



JAMAL MOHAMED COLLEGE

of

TEACHER EDUCATION

(Administered by the College of Jamal Mohamed College)

B.Ed., College

College Code : 12708

14th Year of Service

**Calendar
2020-2021**





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.

College Code : 12708

No. 7-A, Race Course Road, Khaja Nagar,
Tiruchirappalli - 620 020.

CALENDAR 2020-2021

HIJIRI 1441-1442

FOUNDERS



Hajee M. JAMAL MOHAMED Sahib



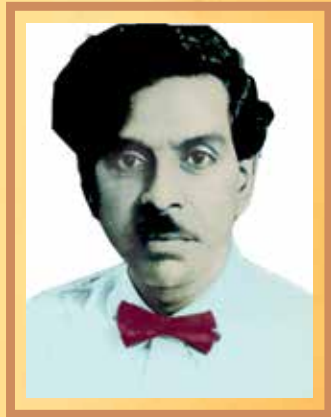
Janab N.M. KHAJAMIAN ROWTHER

FOUNDER SECRETARY



Janab M.J. JAMAL MOHIDEEN Sahib

FOUNDER TREASURER



Janab K. ABDUL SAMAD Sahib



Hajee M.J. JAMAL MOHAMED BILAL Sahib
PRESIDENT



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



Hajee M.J. JAMAL MOHAMED Sahib
TREASURER



Janab Dr. K. ABDUS SAMAD
ASSISTANT SECRETARY



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

நீராருங் 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 - அகதந்
தாழ்ந்து பணிந்து புகழ்ந்திட வாரீர் (தாயின்)
ஓங்கி வளர்ந்ததோர் கம்பம் - அதன்
உச்சியின் மேல் வந்தே மாத்ர மென்றே
பாங்கி டொழுதித் திகழும் - சுயம்
பட்டொளி வீசிப் பறந்தது பாரீர்! (தாயின்)
கம்பத்தின் கீழ்நிறல் காணீர் - எங்கும்
காணரும் வீரர் பெருந்திருக் கூட்டம்
நம்பந் 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.

Name:.....

Class:.....B.Ed.,.....Roll No.

Pedagogy :

Exam Reg No.....

Date of Birth

Scooter/Moped/Cycle No.....

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

Present Address : Day scholar / Hosteler

.....

.....

.....

.....

Resi. Phone No:

Mobile:

E-mail :

Permanent Address :

.....

.....

.....

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

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

Unswerving from the truth
Its progress be all smooth
Through ages yet to be.

- 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
ஆடம் அரங்கில் கூடிக் களிக்க (வாழ்க)

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

- டாக்டர் சீ. 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 நம்நாட்டின் 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.

PROFILE OF THE COLLEGE

Janab.M.Jamal Mohamed Sahib and Janab. N.M.Khajamian Rowther of revered memory were the founding fathers of all institutions in 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.

Janab. A.K. Khaja Nazeemudeen Sahib is the present Secretary & Correspondent of all the educational institutions under Society of Jamal Mohamed College, which includes Jamal Mohamed College (Autonomous), Jamal Mohamed College of Teacher Education and Jamal Mohamed College Ayesha Girls Matriculation School, Tiruchirappalli - 20.

Jamal Mohamed College was founded in 1951, as an affiliated college to the University of Madras and then affiliated to Bharathidasan University, Tiruchirappalli, when it was formed in 1982.

The 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.

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), Janab. 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.

Haji. Janab. M.J. Jamaludeen Sahib, who succeeded Janab M.J. Jamal Mohideen Sahib as Secretary and Correspondent from 1966, functioned till 1973. Haji Janab N.M.K. Abdul Khader Sahib, served as Treasurer from 1964 till 1973. On the sad demise of Haji.M.J.Jamaludeen Sahib, Haji Janab N.M.K.Abdul Khader Sahib took over as Secretary and Correspondent in the year 1973 and served till 1988. Haji M.J.M.Abdul Gafoor Saheb took over as Treasurer in the year 1973.

