the student teachers to develop a sense of responsibility for the preservation of environment through eco-friendly practices and participating in environmental promotion campaigns.

ARTS CLUB

Da Vinci Arts Club is to inspire and enable our student teachers to actively learn and develop their talent and skills that will promote their artistic expression and aesthetic sense. It is the gate way to keep student teachers actively involved in various academic and extra academic activities throughout the year. It offers opportunity and freedom to showcase the hidden innate potentials of the student teachers. The conduct of Trade Tycoons 2k24 is to inform our student teachers regarding the various concepts of the business world so as to enable them to become vibrant entrepreneurs.

LITERARY CLUB

Literature gives wings to budding student teachers who are extremely talented and have a love towards languages. It encourages them to express their views in poetic, dramatic and artistic ways. It enlightens them with new experiences and exposures. Shakespeare's Literary Club offers a platform for the student teachers to portray their skills through activities such as literature quizzes, debates, dramas, role play, etc. This literary club helps the student teachers to develop their self-efficacy, confidence, creative skills and enhance their literary knowledge.

குறிஞ்சி கலை மன்றம்

குறிஞ்சி கலை மன்றம் மாணவ ஆசிரியர்களின் தமிழ் ஆர்வத்தையும், படைப்பாற்றலையும் வளர்க்கும் விதமாக தமிழ் அறிஞர்களின் பிறந்தநாள் விழாக்களை திறம்பட நடத்துகிறது. அவ்விழாக்களில் நடத்தப்படும் பட்டிமன்றம், பேச்சுப்போட்டி, கவிதைப் போட்டி, வினாடி-வினா, ஆகியவை மாணவ ஆசிரியர்களின் பகுத்தறிவையும், தலைமைத்திறனையும் மேம்படுத்துவதோடு அவர்களிடையே புரிதலையும் ஒன்றுபட்டு உழைக்கும் உணர்வையும் விதைக்கிறது.

SPORTS CLUB

Sports club promotes interest in student teachers on physical fitness. It conducts programmes those give the student teachers an opportunity to participate in a variety of sports and recreational activities. It has a motto “A sound mind in a sound body” which makes our student teachers to take care of their physical well being.

CULTURAL CLUB

Cultural club helps students keep in touch with the rich cultural values, customs and traditions of our country. It portrays the “Unity in Diversity” concept of our Indian culture which binds every Indian citizen with a brother/sister bond.

WILHELM WUNDT PSYCHOLOGY CLUB

The purpose of this club is to provide an intellectual and social atmosphere, discuss the issues pertaining to the field of Psychology, spread awareness about Psychology among student teachers, create a setting where student teachers can explore their personality and present their creativity, thoughts as well ideas freely to make a change in the mindset of the student teachers society. It conducts Psychology workshops for the student teachers to develop greater self-awareness, emotional regulation, and mind make up.

WOMEN EMPOWERMENT CLUB

Kalpana Chawla Woman Empowerment Club conducts various programmes for female student teachers to promote gender equality and women entrepreneurship. It endeavors to cultivate a campus culture where every women student teacher feels safe, supported, and empowered to pursue her academic and personal aspirations without any barrier. It promotes “GENDER NO BAR” feel midst all our women student teachers.

EDUCATION TECHNOLOGY CLUB

Digi Dreamers Educational Technology Club organizes various workshops, seminars, presentations, competitions, and gaming sessions. It helps student teachers to make use of IT in a positive way and to enhance their knowledge of modern technology as well as to impart knowledge through IT. It envisages the facility of easy teaching and learning process through technology

DEENIYATH & MORAL EDUCATION

The Religious (Moral) Instruction course is open to all student teachers of the college. Deeniyath and Moral Education classes will be conducted for 12 days. Attendance is compulsory. (Appropriate books will be Issued to the student teachers). Examination will be conducted after the completion of the course. Prizes and certificates will be awarded for the top scorers.

DRAMA AND ART IN EDUCATION

1.The main objective of this subject is to induce the concept of teaching blended with artistic sense to make the classes more lively.

2. Creativity is the backbone of today's era. Whics is possible only by making the student teachers to enrich their knowledge in the fields of arts and drama, 2D and 3D drawings, to make their demonstrations lively.

3. The training given to student teachers in portrait, pencil sketch, word art, glass painting, mural, and many more, make them confident in black board usage

4. The artistical way of expression will make the teaching - learning process an interesting one.

MEMBERS OF THE TEACHING STAFF

S. No.	Name	Qualification	Designation
1.	Dr. G.Chandrakumar	M.A., M.Phil., (Eco), M.Ed., M.Phil., Ph.D.(Edn),	Principal
2.	Mr. A.M. Sasikumar	M.A.,(Eco) M.A., M.Phil (Tamil),M.Ed., M.Phil.,(Edn), M.A.(Socio)	Asst. Professor in Perspective Education
3.	Mrs. G. Rajeswari	M.Com., M.Phil., (Com.), M.Ed.,M.Phil.,(Edn), PGDCA.,	Asst. Professor in Pedagogy of Commerce
4.	Mr. J. Prabhu	M.Sc.,M.Phil.,(Zoo) , M.Ed., M.Phil., NET (Edn), M.Sc.(Psy)	Asst. Professor in Perspective Education
5.	Mrs. A. Mehar Nisha	M.A., (Tamil), M.Ed., TTC.,	Asst. Professor in Pedagogy of Tamil
6.	Mrs. A. Nojjaana	M.Sc., (Fash & Tech), MFA., M.Phil (Bharathanatiam),	Asst. Professor in Performing Arts (Dance)
7.	Mr. B. Ramakrishnan	M.FA., M.Phil., D.A (Astro),	Asst. Professor in Fine Arts
8.	Dr. K. Mahmoodah Parveen	M.Sc., M.Ed., Ph.D.(Che).	Asst. Professor in Pedagogy of Physical Science
9.	Miss. J. Prilis Nathiya	M.Sc., M.Phil.(Maths), M.Ed., NET (Edn), M.Sc. (Psy),	Asst. Professor in Pedagogy of Mathematics
10.	Mrs. S. Sudha	M.Sc., M.Phil.(Phy), M.Ed., NET (Edn), M.Sc. (Psy),	Asst. Professor in Perspective Education
11.	Dr. R. Jayanthi	M.A.(His), M.Ed.,M.Phil., Ph.D.(Edn)	Asst. Professor in Pedagogy of History
12.	Dr. L. Muthuselvi	M.C.A., M.Sc. (Psy), M.A. (Socio), M.Ed., SET (Edu),Ph.D. (Edn)	Asst. Professor in Pedagogy of Computer Science
13.	Dr. A. Selvi Jeya	M.A. (Eng.) M.Phil., M.Ed., Ph.D.(Edn.)	Asst. Professor in Pedagogy of English

14.	Dr. S. Bhaskaran	M.Sc., M.Phil.(Che.), M.Sc.(Psy.), M.Ed., M.Phil., Ph.D., SLET, NET (Edn)	Asst. Professor in Perspective Education
15.	Mrs. M. Umadevi	B.Sc., M.P.Ed., P.G. Dip. in Yoga	Directress in Physical Education
16.	Mrs. K. Vadivukarasi	MSc., MEd. DMLT, CTET, NET (Edn)	Asst. Professor in Pedagogy Biological Science

MEMBERS OF THE NON TEACHING STAFF

S. No.	Name	Qualification	Designation
1.	Mr. A. Ananda Kumar	M.A.,M.L.I.Sc.,	Librarian
2.	Mrs. V.A.Vani	B.Sc., M.C.A., BEd.	Off. Cum - Acc. Asst
3	Mr. M. Kadhar Basha	M.Sc.,	Asst. Librarian
4	Mrs. S. Shamsath Begum	B.Litt.	Store Keeper
5	Mrs. C. Gunasundari	E.S.S.L.C	Helper
6	Mrs. V. Santhi	E.S.S.L.C	Sweeper
7	Mr. A.H. Mujibur Rahiman	E.S.S.L.C	Attendar
8	Mr. P. Murugan	S.S.L.C	Sweeper

ஜமால் முகமது ஆசிரியர் கல்வியியல் கல்லூரி

கல்லூரி வரிசை எண்: 12708

தொலைபேசி : 0431-2333135

முதல் NCTE அங்கீகார ஆணை பெறப்பட்ட ஆண்டு & வரிசை எண்	2007 - F.SRO / NCTE / B.Ed / 2006-2007/14045
2014-ம் விதி முறை – மறு ஆய்வு NCTE அங்கீகார ஆணை பெறப்பட்ட ஆண்டு & வரிசை எண்	F.No.SRC/NCTE / TN / APSO4038/ B.Ed./2019/108989
முதல் அங்கீகார இணைவு பெற்ற பல்கலைக்கழகம் வரிசை எண் & நாள்	பாரதிதாசன் பல்கலைக்கழகம் – 033904 / D6 / 2007-06.12.2007
TNTEU-ல் அங்கீகாரம் பெறப்பட்ட ஆண்டு வரிசை எண் / நாள்	01.07.2008
தொடர் அங்கீகார ஆணை முடிவறும் கல்வியாண்டு	2024 - 2025
அனுமதிக்கப்பட்ட அலகுகள்	II
அனுமதிக்கப்பட்ட மாணவர்களின் எண்ணிக்கை	100
கல்லூரி செயலர் பெயர் மற்றும் அலைபேசி எண்.	Dr. A.K. காஜா நஜீமுதீன் 94431 66300
கல்லூரி முதல்வர் பெயர் மற்றும் அலைபேசி எண்.	முனைவர் G. சந்திரகுமார் 94438 47422

LIST OF PEDAGOGICAL SUBJECTS

S.No.	<i>PEDAGOGICAL SUBJECTS</i>
1.	Pedagogy of Tamil
2.	Pedagogy of English
3.	Pedagogy of Mathematics
4.	Pedagogy of Physical Science
5.	Pedagogy of Biological Science
6.	Pedagogy of Computer Science
7.	Pedagogy of History
8.	Pedagogy of Economics
9.	Pedagogy of Commerce

Academic and Administrative Responsibilities 2024-2025

ADMISSION COMMITTEE			
S. No	Name	Designation	Mobile Number
1.	Dr.G. Chandrakumar	Convener	94438 47422
	Mr.J. Prabhu	Co-Ordinator	98435 21723
	Mr.A.M. Sasikumar	Member	99656 70411
	Mrs.S.S udha	Member	99400 76835
ANTI-RAGGING COMMITTEE			
2.	Dr.G. Chandrakumar	Convener	94438 47422
	Mr.J. Prabhu	Co-Ordinator	98435 21723
	Miss.J.P rilis Nathiya	Member	98941 57497
	Dr.R. Jayanthi	Member	97872 09469
	R. Salma Rasheed	Students' Representative	
	M. Sakthivel	Students' Representative	
STUDENT TEACHERS GRIEVANCE CELL			
3.	Dr.G. Chandrakumar	Convener	94438 47422
	Mr.A.M. Sasikumar	Co-Ordinator	99656 70411
	Mrs.S. Sudha	Member	99400 76835
	Mrs.K. Vadivukarasi	Member	9677555316
	M. Salihal	Students' Representative	
	B.Hidayathsaliha	Students' Representative	

INTERNAL COMPLAINTS COMMITTEE (SEXUAL HARASSMENT COMPLAINTS)			
4.	Dr.G.Chandrakumar	Convener	94438 47422
	Dr.R.Jayanthi	Co-Ordinator	97872 09469
	Dr.L. Muthuselvi	Member	99421 71559
	Mrs.K. Vadivukarasi	Member	9677555316
	S.I. Nasibunisha	Students' Representative	
	R.NAZIYA	Students' Representative	
INTERNAL QUALITY ASSURANCE CELL (IQAC)			
5.	Dr.G. Chandrakumar	Convener	94438 47422
	Mr.J.Prabhu	Co-Ordinator	98435 21723
	Mrs.S. Sudha	Member	99400 76835
	Dr.A. Selvi Jeya	Member	97919 64265
PLACEMENT CELL			
6.	Dr.S. Bhaskaran	Co-Ordinator	94431 15138
	Yahya Mubarak	Students' Representative	
	A. Azera Banu	Students' Representative	
7.	ALUMNI ASSOCIATION		
	Mr.A.M. Sasikumar	Co-Ordinator	9965670411
	Mrs.K. Vadivukarasi	Member	9677555316
DRAMA AND ART IN EDUCATION			
8.	Mr.B. Ramakrishnan	Co-Ordinator	97919 22389

RED RIBBON CLUB, YOUTH RED CROSS CLUB (YRC)(RRC)			
9.	Dr.R.Jayanthi	Co-Ordinator	97872 09469
	S. Shahana Asma	Students' Representative	
	M Yamuna Devi	Students' Representative	
NATIONAL SERVICE SCHEME (N.S.S)			
10.	Dr.S.Bhaskaran	Co-Ordinator	94431 15138
	H. Mohamed Rahmedhulla	Students' Representative	
	M. Harshini	Students' Representative	
Academic Activities		Staff In-Charge	
Teaching Practice (16 Weeks)		Mr.J. Prabhu	
Attendance (Students)		Mrs. M. Umadevi	
CIA Test and Internal Marks		Miss.J. Prilis Nathiya	
Website update and Online process		Dr.L. Muthuselvi	
Staff Meeting Minutes		Dr.A. Selvi Jeya	
Deeniyath Education		Mrs.K. Vadivukarasi	
Moral Education		Mr.A.M. Sasikumar	
Academic Calendar and Magazine		Mr.A.M. Sasikumar Dr.A. Selvi Jeya	
Assembly and Sports arrangement		Mrs.M. Umadevi	
TNTEU, Academic and Cultural programmes		Mrs.S. Sudha, Mrs.A. Mehar Nisha & Mrs.A. Nojjaana	

Club Activities In-charge 2024-2025

S. No	Important Clubs	Name of the Responsible Faculties & Students
1.	Science Club	In charge: Mrs.S. Sudha Dr. K. Mohmoodah Parveen President: S . Syed Aadil Secretary: R. Dhivya
2.	Mathematics Club	In charge: Miss.J. Prilis Nathiya President: C. Roselyn Mary Secretary: A. Nabila Begum
3.	Literature Club	In charge: Mr.A.M. Sasikumar President: R. Dharani Secretary: S. Selvi In charge: Dr.A. Selvi Jeya President: Stephanie Davis Secretary: A Maria Joshika
4.	Arts Club	Incharge: Mrs. G.Rajeswari Mrs. Dr.R.Jayanthi President: P. Chitra Secretary: M.I. Mohamed Hassan
5.	Environmental/ Eco Club	In charge: Mrs.K. Vadivukarasi President: R. Jagadeeshwaran Secretary: M. Nilofar Nisha
6.	Educational Technology Club	In charge: Dr.L. Muthuselvi President: R. Immanuel Secretary: K. Sowndharya
7.	Women Empowerment Club & Anti Dowry Association	In charge : Dr.L. Muthuselvi President: E.A. Aayeshathul Humaira Secretary: M. Sowtha Banu
8.	Psychology Club	Incharge : Mr.J. Prabhu President: J. Prince Jenifer Secretary: R. Menaka Devi

9.	Students Representative Council	President: T.S. Navena Secretary: B. Fahima Kouser
10.	Cultural Club	In charge: Mrs.S. Sudha President: S.Sowmiya Devi Secretary: M. Tharaga Prasath
11.	Sports Club	In charge : Mrs. M. Umadevi President : S.Mohamed Javid Secretary : K. Priyadharshini
12.	Discipline Committee	In charge : Mrs. M. Umadevi President : S. Shaheena Thahaseen Secretary : S. Keerthana

REGULATIONS

TWO-YEAR B.Ed. DEGREE PROGRAMME

(SEMESTER PATTERN UNDER CBCS)

FULL-TIME AND REGULAR PRE-SERVICE

TEACHER EDUCATION

(With effect from the Academic Year 2021 – 2022)

1. Eligibility for Admission to B.Ed. Programme

A candidate shall be eligible for admission to B.Ed. programme (in Government /Government Aided/Self-Financing Colleges of Education) leading to the Degree of Bachelor of Education (B.Ed.) provided fulfilling the prescribed education qualification and other requirements as specified in the B.Ed. admission guidelines of the Government of Tamil Nadu in force from time to time.