Haji 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.Haji.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. Janab 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.

Haji. Janab. 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.

Janab.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.

Haji. Janab. M.J. Jamal Mohamed Sahib was included as a 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.

Jamal Mohamed College (Autonomous) is a college with potential for Excellence serving the cause of higher education for the last 69 years offering 21 U.G. Courses, 22 P.G. Courses, 16 M.Phil., and 15 Ph.D, 7 UGC Sponsored COP programmes with more than 12045 students.

Jamal Mohamed College Ayesha Girls Matriculation School has classes from LKG to XII standards.

Jamal Mohamed College of Teacher Education

The Society has 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 an in-take of 100 students. Now, the college is affiliated to 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 students of B.Ed. Course.




All the computers of the college are connected to web through internet leased line facility. Hands on training with Digital Board, Web-Based Teaching - learning and Computerized Psychological tools specially developed for our College are some special features of the myriad facilities available to our B.Ed. Students.

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 to realize his innate potential and mould his overall personality by

-  Providing cost effective quality education
-  Inculcating spiritual and moral values
-  Imparting training in productive services.

GOAL

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

Society of Jamal Mohamed College

President :

Hajee **M.J. Jamal Mohamed Bilal** Sahib

Secretary & Correspondent :

Janab **Dr. A.K.Khaja Nazeemudeen** Sahib

Treasurer :

Hajee **M.J. Jamal Mohamed** Sahib

Assistant Secretary :

Janab **Dr. K. Abdus Samad**

Members :

Hajee **K.N.S.A. Rahmathullah** Sahib

Hajee **A.K. Basheer Ahamed** Sahib

Hajee **Dr. S. Ismail Mohideen** Sahib

Principal & Ex-Officio Member

OBJECTIVES OF THE B.Ed. PROGRAMME

1. 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.
2. To build up integrated and self confident personality with positive attitude towards teaching profession.
3. To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching-learning process.
4. To organise various capacity building and empowerment programmes to update the professional competency of teachers.
5. To enable the teacher trainees develop the right attitude to (a) work (b) socially useful productive work (c) towards community and (d) towards all round growth.
6. To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.
7. To enable the teacher trainees understand the pupils, guide and counsel them in solving their personal and academic problems.
8. To enable the teacher trainees undertake action research to solve their professional problems.
9. To enable the teacher trainees develop the skills related to Information and Communication Technology and to understand the latest trends in teaching and evaluation in World Wide Web.

B.Ed.

PROGRAMME CONTENT

The B.Ed., Programme will consist to Theory course in 'Perspectives in Education', and 'Curriculum and Pedagogic Studies' along with 'Engagement with the Field' as practical component.

COURSES IN PERSPECTIVES IN EDUCATION

- Course 1 : Childhood and Growing up
- Course 2 : Contemporary India and Education
- Course 3 : Learning and Teaching
- Course 6 : Gender, School and Society (1/2 Course)
- Course 8 : Knowledge and Curriculum
- Course 10 : Creating an Inclusive School (1/2 Course)

COURSES IN CURRICULUM AND PEDAGOGIC STUDIES

- Course 4 : Language across the Curriculum (1/2 Course)
- Course 5 : Understanding Disciplines and Subjects (1/2 Course)
- Course 7 (a&b) : Pedagogy of a School Subject (1/2 Course)
- Course 9 : Assessment for Learning
- Course 11 : Optional Course (1/2 Course)

ENGAGEMENT WITH THE FIELD – THE SELF, THE CHILD, COMMUNITY AND SCHOOL

This curricular area would have three components :

1.Task and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.

2.School Internship.