2. Duration of the Programme

The B.Ed. programme shall be for duration of two academic years duration consisting of four semesters. Each semester is spread over for a period of 100 working days (36 hours in a week) with 5 or 6 working days in a week, excluding the period of examination and admission.

3. Curriculum of the Programme

The curriculum of the B.Ed. programme consists of fourteen compulsory theory courses, one elective course out of six elective courses and engagement with the field (School Internship, Courses on Enhancing Professional Capacities (EPC), and an Online Course).

B.Ed. (I -Year) Semester Pattern under CBCS-Programme Structure and Semester-wise Distribution of Courses

Semester – I

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD1EP	Educational Psychology	5	70	30	100
2	BD1CE	Contemporary India and Education	5	70	30	100
3	BD1TL	Teaching and Learning	5	70	30	100
4	BD1LC	Language across the Curriculum	5	70	30	100
Pedagogical Subjects: Part – I						
5	BD1TA	Pedagogy of Tamil: Part –I	5	70	30	100
	BD1EN	Pedagogy of English: Part –I	5	70	30	100
	BD1MA	Pedagogy of Mathematics: Part –I	5	70	30	100
	BD1PS	Pedagogy of Physical Science: Part –I	5	70	30	100
	BD1BS	Pedagogy of Biological Science: Part –I	5	70	30	100
	BD1CS	Pedagogy of Computer Science: Part –I	5	70	30	100
	BD1HI	Pedagogy of History: Part –I	5	70	30	100
	BD1EC	Pedagogy of Economics: Part –I	5	70	30	100
	BD1CA	Pedagogy of Commerce and Accountancy: Part –I	5	70	30	100
Total...			25	350	150	500

Note: Pedagogy of Social Science: Part – I is to be offered for those candidates whose major discipline/subject is Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Semester – II

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD2CP	Child Rights and Protection	5	70	30	100
2	BD2AL	Assessment for Learning	5	70	30	100
3	BD2EE	Environmental Education	5	70	30	100
4	BD2SM	School Management and Administration	5	70	30	100
Pedagogical Subjects: Part – II						
5	BD2TA	Pedagogy of Tamil: Part –II	5	70		100
	BD2EN	Pedagogy of English: Part –II	5	70		100
	BD2MA	Pedagogy of Mathematics: Part –II	5	70		100
	BD2PS	Pedagogy of Physical Science: Part –II	5	70		100
5	BD2BS	Pedagogy of Biological Science: Part –II	5	70		100
	BD2CS	Pedagogy of Computer Science: Part –II	5	70		100
	BD2HI	Pedagogy of History: Part –II	5	70		100
	BD2EC	Pedagogy of Economics: Part –II	5	70		100
	BD2CA	Pedagogy of Commerce and Accountancy: Part –II	5	70		100
	Total...		25	350		500

Note: Pedagogy of Social Science: Part - II is to be offered for those candidates whose major discipline/subject is Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Semester – III (Field Engagement)

(School Internship ,EPC & Online Course) Record Verification & Teaching Learning Assessment - External Evaluation

S.No	Sub Code	Practicum Components	Credits	Marks
PART –A : Assessment of Teaching Competency and Records				
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Student Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
	TOTAL – A		20	400
PART –B: (Enhancing Professional Capacities) EPC-Records				
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
	TOTAL – B		4	80

PART –C : Online Course				
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
	TOTAL – C		1	20
	BD3PC	Total (A+B+C)	25	500

Note 1: The major objective of the Pedagogic course is to make the student teachers to get an overview of the content of the chosen subject and also to get practiced in classroom teaching at Level –I & Level – II.

Level –I is pertaining to standard VI to VIII and is compulsory for all the student teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The student teachers of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study and teach the subject Social Sciences, student teachers of Computer Science should study and teach the subject **Mathematics**; and student teachers of Home Science should study and teach the subject **Science** prescribed in the school curriculum at Level -I.

Level –II is pertaining to standard IX and X for undergraduate qualified student teachers and standard XI and XII for post graduate qualified student teachers. The student teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level –II during the School Internship.

Note 2 : The Enhancing Professional Capacities (EPC) records are to be prepared and submitted at the time of practical examination. The EPC records are to be prepared based on the theoretical inputs and practical experiences gained from reading

and reflecting on text, performance in drama and art related to teaching and learning process, critical understanding and usage of ICT for effective teaching and learning process, and understanding of the strengths and weaknesses of one's own self.

Semester – IV

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD4GS	Gender, School and Society	5	70	30	100
2	BD4KC	Knowledge and Curriculum	5	70	30	100
3	BD4CI	Creating an Inclusive School	5	70	30	100
4	BD4YH	Yoga, Health and Physical Education	5	70	30	100
Electives (Any One)						
5	BD4E1	1. Values and Peace Education	5	70	30	100
	BD4E6	6. Life Skills Education	5	70	30	100
		Total...	25	350	150	500

Overall Credits	Theory	75	100
	Practicum	25	
Total Marks	Theory	1500	2000
	Practicum	500	

4. Medium of Instruction

The candidates admitted into the B.Ed. Degree programme in the colleges of education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or Tamil (as per the availability of medium of instruction in the colleges of education). After the last date of

admission, principals of the colleges of education should submit the name list to Tamil Nadu Teachers Education University along with the medium of instruction chosen by each candidate.

Medium of instruction chosen by the candidate to pursue the B.Ed. Degree programme will be indicated in the B.Ed. Degree programme transfer certificate alone.

5. Attendance

1. Each candidate, whose admission is approved by Tamil Nadu Teachers Education University, should gain 85% of attendance in each semester, failing which he/she will not be permitted to appear for examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 20.08.2020 candidates who are able to gain attendance only up to 75% on medical ground, shall be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.
2. Student teacher who is continuously absent for ten days or more at any point of time, a showcause notice shall be served stating that he/she has to forfeit his/her admission, if, he/she fails to report to the college immediately.
3. The student teachers, whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee and in such a case the student teacher has to fulfill all the rules and regulations which are followed by a fresh student teacher.
4. The student teacher, who does not have adequate attendance, shall not be considered for award of any scholarship or any kind of financial aid by the University/ Government/ Quasi Government Agencies/NGOs.

6. Examinations

Each candidate, whose admission is approved by Tamil Nadu Teachers Education University will only be permitted for written and practical examinations. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University in each semester will not be permitted to appear for the written and practical examinations.

The term-end external examination for all semesters shall be conducted by the Tamil Nadu Teachers Education University at the end of each semester. The written examination for each theory course will be conducted for 70 marks.

Internal Assessment:

The award of continuous comprehensive evaluation (i.e. Internal Assessment) marks in each semester for theory courses shall be distributed as follows:

S. No.	Components	Marks
1.	Class Tests (minimum of two)	10
2.	Assignment (minimum of two)	10
3.	Seminar (minimum of one)	05
4.	Attendance**	05
	Total	30
** The marks for attendance shall be awarded as per the following norms		
S. No.	Percentage of Attendance Gained by the student teachers (In each Theory Course)	Marks to be awarded
1.	97-100 %	5
2.	93-96 %	4
3.	89-92 %	3
4.	85-88 %	2
5.	82-84 %	1
6.	80 % and below	0

In case a candidate secures less than 50% of marks prescribed for the internal assessment, then one more opportunity shall be given to him/her to improve the internal marks in the specific course during the next semester.

Passing Minimum for Written Examination

Each candidate who appears for the written examination shall be declared to have passed the written examination only if he/she secures not less than 50% of marks in aggregate in each theory course with a minimum of 45% of marks in the term-end/external examination. All other candidates shall be treated as unsuccessful in the written examination. A candidate who fails in one or more theory courses in the written examination shall be permitted to appear again only for those courses in which he/she failed.

Provisions for score Improvement in Theory Courses

- (i) A candidate who passed in all the courses of a semester shall be permitted to improve the marks by reappearing for the whole examination (all theory courses) in the next semester only.
- (ii) A candidate shall be permitted to apply for improvement examinations 30 days in advance of the pertinent semester examination whenever held.
- (iii) If a candidate passes all the courses in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance for improvement, the marks secured by the candidate in the first appearance will prevail.
- (iv) A candidate who appeared for improvement is eligible for reclassification of class only and will not be considered for ranking purpose.

- (v) Improvement is applicable only for theory examinations and not applicable for practicum components.

Reappearance for Theory Courses

Student teachers who have secured R (Reappear) /Ab (Absent in the examination) grade in a particular course (other than the practicum components) can reappear during the subsequent end-semester examination. All applicable fees shall be charged for the purpose of re-appearance in (Theory Courses) examinations. Each unsuccessful candidate after the completion of the two academic years/four semesters shall be permitted to reappear for the written examinations within the next three consecutive academic years.

Revaluation / Retotaling / Xerox Copy of Answer Scripts

Candidates can apply for revaluation / retotaling / xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 20 days after the publication of semester results by paying necessary fee prescribed by the University.

Practical Examination

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 80 working days of school Internship during the third semester. Practical examination shall be normally conducted at the end of the third semester. A panel consisting of two external members appointed by the Tamil Nadu Teachers Education University will assess the practical works, records, instructional materials, teaching competency, EPC records, and also evidence for successful completion of online course of each candidate as mentioned in **Part-A, B, & C.**

S.No.	Sub Code	Practicum Components & Online Course	Credits	Marks
PART –A: Assessment of Teaching Competency and Records				
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Student teachers Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
	TOTAL –A		20	400
PART –B: EPC-Records				
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
	TOTAL –B		4	80
PART –C : Online Course				

1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/ Education/Basic Discipline Skills)	1	20
	TOTAL –C		1	20
	BD3PC	Total (A+B+C)	25	500

Passing Minimum for Practical Examination

Candidates who have secured not less than 50% in each of the practical component for which the weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the practical components should be made available to the duly constituted Practical Examination Board at the time of practical examination and the marks awarded by the Practical Examination Board is final.

Reappearance for Practical Examination

Each unsuccessful candidate shall be permitted to reappear for the practical examination within the next three consecutive academic years, whenever the Tamil Nadu Teachers Education University conducts the practical examination.

7. Eligibility for the Award of Degree

A student teacher shall be declared to be eligible for the award of Degree of Bachelor of Education (B.Ed.) provided that the student teacher has successfully completed the requirements of the B.Ed. programme of study and has passed all the prescribed examinations in all the four semesters within a maximum period of FIVE YEARS reckoned from the commencement of first semester to which the candidate was admitted.

Classification of Successful Candidates

The results of successful candidates at the end of all four semesters shall be classified on the basis of aggregate percentage of marks obtained in all the semesters and the aggregate or Cumulative Grade Point Average (CGPA) for the award of Degree of Bachelor of Education.

Class/Distinction shall be awarded to the candidates after they successfully complete the B.Ed. Programme as per the norms specified below:

Category	Marks Secured in Theory and Practicum	Class / Distinction
Student teachers who successfully complete the B.Ed. programme of study within the duration of 4 semesters in the first attempt (i.e. without arrears in each semester)	75% and above	First Class with Distinction
	60% to 74.99%	First Class
	50% to 59.99%	Second Class
Student teachers who successfully complete the B.Ed. programme of study within the duration of the course (i.e. within the 4 semesters including the arrears)	60% and above	First Class
	50% to 59.99%	Second Class
Student teachers who could not complete the B.Ed. programme of study within the duration of the course (i.e. within the 4 semesters) and clears the arrears within the next three academic years.	50% and above (irrespective of the percentage of marks)	Second Class

Ranking Procedure

Candidates, who pass all the semester examinations in the first attempt are only eligible for ranking.

A candidate who passes the semester examinations in parts is eligible only for classification of class but not for ranking.

8. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular academic year, examination for three more years shall be conducted immediately following thereafter according to the old regulations/syllabus. Candidates who failed to appear for the examinations or unsuccessful in the examinations shall redo the programme and take the examination in accordance with the Regulations and Syllabus of Tamil Nadu Teachers Education University, in force from time to time.

9. Question Paper Pattern

Each question paper shall have three sections comprising Section-A, Section-B, and Section-C.

Section	Type of Question	Number of Questions	Marks for each question	Total Marks
A	Objective Type Questions	5	1	5
B	Short Answer Type (Maximum of 250 words or two and half-a-page for each question)	3 out of 5	5	15
C	Essay Type Questions with internal choice (Maximum of 500 words or 5 pages for each question)	5 (with internal choice)	10	50
	Total			70

SEMESTER-I

EDUCATIONAL PSYCHOLOGY

Course Code : BD1EP

Credits : 5

COURSE OBJECTIVES

- CO1 : Enable student teachers to acquire knowledge about various methods of psychology
- CO2 : Gain knowledge about the concept of learning and its related theories
- CO3 : Understand motivation and its influence on human behavior
- CO4 : Comprehend in-depth the concepts of intelligence and creativity
- CO5 : Explain the concepts and theories of personality

Unit - I : EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

Psychology: Meaning and definitions-Educational psychology: Meaning, scope and significance - Dimensions of human growth and development: Physical, cognitive, emotional, social, moral and language – Phases of developmental and development tasks - Infancy, childhood and adolescence.