3.Courses on Enhancing Professional Capacities (EPC) :

(i)Course EPC 1 : Reading and Reflecting on the Texts (1/2 Course)

(ii)Course EPC 2 : Drama and Art in Education (1/2 Course)

(iii)Course EPC 3 : Critical Understanding of ICT (1/2 Course)

(iv)Course EPC 4 : Understanding the Self (1/2 Course)

ANNUAL DISTRIBUTION OF THE COURSES AND DISTRIBUTION OF MARKS

Theory Courses for First Year				
Serial No.	Course Name	Marks for Theory	Marks for T&A	Total
Course 1	Childhood and Growing up	70	30	100
Course 2	Contemporary India and Education	70	30	100
Course 3	Learning and Teaching	70	30	100
Course 4	Language across the Curriculum	35	15	50
Course 5	Understanding Disciplines and Subjects	35	15	50
Course 6	Gender, School and Society	35	15	50
Course 7(a)	Pedagogy of a School Subject - Part - I (Methodology)	35	15	50
	Sub - Total	350	150	500
Engagement with the Field for First Year [Courses on Enhancing Professional Capacities (EPC)]				
Course EPC 1	Reading and Reflecting on Texts	50 Marks		
Course EPC 2	Drama and Art in Education	50 Marks		
Course EPC 3	Critical Understanding of ICT	50 Marks		
Sub - Total		150 Marks		
Grand Total (500+150)		650 Marks		

Note : T & A refers to “**Tasks and Assignments**” which are evaluated by continuous internal assessment.

(The Course on “**Enhancing Professional Capacities**” (EPC1, EPC 2 & EPC 3) are evaluated by continuous internal assessment.)

B.Ed. - Second Year

Theory Courses for Second Year				
Serial No.	Course Name	Marks for Theory	Marks for T & A	Total
Course 7 (b)	Pedagogy of a School Subject - Part II (Content mastery)	35	15	50
Course 8	Knowledge and Curriculum	70	30	100
Course 9	Assessment for Learning	70	30	100
Course 10	Creating an inclusive School	35	15	50
Course 11	Optional Course : (Any One) 1. Yoga, Health and Physical Education 2. Environmental Education 3. Values and Peace Education	35	15	50
Sub Total		245	105	350
Engagement with the Field (EPC) for Second Year Courses on Enhancing Professional Capacities (EPC)				
Course EPC 4	Understanding the Self	50 Marks		
	School Internship	250 Marks		
Total Marks		650 Marks		

Note :

T & A refers to "**Tasks and Assignments**" which are evaluated by continuous Internal assessment.

(The Course on "**Enhancing Professional Capacities**" (EPCA) is evaluated by continuous Internal assessment.)

DISTRIBUTION OF MARKS FOR TASKS AND ASSIGNMENTS FOR EACH COURSE

S.No	Type of Course	Marks
1.	Full Course	2x15 = 30
2.	Half a Course	2x7.50 = 15

Note : Students have to undertake Tasks and Assignments in each course given in the syllabus.

MEDIUM OF INSTRUCTION

The candidates admitted into the B.Ed. Degree course in the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or as 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 along with the medium of instruction chosen by each candidate to Tamil Nadu Teachers Education University.

In case, if the admitted candidates prefer to change their medium of instruction at later stage of the course it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of instruction chosen by the candidate to pursue the B.Ed. degree course will be indicated in the B.Ed. degree course transfer certificate alone, Classroom instruction shall be carried out separately for different medium of instruction.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e., 170 days) of attendance, failing which they will not be permitted to appear for the

B.Ed. degree examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for the written examination and practical examinations in the first appearance itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written examination. Such candidates appearance in the practical examination will stand cancelled automatically.

WRITTEN EXAMINATIONS

The first year written examinations will be conducted for Three full course and four half theory courses by the University after the completion of 200 working days in the first year.

The second year written examinations will be conducted for Two full course and three half theory courses by the University after the completion of 200 working days in the second year.

Each theory course question paper will be designed for 3 hours for full course and 1½ hours for half a course. The questions and allotment of marks are as described below :

Type of Course	Type of Questions	Marks	Total Marks	Maximum word / page limits for each question
Full Course	Essay Questions (7 out of 10)	7x10	70	600 words / 5 pages for each Question
Half a Course	Essay Questions (5 out of 7)	5x7	35	300 words / 3 pages for each Question

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each course with a minimum of 45% in the external examination in each full course and half a course. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those course in which he / she failed.