Unit - II: ATTENTION, PERCEPTION AND MEMORY

Attention: Meaning, nature and determinants of attention – Sensation and perception – Laws of perception - Errors in perception: Illusion and hallucination - Memory: Meaning, types of memory and Strategies for improving memory.

Unit - III: MOTIVATION AND LEARNING

Motivation: Meaning and definitions-Maslow's theory of motivation and its educational implications – Level of aspiration – Learning: Theories of learning and its educational implications

–Cognitive Theory: Jean Piaget, - Behaviourist Theory- Pavlov's Classical, Conditioning, Skinner's Operant Conditioning and Thorndike Connectionism – Constructivist Theory: John Dewey – Humanistic Theory – Carl Rogers.

Unit - IV: INTELLIGENCE AND CREATIVITY

Intelligence: Meaning, definitions and types - Theories of Intelligence: Two factor, Thurston's Group factor, Thorndike's Multi-factor, Guilford's Structure of Intellect, and Gardner's Multiple Intelligence - Intelligence Quotient (IQ) - Assessment of Intelligence – Creativity: Concept, factors and process - Strategies for fostering creativity.

Unit - V: PERSONALITY

Personality: Meaning, definitions, and determinants of personality - Theories of Personality: Type, trait, and psychoanalytic - Assessment of personality: Projective and non-projective techniques

PSYCHOLOGY PRACTICAL

The student teachers should perform **any five Psychological Experiments and any five Psychological Tests** from the list of psychology given in Semester –III. The activities regarding this shall be carried out during the first semester and the completed practical record should be submitted at the time of practical examinations.

SUGGESTED ACTIVITIES

1. Observe and inquire the process of learning by children from different backgrounds and record your observations.
2. Prepare an album of any 10 psychologists and their contributions to learning.
3. Visit any two Special Educational Institutions and write a report on the methods of teaching.

4. Visit anyone of the Mental Health Institutes to prepare a detailed report about its services.
5. Visit anyone of the Vocational Educational Centers and prepare a report on the Job- oriented courses offered to the delinquents.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: acquire knowledge about various methods of psychology
2. CO2: gain knowledge about the concept of learning and its related theories
3. CO3: get to know about motivation and its influence on human behaviour
4. CO4: acquire knowledge about concepts of intelligence and creativity
5. CO5: familiarize with the concepts and theories of personality

CONTEMPORARY INDIA AND EDUCATION

Course Code : BD1CE

Credits : 5

COURSE OBJECTIVES

- CO1 : Understanding of the nature of social diversity and the educational demands of the diverse communities.
- CO2 : Develop understanding of the issue in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- CO3 : Develop an understanding of the educational policies and programs during the pre- independent and post-independent periods.
- CO4 : Examine the issues of language policy in education.
- CO5 : To develop an understanding of the educational policies and programs during the pre- independent and post-independent periods.

Unit- I: EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT

Education – meaning, definitions, nature, functions and aims; nature of education as a discipline - types of education; formal, informal and non-formal; levels of education - Pre- primary, primary, secondary, senior secondary, higher, professional, distance and optional education; Aims and purposes of education drawn from constitutional provision; Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications.

Unit- II: UNDERSTANDING THE SOCIAL DIVERSITY

Social diversity: Meaning and definition - Education for understanding the social diversity in India – Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Role of education in creating positive attitude towards diversity - inter disciplinary nature of education philosophy, psychology, sociology, anthropology, politics, history;

Unit- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report.

Unit- IV: LANGUAGE POLICY IN EDUCATION

Language policy during the pre-independent and post-independent India – Language policy as specified in Indian Constitution – Views of great thinkers on medium of Instruction: Tagore, Gandhi, Vivekananda.

Unit-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES

Equality of Educational Opportunity; equality in constitutional provisions; Inequality in schooling, Causes for inequality, discrimination, and marginalization in education – Types of inequity: caste, gender, class, regions – Elimination of social inequalities through education – education for marginalized groups: Dalits, tribals and women.

SUGGESTED ACTIVITIES

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalization in education.
2. Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.
3. Report presentation based on the group discussion/ student teachers seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalization of education.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: identify aims of education and types of education.
2. CO2: Explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity
3. CO3: interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.
4. CO4: infer about the Language policies during Pre-independent and Post-independent India.
5. CO5: summarize about equality in constitutional provisions and elimination of social inequalities through education.

TEACHING AND LEARNING

Course Code : BD1TL

Credits : 5

COURSE OBJECTIVES

- CO1 : Enable students understand to the nature of learning and teaching
- CO2 : Comprehend the behavioral, cognitive and humanistic theories of learning and teaching
- CO3 : Critically evaluate the theory of constructivism.
- CO4 : Explore the possibility of teaching in diverse class room
- CO5 : Examine the importance of teaching profession.

Unit - I: NATURE OF LEARNING AND TEACHING

Learning : meaning and definitions - Basic principles of learning-Rote learning vs.meaning full learning-Techniques of active learning and their implications–Self-learning-Teaching : meaning and definitions- Characteristics of good teaching.

Unit- II: TEACHING IN DIVERSE CLASSROOMS AND LEARNING IN AND OUT OF SCHOOL

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-Preparations of teachers of diverse classroom-Diversity in the classroom. Purpose of learning in and out of school- Importance of observation learning - advantages of learning outside the classroom-modern strategies of learning.

Unit- III: THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING

Constructivism : Meaning and definitions- The nature of constructivist learners,and the nature of learning process.

Pedagogical approaches to constructivism-Characteristics of learner - centered teaching and learning-Advantages of learner-centered teaching vs teacher – centered learning.

Unit - IV: MODELS OF TEACHING

Model of teaching: Meaning, definitions, and function- Models: Philosophical teaching models: Insight model (Plato) Impression model (Jhon Locke) and Rule model (kanl)- Psychological models: Basic teaching model (Robert Glasser), Interaction model (Flander) and Computer based model (Daniel Davis) – Modern teaching models;: Information processing models -, Personal models, social interaction models and Behavior modification models.

Unit - V: TEACHING AS A PROFESSION

Teaching: Concept, nature and characteristics: Concent knowledge, Pedagogical Knowledge, Technological knowledge, professional attitude, reflective practice- Continuing professional development of teachers: Concept, process and strategies- Teacher's professional ethics and accountability: Meaning, importance and dimensions- Recommendations of NPE 1968, NPE 1986,92, RTE Act 2009 and NPE 2020.

SUGGESTED ACTIVITIES

1. Students seminar on techniques of active learning
2. Debate on the behavioral theories of learning.
3. Present a report on the group discussion of constructivism.
4. Discussion on approaches to learning in and out of school.
5. Students seminar on "Teaching as the noblest profession".

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: generalize the Principles of Language across the Curriculum
2. CO2: practice Language proficiency skills.
3. CO3: distinguish the models of curriculum integration.
4. CO4: summarize the theories of language learning.
5. CO5: interpret the language related issues.

LANGUAGE ACROSS THE CURRICULUM

Course Code: BD1LC

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept and principles of language across the curriculum
- CO2 : Develop the skill of enhancing language proficiency
- CO3 : Acquire knowledge of integrated curriculum and language education
- CO4 : Understand the theories of language learning
- CO5 : Analyse the language related issues

UNIT – I: CONCEPTUALIZATION AND PRINCIPLES OF LANGUAGE ACROSS THE CURRICULUM

Language Across the Curriculum, meaning, concept goals, aims, needs and importance of Plurilingualism. - Modes of human activities involving language -Language Objectives: relationship between language and thinking – development of conceptual literacy – Basic tenets of language across the curriculum. - principles of language across the curriculum – integration across the curriculum: personal and pedagogical integration.

UNIT - II: ACADEMIC AND SOCIAL LANGUAGE

Language: meaning, concept, definitions, aims, objectives functions and importance – proficiency of home language and school language - Strategies for Enhancing Language proficiency: drama, essay, story telling, group discussion, peer tutoring - nature of expository texts Vs. narrative texts - transactional Vs. reflexive texts. reading comprehension skills, language skills and literacy skills - linguistic education: academic language and social language, CALP skills, BICS skills, conceptual literacy.

UNIT-III: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

Integrated Curriculum types, meaning, key features, objectives types of integration – levels of curriculum integration – Models of curriculum integration: Multidisciplinary inter-disciplinary trans disciplinary and spiral curricula – Coyle's 4C's of curriculum. – Content and language integrated learning approach in the classroom - National Curriculum Framework (NCF-2005) - Recognition of mother tongue.

UNIT - IV: THEORIES OF LANGUAGE LEARNING

Plato's problem theory of language – Cartesian theory of language production – Locke's theory of tabula rasa – Skinner's imitation theory of language acquisition – Chomsky's universal grammar theory – Schumann's cultural theory – Krashen's monitor theory – Piaget's views on language learning – Vygotsky's cultural tools for language learning.

UNIT - V: LANGUAGE RELATED ISSUES

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom. Linguistic interdependence and the educational development of bilingual and multi-lingual children - Nature of reading comprehension in the content areas - Developing writing skills in specific content areas. - Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics.

SUGGESTED ACTIVITIES

1. Write an assignment on the basic tenets of language across the curriculum

2. Make the student teachers to participate in the discussion on home language Vs. school language.
3. Have a group discussion on NCF'2005.
4. Present a seminar on different theories language learning
5. Enact a drama on the significance of language

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: Generalize the principles of language across the curriculum
2. CO2: Practice language proficiency skills.
3. CO3: apprehend the models of language learning.
4. CO4: Summerize the theories of language learnng.
5. CO5: Interpret the language related issues.

தமிழ்

Course Code: BD1TA

Credits : 5

பாடத்தின் நோக்கங்கள்

- CO1 : தமிழ் மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் முக்கியத் துவத்தை அறிதல்
- CO2 : கற்பித்தல் திறன்களைப் புரிந்து கொண்டு திறன் பெறுதல்
- CO3 : கற்பித்தல் அணுகு முறைகளைப் பயன்படுத்தல்
- CO4 : கற்பித்தல் முறைகளைத் தொகுத்தறிதல்
- CO5 : கற்பித்தல் ஊடகங்களைக் கையாளும் திறன்பெறுதல்.

அலகு. 1 : தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ் கற்பித்தலின் அடிப்படை, விழுமம் (ஒழுக்கநெறி, சமுதாய மேன்மை, இறையுணர்வு) குறிக்கோள்களும் நோக்கங்களும் : கற்பித்தலுக்கான நோக்கங்கள் மற்றும் நடத்தைக்கான நோக்கங்கள் – தமிழ் கற்பித்தலின் தேவை, முக்கியத்துவம் – கற்பித்தலுக்கான புளுமின் வகைமை நெறி : அறிவுக்களம், உணர்தல் களம் – உள இயக்கசார் களம் – திருத்தப்பட்ட புளுமின் வகைமை நெறி 2001 (ஆண்டர்சன் & கிரத்-வால்) – களங்களுக்கு இடையேயான தொடர்பு, பாடங்களுக்கு இடையேயானதொடர்பு.

அலகு.2: கற்பித்தல் திறன்கள்

நுண்ணிலைக் கற்பித்தல்: பொருள், வரையறை – படிநிலைகள் – சுழற்சி – தொடங்குதல் திறன், விளக்குதல் திறன், வினாக்கேட்டல் திறன், பல்வகைத் தூண்டல் திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன்; கரும்பலகையைப் பயன்படுத்தும் திறன், முடிக்கும் திறன், உற்று நோக்கல், இணைப்புப் பாடம், நுண்ணிலைக் கற்பித்தலுக்கும் வகுப்பறைக் கற்பித்தலுக்கும் இடையேயான வேறுபாடு – பாடநிகழ்வு.

அலகு.3: கற்பித்தல் அணுகுமுறைகள்

பாடம் கற்பிப்புத் திட்டத்தின் அணுகுமுறைகள், இன்றியமையாமை – பாடம் கற்பித்தலின் படிநிலைகள் – கற்பித்தலை ஒழுங்கமைத்தல் : நினைவக நிலை (ஹோப்மாண்டியன் மாதிரி), புரிதல் நிலை (மோரிசன் கற்பித்தல் மாதிரி), பிரதிபலிப்பு நிலை (பிக்கி ஹண்ட் கற்பித்தல் மாதிரி) பாடம் கற்பித்தலுக்கான நோக்கங்களை வரையறுத்தல் – பாடம் கற்பிப்புத் திட்டம் தயாரித்தல் – அலகுத்திட்டம் – அலகுத்திட்டம் தயாரித்தல்.

அலகு. 4: கற்பித்தல் முறைகள்

ஆசிரியர் மையக் கற்பித்தல்:விரிவுரைமுறை- பகுத்தறி முறை, தொகுத்தறி முறை, விதி வருமுறை மற்றும் விதிவிலக்க முறை- செயல் விளக்க முறை - மாணவர் மையக் கற்பித்தல் : கருத்தரங்கம் - பட்டிமன்றம் - குழு விவாதம் - குழு கற்பித்தல் முறை - இடை வினையாற்ற கற்றல், கெல்லர் திட்டம் - செயல் வழிக்கற்றல் - படைப்பாற்றல் கல்வி- மனவரை படம் - கூடுதல் படைப்பாற்றல் கல்வி.

அலகு.5: கற்பித்தல் ஊடகம்

கற்பித்தல் ஊடக வகைப்பாடு-வகுப்பறைக் கற்பித்தலில் ஊடகத்தின் பயன்பாடு - அண்மைக் கால கற்பித்தல் போக்குகள் : மின் கற்றல் - விண்ணரங்கம் - தகவல் தொடர்பு செயற்கைக்கோள் - மொழி பயிற்றாய்வுக் கூடம், செயற்கை நுண்ணறிவு (Artificial Intelligence) மெய்நிகர் தோற்றம் (Augmented reality) - இணைத்துக் கற்றல் (Blended Learning); - இணைய நூலகம் - இணைப்பு நிஜமாக்கம்; (Virtual reality).

பரிந்துரைக்கப்பட்ட செயல்பாடுகள்

1. தமிழ் மொழி கற்பத்திலின் நோக்கங்கள் மற்றும் குறிக்கோள்கள் குறித்து கலந்துரையாடல்.
2. ஒவ்வொருகற்பித்தல் திறனிலும் மேம்பட்ட பயிற்சியினை பெற்றிட பயிலரங்கங்கள் ஏற்பாடுசெய்தல்
3. பல்வேறு கற்பித்தல் அணுகுமுறைகளுக் கேற்ப பாடம் கற்பிப்புத் திட்டம் தயாரித்து அறிக்கை சமர்ப்பித்தல்
4. பல்வேறு கற்பித்தல் முறைகள் குறித்து ஆசிரியர் / வல்லுநர் கருத்துரை நிகழ்த்துதல்
5. பல்வேறு கற்பித்தல் ஊடகங்களை திறம்பட பயன்படுத்த மொழி ஆய்வகங்களில் பயிற்சிபெறல்

பாடம் முடிவுறும் தருவாயில்,மாணவர்கள் பெறும் அடைவுகள்

1. தமிழ் மொழிகற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் கண்டறிதல்
2. கற்பித்தல் திறன்களில் மேம்பட்டபயிற்சியினைப் பெறுதல்
3. கற்பித்தல் அணுகுமுறைகளைக் கொண்டொடகற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுதல்.
4. பல்வேறுகற்பித்தல் முறைகளைப் பற்றிதெளிந்தஅறிவினைப் பெறுதல்.
5. கற்பித்தல் ஊடகங்களைத் திறம்படகையாளும் திறன் பெறுதல்.

PEDAGOGY OF ENGLISH- I

Course Code: BD1EN

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Aims and Objectives of teaching of English.
- CO2 : Comprehend the Micro-teaching and its skills.
- CO3 : Understand the different approaches of lesson planning and about lesson plan writing.
- CO4 : Define various methods in teaching of English.
- CO5 : Comprehend various instructional media in classroom teaching of English.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining , Skill of Questioning , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING ENGLISH

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT - IV: METHODS OF TEACHING

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner- centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in English – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
2. student teachers' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
3. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
4. Teacher talk on Herbartian Model and Morrison Teaching Model.
5. student teachers' Seminar on Lesson Plan Writing.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: analyze the aims and objectives of teaching of English.
2. CO2: practice micro teaching skills in the class.
3. CO3: write model lesson plans for teaching a prose and a poetry.
4. CO4: handle various methods of teaching English.
5. CO5: analyse the different use of Mass Media in classroom instruction.

PEDAGOGY OF MATHEMATICS - I

Course Code: BD1MA

Credits : 5

COURSE OBJECTIVES

- CO1 : Explain the Aims and Objectives of teaching Mathematics.
- CO2 : Analyse the Micro teaching skills in teaching Mathematics.
- CO3 : Construct a model Lesson Plan for teaching Mathematics.
- CO4 : Recognise the various methods of teaching Mathematics.
- CO5 : Develop ICT knowledge in Mathematics.

Unit-I : AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioral Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

Unit-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle, Micro-teaching Vs Macro-Teaching - Micro Teaching Skills: Skill of Set Induction, Skill of Explaining, Skill of Blackboard Usage, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

Unit – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

Unit-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

Unit-V: INSTRUCTIONAL MEDIA

Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

1. Student' seminar on the need, significance, and values of teaching Mathematics.
2. Prepare any two Micro teaching skills and practise them in front of the peer in the class.
3. Prepare a model lesson plan for Mathematics.
4. Teacher talk/Expert talk on different methods of teaching Mathematics.
5. Write an essay on the role of ICT in teaching Mathematics.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: understand the aims, objectives, need and significance of teaching Mathematics.
2. CO2: develop appropriate Micro Teaching Skills in Macro teaching.
3. CO3: prepare a Lesson Plan to teach Mathematics.
4. CO4: analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.
5. CO5: utilize ICT skills for teaching Mathematics.

PEDAGOGY OF PHYSICAL SCIENCE – I

Course Code: BD1PS

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the aims and objectives of teaching Physical Science.
- CO2 : Comprehend the various teaching skills.
- CO3 : Learn instructional objectives for a Lesson
- CO4 : Identify different methods in teaching Physical Science
- CO5 : List the various resources in teaching Physical Science

UNIT-I : AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Physical Science: Meaning, Nature, Scope, Need and Significance of teaching Physical Science - Values, Aims and Objectives of teaching Physical Science in Schools - Instructional objectives and Behavioural Objectives of Physical Science - Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl).

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Skill of Explaining, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Investigatory approach, Collaborative learning, experimental learning, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM) - Advanced Active Learning Method (AALM)-Concept Map.

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in Physical Science – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Student' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Student' seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the need and significance of teaching Physical Science.
2. CO2: formulate the instructional objectives of a lesson.
3. CO3: practise the microteaching skills in Physical Science.
4. CO4: interprets various methods of teaching Physical Science.
5. CO5: analyse and use the resources for teaching Physical Science.

PEDAGOGY OF BIOLOGICAL SCIENCE – I

Course Code: BD1BS

Credits : 5

COURSE OBJECTIVES

- CO1 : Acquire knowledge on the Aims and Objectives of teaching Biological Science.
- CO2 : Understand the steps in planning a lesson.
- CO3 : Comprehend the teaching skills in Biological Science.
- CO4 : Identify the various methods of teaching Biological Science.
- CO5 : Develop interest on the resources for teaching Biological science.

UNIT- I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Biological Science: Meaning -Aims and objectives of teaching Biological Science in schools – Need and significance of teaching Biological Science- Nature – Scope -Values of Teaching Biological Science. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Biological Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher-centred methods:Lecture method – Demonstration method – Team Teaching. Learner –centred methods: Laboratory method - Peer tutoring/ teaching by student teachers – Project method – Individual activities – Experiential method – Teacher guided learning – Problem- solving method –Small group/whole class interactive learning – student teachers' Seminar – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning.

UNIT-V: INSTRUCTIONAL MEDIA

Print Resources: Newspapers – Journals and magazines – Science Encyclopaedias. Audio Resources: Radio talk – Audio Tapes – DVDs/CDs. Visual resources: Pictures – Flash cards – charts – Posters – Photographs – Models. ICT Resources: Radio – Television- Internet, Multimedia, Interactive whiteboard, Online Teaching Resources. Community resources: Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair – Fieldtrip –New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SUGGESTED ACTIVITIES

1. Student' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Student' seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the Aims and Objectives of pedagogy of economics.
2. CO2: discuss the way of planning for instruction.
3. CO3: analyse the importance of teaching skills.
4. CO4: construct a lesson plan for teaching economics.
5. CO5: use the resources for teaching economics.

PEDAGOGY OF COMPUTER SCIENCE - I

Course Code: BD1CS

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the aims and objectives of Teaching Computer Science
- CO2 : Gain mastery of teaching skills in their teaching.
- CO3 : Learn various models and levels of teaching Computer Science.
- CO4 : Comprehend the various methods of teaching Computer Science
- CO5 : Gain knowledge on usage of instructional media in teaching Computer Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle , Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining , Skill of Questioning , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode

UNIT – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction , Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

1. Write general and specific instructional objectives for one of the lessons in Computer Science.
2. Prepare an episode and link lesson for anyone of the topics in Computer Science using anyone of the skills in micro teaching.
3. Write a lesson plan for anyone of the lessons in Computer Science.
4. Develop a programmed learning instruction material for one of the topics in Computer Science.
5. Write an essay on Classification on Instructional Media

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: explain the aims and objectives of teaching Computer Science.
2. CO2: select and use appropriate teaching skills in their teaching.
3. CO3: write lesson plans and unit plans on their own.
4. CO4: develop programmed instruction for the lessons in Computer Science.
5. CO5: explain the various instructional media to be used in teaching Computer Science.

PEDAGOGY OF HISTORY – I

Course Code: BD1HI

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Aims and Objectives of Teaching History.
- CO2 : Gain mastery of the Teaching skills.
- CO3 : Know various approaches in Teaching History.
- CO4 : Apply various methods in Teaching History.
- CO5 : Use various instructional media in Teaching History.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HISTORY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map- reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching History: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Student' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Student' seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: describe the need and importance of Teaching History.
2. CO2: demonstrate the various Teaching skills.
3. CO3: prepare a Lesson Plan.
4. CO4: handle various Methods of Teaching History.
5. CO5: utilize various instructional media in Teaching History.

PEDAGOGY OF ECONOMICS – I

Course Code: BD1EC

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the aims and objectives of teaching Economics.
- CO2 : Formulate instructional objectives for a lesson.
- CO3 : Gain mastery of the teaching skills.
- CO4 : Apply various methods in teaching Economics.
- CO5 : Use various resources in teaching Economics.

UNIT- I AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Economics: Meaning -Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Nature – Scope -Values of Teaching Economics. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map- reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Economics: The Concentric Approach, Topical Approach, Chronological Approach, Unit

Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Charts, Maps, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality. Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

SUGGESTED ACTIVITIES

1. Student' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Student' seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the Aims and Objectives of pedagogy of economics.
2. CO2: discuss the way of planning for instruction.
3. CO3: analyse the importance of teaching skills.
4. CO4: construct a lesson plan for teaching economics.
5. CO5: use the resources for teaching economics.

PEDAGOGY OF COMMERCE AND ACCOUNTANCY - I

Course Code: BD1CA

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Aims and Objectives of teaching Commerce and Accountancy.
- CO2 : Comprehend instructional objectives for a lesson.
- CO3 : Gain mastery of the teaching skills.
- CO4 : Identify various methods in teaching Commerce and Accountancy.
- CO5 : List various resources in teaching Commerce and Accountancy.

UNIT- I AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Commerce: Meaning, Nature and Scope – Aims and objectives of teaching Commerce in schools: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects– Values of Teaching Commerce.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus

Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING COMMERCE AND ACCOUNTANCY

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT - IV: METHODS OF TEACHING

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner- centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in Commerce and Accountancy – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Community Resources: Fieldtrips - Commerce Exhibition/Fair - Commerce Resource Centre - Commerce Club - Qualities of a good commerce textbooks - Qualities of a good Commerce teacher.

SUGGESTED ACTIVITIES

1. Preparation and presentation of a report on different resources for teaching
2. Prepare a Model Lesson plan in Social Science for Level-I, and in Commerce and Accountancy for Level-II.
3. Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.
4. Teacher talk / Invited lecture on different methods of teaching Commerce and
5. Teacher talk / Invited lecture on the place of Commerce in school curriculum.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: analyze the aims and objectives of teaching of Commerce.
2. CO2: practice micro teaching skills in the class.
3. CO3: write model lesson plans for teaching Commerce and Social Science.
4. CO4: handle various methods of teaching Commerce and Social Science
5. CO5: analyse the different use of Mass Media in classroom instruction.

SEMESTER - II

CHILD RIGHTS AND PROTECTION

Course Code: BD2CP

Credits : 5

COURSE OBJECTIVES

- CO1 : To understand the theoretical knowledge of child rights with practical applications and examples
- CO2 : To identify all forms of violence against children
- CO3 : To enlighten various Child rights Policies, laws and Institutions
- CO4 : To realize the importance of child friendly learning schools and the role of Teachers
- CO5 : To promote skills for ensuring child participation and protection

UNIT 1: CONCEPT OF CHILD RIGHTS

Concept and definition of child and child rights - Definition of a child under various laws in India: History of child rights in Tamil Nadu and India , Non-Governmental Organizations (NGO) working for child rights in Tamil Nadu and India - Historic treatment of children - Understanding child rights from the perspective of affected people - Importance and need to the rights of children - United Nations Convention on the Rights of the Child (UNCRC) - The Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) - Children's rights sustainable development goals.

UNIT 2: VIOLENCE AGAINST CHILDREN

Violence Against Children (VAC): Various forms and trends in Tamil Nadu –Abuse of trust - Discrimination - Drug dependency among children - Online abuse - Suicidal tendency among Children- Intersectionality - Consequences of impact of violence

on children - Factors leading to vulnerability of children in Tamil Nadu and root causes.

UNIT- III : CHILD RIGHTS - LAWS, POLICIES AND INSTITUTIONS

Juvenile delinquency, Juvenile Justice and Protection of Children Act 2015 - Rights to free and Compulsory Education Act 2009 - The Protection of Children from Sexual Offences Act (POCSO) 2012 - The Prohibition of Child Marriage Act 2006 - Child Labour (Prohibition and Regulation) Act, 1986 - National and State Policies for Child Protection - Vishaka Committee - Suppression of Immoral Traffic in Women and Girls Act, 1956 (SITA) - Child Protection System in India - The United Nations (UN) Human Rights Council - UN Committee on the Rights of Children and Special Rapporteurs on issues related to children.

UNIT – 4 : CHILD FRIENDLY SCHOOLS AND ROLE OF TEACHERS

Child friendly schools – Concept and importance - Role of teachers in safeguarding the rights of children in schools - Importance of child protection policy in schools - Creating space and opportunity for children to participate and express their voices/opinions - Importance of child rights clubs in schools – Role of School Management Committees (SMCs) – Challenges of teachers as child rights practitioners.

UNIT - 5: SKILLS FOR CHILD PROTECTION AND PARTICIPATION

Identification of children in vulnerable situations - Identifying and recognizing the warning signs and factors of varying types of child abuse and neglect - Skills to deal with the children affected by violence – Role of teachers and other professionals in diagnosing and reporting suspected cases of child abuse

and neglect - Psycho-social support and referral services for the vulnerable children – Teachers as mentors of children for ensuring their participation and protection – Positive discipline techniques for the teachers - Skills for celebrating child rights.

SUGGESTED ACTIVITIES

1. Conduct awareness programmes / debates and discussions on child rights and child protection in school.
2. Visit to Child Helpline / District Child Protection Unit / Child Welfare Committee / Juvenile Justice Board, etc.
3. Producing audio-visual materials / documentary videos / short videos / YouTube videos / songs / cartoon / comic books / performing arts on child rights
4. Screening and discussion on educational feature films, documentary and short films:
 - a. Iranian films like “Birds of Paradise,” “Where is my friend’s Home?” for student teachers to view collectively. (or)
 - b. Not One Less is a 1999 drama film by Chinese director Zhang Yimou, adapted from Shi Xiangsheng’s 1997 story A Sun in the Sky (or)
 - c. Red leaves Falling – A story of sex Trafficking and child pornography, Stairway Foundation (or)
 - d. A Good Boy – Story of Pedophilia produced by Stairway Foundation &
 - e. Short Film
 - i. Online Predators in Tamil (<https://youtu.be/xzYmoe5NDNQ>) (or)
 - ii. Cyber Safety <https://youtu.be/IF7ignIGkNw> (or)

iii. Child Sexual Abuse <https://youtu.be/hCehDOJ1vWI> (or)

iv. Freedom from Fear <https://youtu.be/Ntz0hQ7tw>
(or)

5. Suggested any two activities to enhance the learning outcomes

Case studies on Violence Against Children

1. Child Marriage 2. Physical Violence 3. Child Sexual Abuse 4. Child in Conflict with Law 5. School Drop Outs

ASSESSMENT FOR LEARNING

Course Code: BD2AL

Credits : 5

COURSE OBJECTIVES

- CO1 : Describe the meaning and role of assessment in learning.
- CO2 : Understand the assessment practices in various approaches of teaching.
- CO3 : Identify tools and techniques for classroom assessment
- CO4 : Develop necessary skills for preparation of achievement test and diagnostic tests
- CO5 : Master various statistical techniques for reporting quantitative data

Unit I: BASICS OF ASSESSMENT

Meaning and definitions - Measurement, Assessment and Evaluation - Role of assessment in learning- as learning, for learning, and of learning - Formative and Summative assessment - purpose of assessment -Principles of assessment practices – Principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student' performance, summarization and interpretation of results, reporting of assessment findings.