REVALUATION / RETOTALLING / XEROX COPY OF ANSWER SCRIPTS

Candidates an apply for revaluation / retotalling / xerox copy of answer scripts. The should have secured a minimum of 16 marks for the full course and minimum of 8 marks for the half course in the external examination.

Candidates can apply for either retotalling or revaluation or both to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fee prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

PRACTICAL EXAMINATION

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 16 weeks of school internship in the second year. Practical examination shall be normally conducted three months prior to the commencement of written examination. A panel consisting of two external members (one Convener, one member) appointed by the University will examine the teaching competency of each candidate as mentioned in Part-A below and also his / her practical works, records and instructional materials as mentioned in Part-B below.

B.Ed., Second Year II - Practical Components

PART - A		
Activity No.	Assessment of Teaching Competeancy	Marks
1.	Teaching Competency Level I	50
2.	Teaching Competency Level II	50
	Sub Total	100

PART - B		
Activity No.	Assessment of Teaching Competeancy	Marks
1.	Observation Record Level I	5
2.	Demonstration Record Level I	5
3.	Lesson Plan Record Level I (30 lesson plans)	20
4.	Instructional Materials Record Level I	10
5.	Test and Measurement Record Level I	10
6.	Observation Record Level II	5
7.	Demonstration Record Level II	5
8.	Lesson Plan Record Level II (30 lesson plans)	20
9.	Instructional Materials Record Level II	10
10.	Test and Measurement Record Level II	10
11.	Teaching Skills (Mini-teaching) Practice Record	10
12.	Visit to Innovative Schools and Healthy Practices	5
13.	Studies Portfolios / CCE Record	10
14.	Reflective Journal - Diary	5
15.	Environmental Education Record	10
16.	Community based Engagement / Skill Development Record	10
	Sub Total	150
	Grand Total (100 + 150)	250

Details of Practical Components First Year

1. School Internship (4 Weeks)

Allotment of Schools for School Internship for student - Teachers are subject to prior approval from the concerned District Educational Authorities. The Principals of the Colleges of Education have to submit the school internship schedule to the Tamil Nadu Teachers Education University.

1. Lesson Plan Writing and Achievement Test Construction	2 weeks
2. Teaching Skills Practice (Mini-Teaching)	1 week
3. Visit to Innovative Schools	1 week
	<hr/> 4 weeks

Details of Practical Components Second Year

1. School Internship (16 Weeks)

Allotment of Schools for School Internship for student - Teachers are subject to prior approval from the concerned District Educational Authorities. The Principals of the Colleges of Education have to submit the school internship schedule to the Tamil Nadu Teachers Education University.

a) Observation of Regular Class Teacher in Regular Classroom 1 week

b) Intensive Teaching Practice (Teaching 30 lessons, lesson plan preparation, preparation of teaching-learning materials, conducting test & measurement, knowing the self / psychological tests, conduct of school assembly, organization of PTA meeting, conducting case study. 15 weeks

16 weeks

2. Teaching Competency

a) Level - I (Pertaining to the School Subject of the Student - teachers

B) Level - II (Pertaining to the School Subject of the Student - teachers

3. Observation Record

a) Observation Record : Level - I (5 observation pertaining to the School Subject of the Student - teachers)

b) Observation Record : Level - II (5 observation pertaining to the School Subject of the Student - teachers)

4. Demonstration Record

(Demonstration by Teacher Educators, Subject Experts / Senior School Teacher and Peer Teacher)

(a) Demonstration Record : Level - I (5)

(b) Demonstration Record : Level - II (5)

5. Lesson Plan Record

a) Lesson Plan Record : Level - I (30 Lesson plans)

b) Lesson Plan Record : Level - II (30 Lesson plans pertaining to the School Subject of the Student - teachers)

6. Instructional Materials Record

Prepare the Instructional Material Record based on School Subject.