Unit II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student teachers evaluation in transmission-reception (Behaviourist) model of education- drawbacks - Changing assessment practices- Assessment in Constructivist approach - Continuous and Comprehensive Evaluation- Projects, Seminars, Assignments, Portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based

- Practices of Assessment dialogue, Feedback through marking, peer and self –assessment.

Unit III: TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT AND ISSUES

Tools & techniques for classroom assessment: Observation, self-reporting, anecdotal records, check lists, rating scale, types of tests - rubrics- meaning and importance - assessment tools for affective domain- attitude scales, motivation scales- Interest inventory - Types of test items-Principles for constructing test items. Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - reforms in assessment: Open book and online - examinations.

UNIT IV: ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment - Culturally Responsive Assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test - Construction of scoring key - Marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning - Assessing the disabled and performance outcomes of diverse learners - Assessment and feedback - Process of feedback.

Unit V: PREVALENT PRACTICES OF ASSESSMENT AND REPORTING OF QUANTITATIVE DATA

Drawbacks of Present Assessment System – Assessment for Better Learning, Confident learning and creative learners – Reflective journal – students' portfolio. Interpreting and reporting quantitative Data – Measures of central tendency, Measures of dispersion and correlation – graphs and diagrams.

SUGGESTED ACTIVITY

1. Conduct seminar on changing assessment practices.
2. Discussion on rubrics of assessment
3. Present a Power Point presentation on formative and summative assessment.
4. Submit an assignment of drawbacks of Present Assessment system.
5. Workout examples for central tendency, dispersion and correlation.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: Gain knowledge of judging and scoring of student performance.
2. CO2: Know the principles of assessment practices.
3. CO3: Differentiate between the types of assessment.
4. CO4: Point out the key issues in classroom assessment.
5. CO5: Understand how assessment can be possible in inclusive settings.

ENVIRONMENTAL EDUCATION

Course Code: BD2EE

Credits : 5

COURSE OBJECTIVES

- CO1 : Realise the need for environmental education.
- CO2 : List the natural resources and its associated problems.
- CO3 : Identify the different types of pollution and its management.
- CO4 : Appreciate the policies and programmes initiated to protect the environment.
- CO5 : Analyse the environmental education curriculum.

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and Meaning of Environment – Components of Environment – Types of Environment – Environmental Awareness – Environmental Attitude – Ecological Intelligence – Ecological Sensitivity – Environmental Education: Focal Aspects of Environmental Education – Goals of Environmental Education – Objectives of Environmental Education – Need and Importance of Environmental Education – Scope of Environmental Education.

UNIT II: - NATURAL RESOURCES, PROBLEMS, AND SOLUTIONS

Land Resources and Prevention of Soil Erosion – Forest Resources and Prevention of Deforestation – Water Resources and Prevention of Water Scarcity – Mineral Resources, and Prevention and Exploitation of Minerals – Food Resources, Food Crisis, and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT –III: ENVIRONMENTAL POLLUTION, HAZARDS, AND DISASTER MANAGEMENT

Environmental Degradation –Types of Environmental Degradation – Environmental Pollution – Environmental Pollutants – Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Radiation/Nuclear Pollution, Light Pollution, Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, Cyclone, Flood - Nuclear and Industrial Accidents – Oil Spills

UNIT –IV: ENVIRONMENTAL PROBLEMS, POLICIES, AND PROTECTION OF ENVIRONMENT

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna– National Environmental Policies and Programmes: Environmental Legislation, Acts, Rules, Notifications and Amendments, National and Regional Green Tribunals, Pollution Control Board – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace–International Union for Conservation of Nature

UNIT 5 - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Status of Environmental Education in School Curriculum – Environmental Education at different levels of School Education –Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP, CEE and NCERT in promoting Environmental Education

SUGGESTED ACTIVITIES

1. Discussion on the need and importance of protecting the environment
2. Seminar on environmental awareness and environmental attitude
3. Teacher talk on the need and importance of protecting water resources
4. Preparation of a scrap book on issues related to environment
5. Power point presentation on different types of environmental pollutions and its causes

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: understand the need for environmental education.
2. CO2: name the natural resources and its associated problems.
3. CO3: identify the different types of pollution, its impact and management of pollution.
4. CO4: appreciate the policies and programmes initiated to protect the environment.
5. CO5: analyse the environmental education curriculum.

SCHOOL MANAGEMENT AND ADMINISTRATION

Course Code: BD2SM

Credits : 5

COURSE OBJECTIVES

- CO1 : Comprehend the different forms of school management.
- CO2 : Identify the merits and limitations of different management approaches in school management and administration.
- CO3 : Understand the various theories of educational administration.
- CO4 : Describe the role of headmaster and headmistress in school management.
- CO5 : Identify the role of agencies that provide financial support to education.

UNIT – 1: SCHOOL MANAGEMENT

School Management: Concept, definition, meaning, characteristics and scope –Participatory and non- participatory management –Planning, organizing and controlling in educational management- Resource Management: Human resource, Material resource, financial resource.

UNIT – II: MANAGEMENT APPROACHES

Types of Management approaches: Man power approach – Cost-benefit approach – Social demand approach – Social justice approach – Rate of return approach – Intra-educational extrapolation approach – Demographic projection model.

UNIT – III: EDUCATIONAL ADMINISTRATION

Educational administration: Definition, aims, objectives, scope, types and functions – Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership- Measurement of leadership.

UNIT – IV: SCHOOL ADMINISTRATION

School administration : Meaning, nature, aims, objectives and principles – Institutional planning – School complex – Democratic administration in education – School plan – Time table – Role of Headmaster / Headmistress and Teachers in school administration.

UNIT – V: FINANCING EDUCATION IN INDIA

Financing of education in India: Role of Union Government, State Government, Local Bodies/Government, UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student teachers loans, education chess, industry and external aids.

SUGGESTED ACTIVITIES

1. Visit a nearby school and prepare a detailed report on its administrative system.
2. Debate on the advantages and disadvantages of various management approaches.
3. Presentation on the salient features of various theories of school Administration.
4. Group discussion on the role of Headmaster and Head mistress in school administration.

5. Present a report on the role of UNESCO, UNICEF&UNDP

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: explain the characteristics of various forms of school management.
2. CO2: describe the different management approaches in school management and administration.
3. CO3: demonstrate the salient aspects of various theories of educational administration.
4. CO4: spell out the role of a Headmaster and Headmistress in school management.
5. CO5: appreciate the role of different agencies that provide financial support for education.

தமிழ்

Course Code: BD2TA

Credits : 5

பாடத்தின் நோக்கங்கள்

- CO1 : தாய்மொழிக் கல்லியின் சிறப்பினை அறிதல்.
- CO2 : மொழித்திறன்களையும் வளங்களையும் புரிந்துகொள்ளல்.
- CO3 : கலைத்திட்டத்தைப் பகுப்பாய்வு செய்து பாடநூல் தயாரித்தல்
- CO4 : கற்றுணுக்கான அடிப்படைவளங்களைக் கையாளும் திறன் பெறல்
- CO5 : சோதனைகளைக் கட்டமைத்துபுள்ளியியல் அளவைகளைக் கொண்டு மதிப்பீடு செய்தல்.

அலகு. 1: தாய்மொழிக் கல்லியின் சிறப்பு

தாய் மொழிக் கற்பித்தலின் இன்றியமையாமை: சிந்தனை, எண்ணம், படைப்பாற்றல் கற்பனையாற்றலை வளர்த்தல் – கருத்துக்களைப் பகிர்ந்து கொள்ளுதல் – இலக்கியநயமுணர்ந்து இன்புறல் – சமூகப் பண்பாட்டு மரபினை அறிதல் – ஒழுக்கப் பண்புகளை வலியுறுத்தல் மொழிப்பற்று, நாட்டுப்பற்றை வளர்த்தல் வாழ்வியல் திறன்களைப் பெறுதல் – பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு மொழிக் கற்பித்தலின் பொதுக் கோட்பாடுகள் உளவியல் கோட்பாடுகள்.

அலகு.2: மொழித் திறன்களும் வளங்களும்

திறன்கள், அப்படைத் திறன்கள்: கேட்டல், பேசுதல் படித்தல், எழுதுதல் – அவற்றின் வகைப்பாடுகள் – பயிற்சிமுறைகள், உயர்நிலைத் திறன்கள் : வகைப்பாடு, எழுத்து நிலை, பேச்சுநிலை – நோக்கங்கள் கற்பித்தல், தேர்ந்தறி முறைகள் – வளங்கள் : செய்யுள், உரைநடை, இலக்கணம் ஒவ்வொன்றின் வகைப்பாடுகள்– நோக்கங்கள்–பயன்கள்– கற்பித்தல் முறைகள், பழகுசெயல்கள்.

அலகு. 3 கலைத்திட்டமும் பாடநூலும்

கலைத்திட்டம் – வரையறை–கலைத்திட்டம் உருவாக்குதலில் உள்ள சில அடிப்படைக் கோட்பாடுகள் – தேசிய கல்விக் கொள்கையில் தாய் மொழி பெறும் இடம் – தனிநபர் வேறுபாடு–மாவிரும் சமுதாயம் – பாடநூலின் பண்புகள், சிறந்த பாட நூல்களை தயாரிக்கும் பொழுது மனதிற்கொள்ளத்தக்க செய்திகள் தற்போது நடைமுறையில் உள்ள பாடநூல் பற்றிய பார்வை – நூலகப்படிப்பு

அலகு 4: கற்றலுக்கான அடிப்படைவளங்கள்

பாடநூல் தொடர்பான பார்வை நூல்கள் அகராதி அபிதான சிந்தாமணி பல்கலைக் கழகப் பேரகராதி (Lexicon) இலக்கிய வரலாறு கால அடிப்படையிலான பார்வை இலக்கிய வகைகள் இலக்கியக் கலைக் கூறுகள் இலக்கியத் திறனாய்வு: வரலாற்றுஅடிப்படை விழுமியப் பதிவுகலைக்கூறுகள் மனித வளம்; பொதுஊடகங்கள் தமிழாசிரியரின் சிறப்புப் பணிபுகள்.

அலகு 5 சோதனையும் மதிப்பிடலும்

சோதித்தலின் நோக்கம் முக்கியத்துவம் – மொழியறிவுச் சோதனையின் வகைகள் குறையறிதல் தொகுநிலை – அடைவு – சோதனைஉருக்கள்: (Test Items) – அகவயம் – புறவயம் – பயன்பாடு – தயாரிப்புமுறைகள் வினாத்தாள் திட்டவரைவு (Blue Print) உருக்களின் அட்டவணைதயாரிப்பு- மதிப்பெண் வழங்கும் முறையும் மதிப்பிடுதலுக்கானவிடைக் குறிப்புகளும் – தேர்வுருப் பகுப்பாய்வு புள்ளியியல் அளவைப் பயன்பாடு.

பாடம் முடிவுறும் தருவாயில், மாணவர்கள் பெறும் அடைவுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல் .
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவுபெறுதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தைஉணர்தல்.
4. கற்றலுக்கான அடிப்படைவளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டு சோதனைகளைக் கட்டமைத்தல் மற்றும் மதிப்பீடுசெய்வதில் மேம்பட்டபயிற்சியினைப் பெறுதல்.

PEDAGOGY OF ENGLISH - II

Course Code: BD2EN

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept of pedagogy, andragogy and heutagogy.
- CO2 : Comprehend the Bruner's concept attainment model and Ausbel's advance organiser model.
- CO3 : Gain mastery of role play, simulation, gaming and prioritisation exercises.
- CO4 : Use different types of resources, users and their role in a resource centre.
- CO5 : Comprehend the construction of achievement test and blue print making.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to andragogy to heutagogy
– Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: RESOURCE-BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ENGLISH

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the Construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/invited talk on andragogy, heutagogy-concept and stages.
2. Teacher talk/invited talk on Bloom' Mastery Learning, Skinner's Operant Training and Bruner's Concept attainment model.

3. Student' seminar on Carl Roger's non-directive and William Gordon's Synectics models.
4. Student' seminar on Blue Print and Question Pattern.
5. Teacher talk on defining educational Resources and Resource Centre (Area) and Resource Bank.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: analyse the concept of pedagogy, andragogy and heutagogy.
2. CO2: practise Carl Roger's Non-directive model in a new learning situation
3. CO3: practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.
4. CO4: analyse different types of Educational Resources in Classroom learning.
5. CO5: set achievement test and evaluate English based instruction.

PEDAGOGY OF MATHEMATICS – II

Course Code: BD2MA

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept of critical Pedagogy.
- CO2 : Learn the various teaching Models.
- CO3 : Comprehend the Activity Based Instruction and Group Controlled Instruction.
- CO4 : Recognise the various Educational Resources for teaching and learning Mathematics.
- CO5 : Understand the differences between Assessment and Evaluation

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction:

Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV RESOURCE BASED LEARNING

Defining Educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF MATHEMATICS

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/ Invited lecture on Paradigm shift from pedagogy to Andragogy to Heutagogy.
2. Student' seminar on types of Group- Controlled Instruction.
3. Preparation and presentation of a report on various Teaching Models.
4. Explain the role of Educational Resource centre in teaching Mathematics.
5. Construct an achievement test with blue print and question pattern.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: explain the concept of critical pedagogy.
2. CO2: adopt various teaching Models in teaching Mathematics.
3. CO3: demonstrate Activity Based Instruction and Group Controlled Instruction.
4. CO4: develop the various Educational Resources for teaching and learning Mathematics.
5. CO5: analyse the difference between Assessment and Evaluation.

PEDAGOGY OF PHYSICAL SCIENCE – II

Course Code: BD2PS

Credits : 5

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis
2. Explain the different teaching models
3. Discuss the activity - based and group-controlled instruction
4. Use various Resources in Resource - Based Learning
5. Analyse the Assessment in Pedagogy of Physical Science

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction:

Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Physical Science - Identifying and analyzing the learning resources in teaching-learning process of Physical Science - Physical Science Laboratory as a learning resource - Use of Science and Physical Science experiment kits in teaching - learning of Physical Science - Field visits and excursion as learning resource in Physical Science - ICT based virtual experiments and simulations as learning resource in Physical Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Physical Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF PHYSICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Conduct a seminar in the class on teaching Models
2. Planning and conducting experiments for Science/ Physical Science
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation(s) used for teaching-learning in the class

5. Critical review of a Textbook of Science/ Physical Science

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the importance of Critical Pedagogy.
2. CO2: appreciate the various models of teaching.
3. CO3: practise Activity Based Instruction in teaching Physical Science.
4. CO4: analyse and use the resources for teaching Physical Science.
5. CO5: handle various types of evaluation in teaching Physical Science.

PEDAGOGY OF BIOLOGICAL SCIENCE – II

Course Code: BD2BS

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept of Pedagogical Analysis.
- CO2 : Comprehend the different teaching models.
- CO3 : Demonstrate the activity - based and group Controlled Instruction.
- CO4 : State various Resources in Teaching Learning Process of Biological Science.
- CO5 : Analyze the Assessment in Pedagogy of Biological Science.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled

Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV:LEARNING RESOURCES

Need and significance of learning resources in Biology - Identifying and analyzing the learning resources in teaching-learning process of Biology - Biology Laboratory as a learning resource - Use of Science and Biology experiment kits in teaching-learning of Biology - Field visits and excursion as learning resources in Biology - ICT based virtual experiments and simulations as learning resource in Biology - Role of the teacher - Limitations and hurdles in the use of various learning resources in Biology.

UNIT – V: ASSESSMENT IN PEDAGOGY OF BIOLOGICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Actual experience of Science/Biology laboratory of practicing school (report submission)
2. Planning and conducting experiments for Science/Biology.
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class.
5. Critical review of a Textbook of Science/Biology.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the importance of Critical Pedagogy.
2. CO2: appreciate the various models of teaching.
3. CO3: practise Activity Based Instruction in teaching of biological science.
4. CO4: analyse and use the resources for teaching biological science
5. CO5: handle various types of evaluation in teaching biological science.

PEDAGOGY OF COMPUTER SCIENCE – II

Course Code: BD2CS

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept of Pedagogy, Andragogy and Heutagogy
- CO2 : Comprehend Skinner's operant training model, Bruner's Concept attainment model and Instructional models in Computer – based learning.
- CO3 : Apply activity based and Group-controlled Instruction in learning pedagogy of computer science.
- CO4 : Use educational resources and types of resources in learning Computer Science.
- CO5 : Gain knowledge and understand the construction of achievement test in preparing blue print.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages – Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix). Steps in pedagogical analysis – Five pedagogical approaches – software pedagogy – pedagogical beliefs and attitudes of Computer Science – measuring Computer Science pedagogical content knowledge.

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials

and Benjamin Cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectic's models – types of teaching models – instructional models in Computer-based learning.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification – Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Groups Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects - Computer Science activities – active learning computer science – Three methods of instruction – four types of instructional activities – pros and cons of group-controlled instruction – control instructions in Computer Architecture.

UNIT-IV RESOURCE – BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff. Resource-based learning model – coding and Computer Science resources – resource-based learning activities – benefits of resource-based learning.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMPUTER SCIENCE

Criteria for Teacher Evaluation – Concept of Test, Measurement and Evaluation – Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of

Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. Assessment in pedagogy – purpose of assessment –Teaching of Computer Science in school – computer assisted learning – evaluation of Computer-based instruction – automatic assessment of programming assignment –integration of ICT in teaching and learning.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Foster independent thinking through critical pedagogy.
2. Student' seminar on Bloom's Taxonomy of educational objectives
3. Write an essay on Group controlled Instruction.
4. Teacher talk / Expert talk on Assessment and Evaluation
5. Teacher talk on different types of resource-based learning and role of resource centre.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: analyse the concept of Pedagogy, Andragogy and Heutagogy.
2. CO2: demonstrate Carl Roger;s Non-directive model in a new learning situation.
3. CO3: practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.
4. CO4: analyse different types of Educational Resources in Classroom learning.
5. CO5: construct an achievement test and evaluate computer-based insutrction.

PEDAGOGY OF HISTORY– II

Course Code: BD2HI

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Paradigm shift.
- CO2 : Know various teaching models.
- CO3 : Define activity based and group-controlled instruction.
- CO4 : Utilize various resources in teaching History.
- CO5 : Differentiate multiple assessment tools in teaching and learning

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting), Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synectics models, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching History – History Learning Resources: History Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines - Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: explain the Paradigm shift.
2. CO2: demonstrate the various teaching models.
3. CO3: identify activity based and group-controlled instruction.
4. CO4: establish various resource centres in teaching History.
5. CO5: generalise multiple assessment tools in teaching and learning.

PEDAGOGY OF ECONOMICS – II

Course Code: BD2EC

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.
- CO2 : Know the different teaching models.
- CO3 : Discuss the activity - based and group Controlled Instructions.
- CO4 : Comprehend various Resources in Resource - Based Learning.
- CO5 : Learn the Assessment in Pedagogy of Economics.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming

and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Economics
- Identifying and analyzing the learning resources in teaching-learning process of Economics - Exhibitions/fairs - Economics club - Economics Resource Centre - Field visits and excursion as learning resource in Economics.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ECONOMICS

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test , Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Economics.
2. Write an essay on Economics resource centre.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Economics.
5. Preparation and presentation of a report on different resources of teaching Economics.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: explain the importance of Critical Pedagogy.
2. CO2: appreciate the various models of teaching.
3. CO3: practise Activity Based Instruction in teaching of Economics
4. CO4: analyse and use the resources for teaching Economics.
5. CO5: demonstrate various types of evaluation in teaching Economics.

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

Course Code: BD2CA

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.
- CO2 : Know the different teaching models.
- CO3 : Discuss the activity - based and group Controlled Instruction.
- CO4 : Comprehend various Resources in Resource - Based Learning.
- CO5 : Understand the Assessment in Pedagogy of Commerce and Accountancy.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Commerce and Accountancy - Identifying and analyzing the learning resources in the teaching-learning process of Commerce and Accountancy - Exhibitions/fairs - Commerce and Accountancy club - Commerce and Accountancy Resource Centre - Field visits/ Industrial visits and excursion as learning resource in Commerce and Accountancy.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test of Commerce and Accountancy – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Write an essay on Commerce and Accountancy resource centre.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the importance of Critical Pedagogy.
2. CO2: appreciate the various models of teaching.
3. CO3: practise Activity Based Instruction in teaching of Commerce and Accountancy.
4. CO4: analyse and use the resources for teaching Commerce and Accountancy.
5. CO5: demonstrate various types of evaluation in teaching Commerce and Accountancy.

SEMESTER - III

(School Internship ,EPC & Online Course)

Record Verification & Teaching Learning Assessment - External Evaluation

S.No	Sub Code	Practicum Components	Credits	Total Marks
PART –A : Assessment of Teaching Competency and Records				
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	student teachers Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
	Total - A		20	400
PART –B: (Enhancing Professional Capacities)EPC-Records				
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
	TOTAL –B		4	80

TOTAL –B				
PART –C : Online Course				
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
	TOTAL –C		1	20
	BD3PC	Total (A+B+C)	25	500

Guidelines for Preparation of Practicum Components:

1. Observation Record

Observation of minimum of five lessons by student teachers at Level - I & II of pedagogical subjects delivered by school teachers.

2. Micro Teaching Record

Microteaching – Practice is to develop the skills of introducing lesson, explaining, Probing questioning, stimulus variation, reinforcement, use of black board and achieving closure at level I & II related to pedagogy subject under the supervision of pedagogy teacher.

3. Demonstration Record

Demonstration of minimum 2 Model lessons delivered by the concern pedagogic teacher and 3 model lessons by each student teachers teacher under the supervision of pedagogy teacher.

4. Lesson Plan Record

Regular Classroom Teaching: Preparation and delivery of 25 lessons in each level (I & II) of Pedagogy subject in the cooperative school during the school internship programme.

5. Instructional Materials Record

The student teachers prepare a record about the preparation

and use of various instructional materials such as Print, Audio, Visual, Audio-Visual and Electronic Interactive Materials during the school Internship Programme.

6. Test and Measurement Record

This record is to be prepared covering theoretical aspects of Test and Measurement during the evaluation process with regard to student teachers learning outcome. The following components shall be included in the preparation of record.

- ▶ Construction and administration of Achievement Tests at Level –I & II of Pedagogy subjects.
- ▶ Measures of Central Tendency: Mean, Median, Mode
- ▶ Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard deviation.
- ▶ Co-efficient of Correlation: Spearman's Rank Correlation Co-efficient.
- ▶ Graphical Representation of data: Histogram, Bar diagram, Frequency Curve, Frequency Polygon and Ogive Curve.

7. Case Study Record

The case study record includes detailed examination of a student teachers as a case, understand the reasons behind his/her unique habits or character and try to provide suggestions or remedial measures to enhance his/her habits or character to become a good citizen.

8. Psychology Practical Record

The student teachers should perform any five Psychological Experiments and any five Psychological Tests from the following and the activities regarding this shall be carried out during the first semester and the completed practical record should be submitted at the time of practical examinations.

S.No.	Psychological Experiments	S.No	Psychological Tests
1	Test of Creativity	1	Adjustment
2	Thematic Apperception Test	2	Teaching Competency
3	Span of Attention – Tachistoscope	3	Leadership
4	Muller-l-yer Illusion	4	Organizational Climate
5	Mirror drawing	5	Intelligence
6	Rorschach Ink- Blot test	6	Self-Concept
7	Maze learning	7	Life Skills
8	Memory drum	8	Values.

9. Environmental Education Record

The student teachers prepare a record about the process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. The Environmental Education Record should include the Components of Environmental Education such as:

1. Environmental Education – Meaning, definition & importance
2. Objectives and guidelines of Environmental Education
3. .Environmental degradation – impact on land, air, water, food and health
4. Recent Environmental threats around the world
5. School environmental survey (done in practice school)
6. Prepare a pictorial album – national / international level on environmental issues
7. Activities done in college related to environmental protection in the academic year (any 5 activities)
8. Environmental awareness song / slogan / skit written by each student teachers on their own

10. student teachers Portfolios and Reflective Journals

student Portfolios refers compilation of students achievements, awards, recognitions, merits, memorable activities etc.,

Reflective Journals should be prepared and maintained by student teachers in which he/she records his/her experiences, observations, and reflections on the pedagogy courses and school internship.

COURSE EPC11 (1) : READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student teacher, specifically reading and writing skills.

Course objectives: To enable student teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

Mode of Transaction of the course

The teachers in colleges of education should:

1. Engage the student teachers in reading interactively - individually and in small groups.
2. Offer opportunities to the student teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.

3. Engage the student teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies
4. Engage the student teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
5. Engage the student teachers to analyses various text structures and develop comprehension of them.
6. Engage the student teachers in developing their writing skill by providing various contexts for writing.
7. Prepare the student teachers for selected readings and writings required for other courses.
8. Train the student teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one"s own opinion or writing within the context of others" ideas.
9. Train the student teachers to learn to combine both reading and writing that leads to the development of critical skills.
10. Read any three books related to education and make a critical a presentation.

Tasks and Assignments:

Preparing a Record on "Reading and Reflecting onTexts".

1. Every student teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher"s feedback and evaluation.
2. Read any three books related to education and submit a review of them.

COURSE EPC11 (2): DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student teacher, specifically his/her creativities and aesthetic sensibilities.

Course objectives: To enable the student teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

Mode of Transaction of the Course

The teachers in Colleges of Education should:

1. Engage the student teachers in making a work of art/a drawing/a sketch/a sculpture / a statue relating to school subjects, in doing an oil painting / a line drawing/ a rough sketch, in painting a picture / landscape / mural/in oils / in water colours/ draw a picture / a portrait / a cartoon / a line / a figure / a human form/ in charcoal / in ink. with fine arts experts,
2. Engage the student teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student teachers to understand local culture and art forms and interpret art works, movies and other media.

4. Train the student teachers to use drama to interrogate/question and seek clarity in the areas of „discomfort” and “confusion” to them (such as completely segregated social environments, bounded by caste, class, religions or gender, etc).
5. Train the student teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
7. Guide the student teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
8. Motivate the student teachers to use drama as a “Critical Pedagogy” moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
9. Guide the student teachers to experience and stage different kinds of drama / skits / street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.

COURSE EPC 11 (3): CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teachers teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

Mode of Transaction of the Course

The teachers in Colleges of Education should train the student teachers:

1. To operate /use various ICT tools such as computer, laptop/ Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video -conferencing.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.
3. To prepare teaching material/learning resource materials: e-content, e- booklet for selected school subject areas and to create edu(cational) blogs for individual/ group student teachers for strengthening sharing and learning.

4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.
5. To teach a content / lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).
6. To use a visualizer / document camera (visual projector) to display and share an information to the whole class.
7. To use a mobile device/a camera phone to take a series of snapshots of children"s actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the student teachers to share the learning experiences through Whatsapp with their classmates and others.
10. To create educational blogs(edublogs) for individual / group student teachers for sharing and learning articles / class notes / assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.

COURSE EPC 11 (4): UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student teachers about themselves as a person and as a teacher through conscious on going reflections.

Course Objectives:

To enable the student teachers:

1. To develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and student teachers.
2. To develop social-relational sensitivity and effective communication skill such as listening and observing.
3. To develop a holistic and integrated understanding of the human self and personalities.

Mode of Transaction of the Course

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation.
2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student teachers to understand themselves, with student teachers and classroom situations.
4. provide opportunities to student teachers to express themselves through different modes that they are comfortable with them.

5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student teachers to express themselves.
6. give exercises to the student teachers for „developing reflective journals“ and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student teachers for story making to reflect their self.
8. encourage student teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student teachers to realise the importance of team work.
10. conduct small group interactions on a task with people to enable the student teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

Tasks and Assignments

1. Every student teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

SEMESTER – IV

GENDER, SCHOOL AND SOCIETY

Course Code: BD4GS

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept of gender roles in society.
- CO2 : Comprehend the gender identity and socialization process.
- CO3 : Identify gender roles in textbooks and curriculum.
- CO4 : Discuss safety of girls and women at school, home and workplace.
- CO5 : Understand the representation of gender in various mass media.

UNIT- I: GENDER ROLES IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

UNIT- II: GENDER IDENTITY AND SOCIALIZATION PROCESS

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

UNIT- III GENDER AND SCHOOL CURRICULUM

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

Unit- IV SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and workplace - : Role of education in preventing, sexual abuse and violence - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents .

UNIT - V MASS MEDIA AND GENDER

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

SUGGESTED ACTIVITIES

1. Brainstorming session on safety of girls at school, home and workplace.
2. Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.
3. Seminar on reasons for gender inequalities.
4. Student' seminar on gender stereotypes in mass media.
5. Teacher talk on role of teachers and parents in combating female body objectification.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: discuss the reasons for gender inequalities
2. CO2: analyze the gender role and responsibilities in schools
3. CO3: integrate gender roles in School and curriculum.
4. CO4: debate on preventive measures of Sexual Abuse and Violence
5. CO5: explain about the Gender equalities and role of mass media

KNOWLEDGE AND CURRICULUM

Course Code: BD4KC

Credits : 5

COURSE OBJECTIVES

- CO1 : Acquire the dimensions of knowledge and validity of knowledge.
- CO2 : Understand the nature and principles of curriculum
- CO3 : Analyze the Curriculum Design and Organization of knowledge.
- CO4 : Apply the knowledge on curriculum development and implementation.
- CO5 : Evaluate the change and innovation of curriculum.

UNIT - I: KNOWLEDGE AND KNOWING

Definition of knowledge and levels of knowledge – Types, kinds, forms and characteristics of Knowledge- Knowledge dimension – Categories of Knowledge dimensions – Dimensions of Cognitive Process - Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth. - Knowledge in relation to information, belief and truth.

UNIT –II: MEANING, NATURE AND PRINCIPLES OF CURRICULUM

Meaning and definition of Curriculum – Need for Curriculum development - Principles of Curriculum development – Types of Curricula: Subject-centered Curriculum, Learner- centered Curriculum, Problem-centered Curriculum and Curriculum Alignment.

UNIT –III : CURRICULUM DESIGN AND ORGANIZATION OF KNOWLEDGE

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and vertical organization – Scope, Integration, and Sequence - Articulation, Balance and Continuity. Meaning of knowledge organization - Forms of knowledge included in school education - Basis of knowledge organizations - Agencies involved in organization of knowledge in schools.

UNIT-IV: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Phases of Curriculum Development process – Models of Curriculum Development: Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model and Saylor and Alexander's Planning process Model. Curriculum Implementation Models: ORC Model and LOC Model.

UNIT –V: CURRICULUM EVALUATION AND CHANGE

Curriculum Evaluation – Concept, definition – Source dimensions and functions of curriculum evaluation - Approaches to curriculum Evaluation – Need and importance of Curriculum Evaluation – Evaluation Phases - Tyler's objective-centered evaluation model – Robert Stake's Congruence- Contingency Evaluation Model - Curriculum revision, Curriculum change and innovation: Types of change - Process of curriculum change strategies and models for curriculum change and innovation.

SUGGESTED ACTIVITIES

1. Write a report on theories of validity of knowledge.
2. Group discussion on nature and principles of child-centered education.
3. Teacher talk on the Curriculum design and development.
4. Panel discussion on curriculum development process and implementation.
5. Seminar on approaches to curriculum evaluation, change and innovation.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: recognize the types, categories of knowledge.
2. CO2: generalize the Principles of Curriculum Development.
3. CO3: compare the various Curriculum design and organization of Curriculum.
4. CO4: determine the various models of Curriculum.
5. CO5: summarize the Evaluation Phases.

CREATING AN INCLUSIVE SCHOOL

Course Code: BD4CI

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the Historical perspective of inclusive education
- CO2 : Enable the students to comprehend the barriers to inclusion
- CO3 : Develop understanding on building inclusive learning environment for promoting successful inclusive education
- CO4 : Understand the need and concept of curriculum adaptation
- CO5 : Develop the skills associated with management of inclusive classrooms

UNIT- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Emergence of Inclusive education in India from the historical perspective—Acts, policies and programmes - Inclusive education: Concept and Need, Principles of Inclusive Education and Various Education programmes for CWSN: Special Education, Integrated and Inclusive Education.

UNIT –II : UNDERSTANDING BARRIERS TO INCLUSIVE EDUCATION

Attitudinal, Systemic and Structural barriers to Inclusion - Ways and means to promoting successful inclusion, Capacity building among teachers and Stakeholders to inclusive education, features and benefits of inclusive education.

UNIT -III : BUILDING INCLUSIVE LEARNING ENVIRONMENTS

Strategies to build inclusive learning environment in school and classroom: Accessibility in relation to disability, Universal Design, Principles of Universal design, Application of Universal Design in various environment.

UNIT-IV: CURRICULUM ADAPTATION

Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching, Technology for Children with special needs in inclusive classrooms, Examination concessions and Provisions for children with special needs.

UNIT-V: MANAGEMENT OF INCLUSIVE CLASSROOM

Common issues and Challenges in Management of inclusive classroom: Evidence-based Classroom Behaviour Management Strategies – Classroom Management, Seating Arrangement, scheduling, Pace of instruction etc. - Fostering families, Schools and Community Partnerships in inclusive education, Teachers' role in inclusion of children with special needs.

SUGGESTED ACTIVITIES

1. As a classroom teacher, what are the adaptations that can do in the curriculum for children with special needs?
2. Conduct a debate on General and Special Teachers' role in inclusive education setup.
3. Develop a UDL based lesson plan for primary or secondary level of inclusive learning environment.
4. Study the impact of RTE's on challenges in implementing education for children with disabilities.
5. Visit to Inclusive School/Institution nearby and discuss the need of curriculum adaptation for Children with disabilities.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: Explain Various Education programmes for CWSN.
2. CO2: Analyse the different Barriers to Inclusive Education.
3. CO3: Examines the strategies to build inclusive learning environment in School.
4. CO4: Demonstrates the importance of curriculum adaptation.
5. CO5: Interprets the common issues and challenges in management of inclusive classroom.

YOGA, HEALTH AND PHYSICAL EDUCATION

Course Code: BD4YH

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concepts of Yoga and Asanas
- CO2 : Gain knowledge about health and safety education.
- CO3 : Know about the communicable diseases, life style disorders and nutrition
- CO4 : Understand about physical education, exercise and effect
- CO5 : Acquire skills to organise and conduct sports in schools

UNIT- I: YOGA AND ASANAS

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical- meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and benefits.

UNIT - II: HEALTH AND SAFETY EDUCATION

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme instructional –Safety at home: Building –floorings maintenance of surface etc., electricity, wells, drugs, poisons storage, inflammable- storage, use precautionary methods. Safety in the play field, play area, equipment's safety aids in games and sports.

UNIT – III: COMMUNICABLE DISEASES, LIFE STYLE DISORDER AND NUTRITION

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhoea and AIDS – Causes, symptoms risk factors and management - life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer-Causes, symptoms and management. Nutrition: Definition, importance - Food and Nutrition – Base Nutrition – Nutrients –foods- food groups –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.

UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness: Muscular strength, muscular Endurance, flexibility, cardio respiratory endurance and body composition, benefits of physical fitness. Need and Importance of Physical Aerobics and Anaerobic Exercise - Effects of exercise on the various systems – muscular, circulatory, digestive, nervous and respiratory systems.

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

1. Teacher talk on the concept of Yoga.
2. Group discussion on health services in schools.
3. Talk by expert / Doctor on preventive measures of communicable diseases.
4. Demonstration by Physical director on different type of Aerobics and Anaerobic exercise and practice by the student teachers.
5. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: Apply the aims and objective of yoga in real life situation.
2. CO2: Analyse the scope of health education and methods of impart health education in schools
3. CO3: Infer ideas about the different cause and symptoms of different communicable diseases
4. CO4: Analyse the scope, need and importance of physical education.
5. CO5: Distinguish between intramural and extramural competitions

Elective Paper
VALUES AND PEACE EDUCATION

Course Code: BD4E1

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the concept of Value education.
- CO2 : Explain the methods of fostering values.
- CO3 : Understand the concept of Peace Education.
- CO4 : Discuss the ways of promoting culture of peace.
- CO5 : Identify and apply the practices for value inculcation and clarification.

UNIT- I: VALUES EDUCATION

Values: Meaning and definitions – Aims of Value education
– Types of values – Need and importance of Value education
– Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development — Socio-cultural traditions, religion and constitution- Value education in school curriculum.

UNIT- II: FOSTERING VALUES

Development of Values: Attitudes and personal qualities
– Core values – ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath's process of valuing: Storytelling, Dramatization and Clarification – Family Values – Character Education.

UNIT- III: PEACE EDUCATION

Peace Education: Meaning and Definition, Concepts, Aims and Objectives of Peace Education- at different levels of education – Importance of Peace Education in the present scenario – Peace education as conflict resolution training – Democracy education – Human rights education.

UNIT- IV: PROMOTING CULTURE OF PEACE

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity – Education for non-violence – UNESCO culture of peace programmes – International peace and security.

UNIT- V: APPROACHES AND STRATEGIES

Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

SUGGESTED ACTIVITIES

1. Teacher talk on pedagogy of values and whole school approach.
2. Prepare a school curriculum for promoting peace education.
3. Seminar on Value education in school curriculum.
4. Group discussion on fostering values in children.
5. Write an assignment on Education for non-violence, international peace and security.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: examine the need and importance of value education
2. CO2: discuss the ways of fostering values in children.
3. CO3: analyse the importance of peace education.
4. CO4: construct the culture of developing peace education.
5. CO5: use the approaches of value inculcation in children.

Elective Paper
LIFE SKILLS EDUCATION

Course Code: BD4E6

Credits : 5

COURSE OBJECTIVES

- CO1 : Understand the soft skills, hard skills and social emotional learning.
- CO2 : Identify the use of communication skills and different modes of writing skills in real situations.
- CO3 : Demonstrate interview skills, critical thinking and creative thinking skills.
- CO4 : Comprehend the interpersonal skills and adopt good leadership behavior for empowerment of self and others.
- CO5 : Understand the universal human Values.

UNIT -1: SOCIAL - EMOTIONAL LEARNING

Skill Development: Hard skills and Soft skills, Social Emotional Learning (SEL) - Components of SEL - Benefits of Practicing Social Emotional Learning (SEL) - Ways to integrate Social Emotional Learning in the classroom - Emotional Skills: Coping with stress and dealing with emotions - Importance and Benefits of life skills - Humanistic curriculum design and Personal curriculum design

UNIT-II: SOCIAL SKILLS

Communication Skills: Listening, Speaking, Reading and Writing - Different modes of writing - Digital Literacy - Effective use of Social Media and Non - verbal communication - Communication techniques. Interpersonal Skills: Components, Types, Dimensions of Interpersonal relationships - methods to enhance interpersonal relationship - Selman's Stages of interpersonal reasoning.

Empathy: Types, Dimensions, Teaching Strategies for enhancing empathy - practices for fostering empathy - Service Learning and Social Curriculum Design.

UNIT-III: COGNITIVE AND PROFESSIONAL SKILLS

Cognitive Skills: Self-Awareness, Critical thinking, Creative thinking, Decision-making and problem-solving - Career Skills: Resume Skills, Interview Skills, Group Discussion Skills and Exploring Career Opportunities -Team Skills: Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brain-storming, Social and Cultural Etiquettes and International Communication.

UNIT -IV: LEADERSHIP AND MANAGEMENT SKILLS

Leadership Skills and Managerial skills - Time Management: Components, Techniques of time management and strategies for better Time management - Entrepreneurial skill, Innovative Leadership and Design thinking - Ethics and Integrity - Social reconstruction curriculum design.

UNIT-V : UNIVERSAL HUMAN VALUES

Love & Compassion, Truth, Non-Violence, Righteousness, Peace, Service and Renunciation- Self- Science curriculum and Para curriculum - The teacher as a facilitator -Agencies of Life Skills Education : UNESCO, UNICEF,WHO,NSDC & TNSDC.

SUGGESTED ACTIVITIES

1. Present a report on social - emotional learning.
2. Suggest some activities develop listening and speaking skill.
3. Have a discussion on Cognitive and Professional skills.
4. Have a seminar on Leadership and Management skill.
5. Present a report on Universal human values.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

1. CO1: gain Self Competency and Confidence
2. CO2: demonstrate cognitive skills.
3. CO3: explain the uses of time management skill and leadership skill.
4. CO4: analyze the ways to develop listening, speaking, reading and writing skills.
5. CO5: demonstrate the Universal Human values to the society.

CALENDAR - 2024

JULY - 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	28	30	31			

AUGUST - 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER - 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER - 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER - 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER - 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

CALENDAR - 2025

JANUARY - 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY - 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH - 2025

S	M	T	W	T	F	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

APRIL - 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY - 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE - 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**ACADEMIC YEAR
2024 - 2025**

**HIJIRI
1445 - 1446**

JULY - 2024**Muharram - 1446
Aadi**

Date	Day	Particulars
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	Muharram-1
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	

JULY - 2024**Safar - 1446
Aavani**

Date	Day	Particulars
16	Tuesday	
17	Wednesday	Muharram Holiday Aadi -1
18	Thursday	
19	Friday	B.Ed., Second Year III Semester Begins
20	Saturday	
21	Sunday	
22	Monday	International Day of Mathematics
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

AUGUST - 2024**Muharram - 1446
Aadi**

Date	Day	Particulars
1	Thursday	
2	Friday	
3	Saturday	
4	Sunday	
5	Monday	
6	Tuesday	
7	Wednesday	Holiday
8	Thursday	
9	Friday	
10	Saturday	
11	Sunday	
12	Monday	
13	Tuesday	Orientation Programme
14	Wednesday	
15	Thursday	Independence Day - Holiday

AUGUST - 2024

Safar - 1446
Aavani

Date	Day	Particulars
16	Friday	
17	Saturday	Puppet Show Programme Aavani-1
18	Sunday	
19	Monday	Model School Visit (J.J. College)
20	Tuesday	
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	Krishna Jayanthi - Holiday
27	Tuesday	TNTEU - Theory Examinations
28	Wednesday	
29	Thursday	
30	Friday	
31	Saturday	

SEPTEMBER - 2024

Safar- 1446
Aavani

Date	Day	Particulars
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	Teachert's Day Rabiul Awal-1
6	Friday	Vinayakar Charthurthi - Holiday
7	Saturday	
8	Sunday	
9	Monday	
10	Tuesday	Alumnus Interaction Programme
11	Wednesday	Alumnus Interaction Programme
12	Thursday	B.Ed. Second Year Internship Begins.
13	Friday	
14	Saturday	
15	Sunday	International Day of Democracy

SEPTEMBER - 2024

Rabi ul Awal - 1446
Puratasi

Date	Day	Particulars
16	Monday	Milad-um-Nabi - Holiday
17	Tuesday	Puratasil-1
18	Wednesday	
19	Thursday	
20	Friday	
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	
27	Friday	
28	Saturday	
29	Sunday	
30	Monday	

OCTOBER - 2024

Rabi ul Awal - 1446
Puratasi

Date	Day	Particulars
1	Tuesday	
2	Wednesday	Gandhi Jayanthi - Holiday
3	Thursday	
4	Friday	
5	Saturday	World Teachers Day - Holiday Rabiul Awal-1
6	Sunday	
7	Monday	
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	Ayudha Pooja - Holiday
12	Saturday	Vijaya Desami - Holiday
13	Sunday	
14	Monday	
15	Tuesday	

OCTOBER - 2024**Rabiul Aahir - 1446
lyppasi**

Date	Day	Particulars
16	Wednesday	
17	Thursday	
18	Friday	lyppasi-1
19	Saturday	
20	Sunday	
21	Monday	
22	Tuesday	
23	Wednesday	B.Ed. - Inaguration of 18th Batch
24	Thursday	Bridge Course
25	Friday	Bridge Course
26	Saturday	Free Breast Cancer Screening Camp
27	Sunday	
28	Monday	Value Added Course
29	Tuesday	Value Added Course
30	Wednesday	Holiday
31	Thursday	Diwali - Holiday

NOVEMBER - 2024

Jamathul Awwal -1446
lyppasi

Date	Day	Particulars
1	Friday	Holiday
2	Saturday	
3	Sunday	
4	Monday	Value Added Course Jamathul Awwal-1
5	Tuesday	Value Added Course
6	Wednesday	Value Added Course
7	Thursday	Value Added Course
8	Friday	Communication Skill Practice
9	Saturday	Communication Skill Practice
10	Sunday	
11	Monday	Reading and Reflecting Practice
12	Tuesday	Reading and Reflecting Practice
13	Wednesday	Reading and Reflecting Practice
14	Thursday	Children's Day
15	Friday	Reading and Reflecting Practice

NOVEMBER - 2024

Jamathul Awwal - 1446
Karthigai

Date	Day	Particulars
16	Saturday	Krthigai -1
17	Sunday	
18	Monday	Reading and Reflecting Practice
19	Tuesday	Micro Teaching Practice
20	Wednesday	Micro Teaching Practice
21	Thursday	Micro Teaching Practice
22	Friday	Micro Teaching Practice
23	Saturday	
24	Sunday	
25	Monday	Micro Teaching Practice
26	Tuesday	Micro Teaching Practice Constitution Day Sanvidhan Divas
27	Wednesday	Micro Teaching Practice
28	Thursday	Micro Teaching Practice
29	Friday	Micro Teaching Practice
30	Saturday	Micro Teaching Practice

DECEMBER - 2024

Jamathul Aahir - 1446
Karthigai

Date	Day	Particulars
1	Sunday	World AIDS Day
2	Monday	
3	Tuesday	World Disability Day Jamathul Aahir-1
4	Wednesday	
5	Thursday	
6	Friday	
7	Saturday	
8	Sunday	
9	Monday	
10	Tuesday	Human Rights Day
11	Wednesday	Bharathiyar Birth Day - Celebration
12	Thursday	
13	Friday	
14	Saturday	
15	Sunday	

DECEMBER - 2024

Jamathul Aahir-1446
Margazhi

Date	Day	Particulars
16	Monday	Margazhi-1
17	Tuesday	
18	Wednesday	
19	Thursday	
20	Friday	
21	Saturday	
22	Sunday	National Mathematics Day. 137th Birth Anniversary of Srinivasa Ramanujam.
23	Monday	
24	Tuesday	
25	Wednesday	Christmas - Holiday
26	Thursday	Holiday
27	Friday	Holiday
28	Saturday	Holiday
29	Sunday	Holiday
30	Monday	Holiday
31	Tuesday	Holiday

JANUARY - 2025

Rajab - 1446
Thai

Date	Day	Particulars
1	Wednesday	New Year - Holiday
2	Thursday	Rajab -1
3	Friday	
4	Saturday	
5	Sunday	
6	Monday	
7	Tuesday	
8	Wednesday	
9	Thursday	
10	Friday	
11	Saturday	
12	Sunday	
13	Monday	Holiday
14	Tuesday	Pongal - Holiday Thai-1
15	Wednesday	Thiruvalluvar Day - Holiday

Date	Day	Particulars
16	Thursday	Ulavar Thirunal - Holiday
17	Friday	
18	Saturday	
19	Sunday	
20	Monday	
21	Tuesday	Deeniyath and Moral Education classes
22	Wednesday	Deeniyath and Moral Education classes
23	Thursday	Deeniyath and Moral Education classes
24	Friday	
25	Saturday	
26	Sunday	76th Republic Day
27	Monday	Deeniyath and Moral Education classes
28	Tuesday	
29	Wednesday	Deeniyath and Moral Education classes
30	Thursday	Deeniyath and Moral Education classes
31	Friday	Deeniyath and Moral Education classes Shaban-1

FEBRUARY - 2025

Shaban - 1446
Maasi

Date	Day	Particulars
1	Saturday	
2	Sunday	
3	Monday	Deeniyath and Moral Education classes
4	Tuesday	Deeniyath and Moral Education classes
5	Wednesday	Deeniyath and Moral Education classes
6	Thursday	
7	Friday	Deeniyath and Moral Education classes
8	Saturday	Deeniyath and Moral Education classes
9	Sunday	
10	Monday	
11	Tuesday	Thaipooosam - Holiday
12	Wednesday	
13	Thursday	Maasi-1
14	Friday	
15	Saturday	

Date	Day	Particulars
16	Sunday	
17	Monday	Model Practical Examination CIA Test (I Year)
18	Tuesday	Model Practical Examination CIA Test (I Year)
19	Wednesday	CIA Test (I Year)
20	Thursday	CIA Test (I Year)
21	Friday	CIA Test (I Year)
22	Saturday	
23	Sunday	
24	Monday	
25	Tuesday	Psychology Workshop
26	Wednesday	Psychology Workshop
27	Thursday	
28	Friday	National Science Day - Science Club Activity

MARCH - 2025

**Ramadan -1446
Panguni**

Date	Day	Particulars
1	Saturday	
2	Sunday	Ramadan-1
3	Monday	
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	
8	Saturday	International Women's Day
9	Sunday	
10	Monday	
11	Tuesday	“Fetch Your Placement” - Workshop
12	Wednesday	
13	Thursday	
14	Friday	International Mathematics Day (π Day)
15	Saturday	Panguni-1

MARCH - 2025

**Ramadan - 1446
Panguni**

Date	Day	Particulars
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	
20	Thursday	
21	Friday	
22	Saturday	
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	
27	Thursday	
28	Friday	
29	Saturday	
30	Sunday	Telugu New Year - Holiday
31	Monday	Ramzan / Idu'l Fitr-Holiday Shawwal-1

APRIL - 2025**Shawwal -1446
Chithirai**

Date	Day	Particulars
1	Tuesday	
2	Wednesday	
3	Thursday	Click your interviews through Language Fluency
4	Friday	
5	Saturday	
6	Sunday	
7	Monday	
8	Tuesday	
9	Wednesday	
10	Thursday	Mahaveer Jayanthi - Holiday
11	Friday	
12	Saturday	
13	Sunday	
14	Monday	Tamil New Year - Holiday, Dr.Ambedkar Jayanthi Chithirai-1
15	Tuesday	World Art Day

APRIL - 2025**Shawwal - 1446
Chithirai**

Date	Day	Particulars
16	Wednesday	
17	Thursday	
18	Friday	Good Friday - Holiday
19	Saturday	
20	Sunday	
21	Monday	CIA Test - I (I & II Year)
22	Tuesday	CIA Test - I (I & II Year)
23	Wednesday	CIA Test - I (I & II Year), Shakespeare's Birthday
24	Thursday	CIA Test - I (I & II Year)
25	Friday	CIA Test - I (I & II Year) Campus Interview - I
26	Saturday	
27	Sunday	
28	Monday	
29	Tuesday	Bharathidasan Birth Day
30	Wednesday	Dhul Qa'ada-1

MAY - 2025**Dhul Qa'ada - 1446
Vaigaasi**

Date	Day	Particulars
1	Thursday	May Day - Holiday
2	Friday	
3	Saturday	
4	Sunday	
5	Monday	Campus Interview - II
6	Tuesday	
7	Wednesday	
8	Thursday	World Red Cross Day
9	Friday	
10	Saturday	
11	Sunday	National Technology Day
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	Vaigaasi-1

MAY - 2025**Dhul Qa'ada - 1446
Vaigaasi**

Date	Day	Particulars
16	Friday	
17	Saturday	
18	Sunday	
19	Monday	CIA Test - II (II Year)
20	Tuesday	CIA Test - II (II Year)
21	Wednesday	CIA Test - II (II Year)
22	Thursday	CIA Test - II (II Year)
23	Friday	CIA Test - II (II Year)
24	Saturday	
25	Sunday	
26	Monday	Sports Events
27	Tuesday	Sports Events
28	Wednesday	
29	Thursday	Dhul Haj-1
30	Friday	
31	Saturday	

JUNE - 2025**Dhul Haj - 1446
Aani**

Date	Day	Particulars
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	
7	Saturday	Bakrid / Eid ul Alha - Holiday
8	Sunday	
9	Monday	CIA Test -II (I Year)
10	Tuesday	CIA Test -II (I Year)
11	Wednesday	CIA Test -II (I Year)
12	Thursday	CIA Test -II (I Year)
13	Friday	CIA Test -II (I Year)
14	Saturday	
15	Sunday	Aani-1

JUNE - 2025

Dhul Haj - Muharram 1446 - 47
Aani

Date	Day	Particulars
16	Monday	
17	Tuesday	
18	Wednesday	
19	Thursday	
20	Friday	
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	Group Photo - Second Year
25	Wednesday	Farewell Day
26	Thursday	
27	Friday	Muharam-1
28	Saturday	
29	Sunday	
30	Monday	

JULY - 2025**Muharam - 1447
Aani**

Date	Day	Particulars
1	Tuesday	
2	Wednesday	
3	Thursday	
4	Friday	
5	Saturday	
6	Sunday	Muharram - Holiday
7	Monday	
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	
12	Saturday	
13	Sunday	
14	Monday	
15	Tuesday	

JULY - 2025**Muharam - Safar 1447
Aadi**

Date	Day	Particulars
16	Wednesday	
17	Thursday	Aadi-1
18	Friday	
19	Saturday	
20	Sunday	
21	Monday	
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	
26	Saturday	
27	Sunday	Safar - 1
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

Date	Day	Particulars
1	Friday	
2	Saturday	
3	Sunday	
4	Monday	
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	
13	Wednesday	
14	Thursday	
15	Friday	Independence Day - Holiday

AUGUST 2025

Safar - Rabiul Avval - 1447
Aavani

Date	Day	Particulars
16	Saturday	Gokulashtami - Holiday
17	Sunday	Aavani-1
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	Rabiul Avval - 1
26	Tuesday	
27	Wednesday	Vinayak Chaturthi - Holiday
28	Thursday	
29	Friday	
30	Saturday	
31	Sunday	

SEPTEMBER 2025

Rabiul Avval - 1447
Puratasi

Date	Day	Particulars
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	Milad un Nabi - Holiday
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	

SEPTEMBER 2025

**Rabiul Avval - 1447
Puratasi**

Date	Day	Particulars
16	Tuesday	
17	Wednesday	Puratasi-1
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	NSS - Day Rabiul Ahir- 1
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	

COLLEGE POSTAL ADDRESS

JAMAL MOHAMED COLLEGE OF TEACHER EDUCATION

College Code : 12708

P.Box. No. 808, 7-A, Race Course Road,

Khaja Nagar, Tiruchirappalli - 620 020

Phone No. : (0431) 2333135, 2331435

Email: princi_bed@yahoo.com | Website : www.jmc.edu/B.Ed

Secretary & Correspondent

Hajee Dr. A.K. KHAJA NAZEEMUDEEN

Secretary & Correspondent

Jamal Mohamed College of Teacher Education

Tiruchirappalli - 620 020

Telephone No. : 0431 - 2331435, Mobile : 094431 66300

Principal

Dr. G. CHANDRAKUMAR

Principal

Jamal Mohamed College of Teacher Education

Tiruchirappalli - 620 020

Phone No. : 0431 - 2333135, Mobile : 94438 47422

Email : princi_bed@yahoo.com

Director (Academics)

Dr.M. JAMAL MOHAMED JAFFAR

Director (Academics)

Jamal Mohamed College of Teacher Education

Tiruchirappalli - 620 020

Phone No. : 0431 - 2333135, Mobile : 94427 03417

Administrative Officer

Mr. J. ARMAAN SALIK

Administrative Officer

Jamal Mohamed College of Teacher Education

Tiruchirappalli - 620 020

Phone No. : 0431 - 2333135, Mobile : 93445 81820

TIME TABLE

Day Order	I 9.35 am to 10.25 am	II 10.25 am to 11.15 am	11.15 am to 11.30 am	III 11.30 am to 12.20 pm	IV 12.20 pm to 01.10 pm	01.10 pm to 02.00 pm	V 02.00 pm to 02.50 pm	VI 02.50 pm to 03.40 pm
I			TEA BREAK			LUNCH BREAK		
II								
III								
IV								
V								
VI								

Student teachers must keep their Identity Cards always with them to get Certificates, Hall Ticket, Scholarship forms etc.,

TIME TABLE

Day Order	I 9.35 am to 10.25 am	II 10.25 am to 11.15 am	11.15 am to 11.30 am	III 11.30 am to 12.20 pm	IV 12.20 pm to 01.10 pm	01.10 pm to 02.00 pm	V 02.00 pm to 02.50 pm	VI 02.50 pm to 03.40 pm
I			TEA BREAK			LUNCH BREAK		
II								
III								
IV								
V								
VI								

Student teachers must keep their Identity Cards always with them to get Certificates, Hall Ticket, Scholarship forms etc.,

Notes

Notes