(a) Instructional Materials Record : Level - I

(b) Instructional Materials Record : Level - II

7. Test and Measurement Record

(Based on the Achievement Test Constructed and administered by Student - teachers)

(a) Test and Measurement Record Level - I

(b) Test and Measurement Record Level - II

8. Teaching Skills (Mini - Teaching) Practice Record

A mini lesson is a basic precursor to a bigger or broader topic. It is a short lesson that can be taught in just a few minutes, but it can benefit the students in lessons to come.

▶▶ Objectives

▶▶ Materials

▶▶ Content outline

▶▶ Teaching skills

▶▶ Instructional Procedures and Activities

▶▶ Evaluation and Assessment

9. Visit to Innovative Schools and Healthy Practices

Minimum 3 Innovative practices

Visit, Interview and write the report

▶▶ 21st Century model fo teaching and learning : a blend of face-to-face and online teaching, communication, and collaboration between students, educators, school leaders, parents, and educational partners.

10.Student Portfolios / CCE Record

A student portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of Compiling, Reviewing and evaluating student work over time can provide a richer, deeper and more accurate picture of what students have learned.

Portfolios may also be digital records, presentations, blogs, or websites , photographs or other digital artifacts (items) of learning.

11.Reflective Journal - Diary

A reflective journal is a tool that allows students to reflect on and write about progress in their learning. They can identify and reflect on successes and challenges. Teacher can gain information on what the student thinks and feels in a non-threatening way.

12.Environmental Education Record

- ▶▶ Need and Importance of Protecting Environment
- ▶▶ Save Environment (Environment Protection Activities)
- ▶▶ Removal of Environment Hazards
- ▶▶ Activities to remove Environmental Pollutants / Hazards

13.Community based Engagement / Skill development Record

- ▶▶ Need and Importance of community services
- ▶▶ Role of Individual for community development
- ▶▶ Role of community for individual development
- ▶▶ Cooperation between individual and community
- ▶▶ Community based engagement activities

NOTE :

a) Level -I refers to standard VI to VIII (Upper primary), Compulsory for all Student-teachers. For activated pertaining to Level-I, Student-teachers shall select either standard VI or VII or VIII as per the requirement of the Co-operative Schools.

b) Level -II refers to standard IX and X (Secondary) for UG qualified Student-teachers / Standard XI and XII (Higher Secondary / Senior Secondary) for PG qualified student-teachers.

PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate should apply for the practical examination in the first appearance. Candidates who have secured not less than 50% in each of the practical activities for which 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 appointed Practical Examination Board at the time of Practical Examination in the second year and their decision on the marks to be awarded shall be final.

REAPPEARANCE FOR PRACTICAL EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the practical examinations within the next three consecutive academic years in the main examinations only.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall be awarded the B.Ed. degree if he / she has passed both theory examination and the practical components.

Successful candidates shall be classified as specified hereunder by taking into account of the marks secured in Theory and Practical Examination separately.

CLASSIFICATION FOR WRITTEN EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and above	Distinction

CLASSIFICATION FOR PRACTICAL EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and above	Distinction

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

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

GENERAL CONDUCT OF STUDENTS

1. Every student shall be dressed decently and appear smart.
2. No student shall leave the class room without the permission of the Professor or until the Professor had left the room or has asked the class to disperse.
3. During class hours students should not loiter about in the verandahs.
4. Students should not make any noise while moving from class to class.
5. Any damage by students to college property / furniture or building will be made at their expenses and those responsible for such damages shall be dealt with severely. Collective fines will be imposed for any damage if the cause of which cannot be traced to any individual.
6. Student taking part in communal or political activities will be severely dealt with. They will forfeit scholarships and other benefits awarded to them.

7. Students are expected to read notice & exhibited on the College Notice Board and ignorance of any notice the us exhibited 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 the previous written permission of the Principal.
- .
9. Students guilty of using unfair means in the examination will be dealt severely.
10. Any lost property found must be handed over to the Principal from whom the owner can claim it promptly after Proving his ownership.
11. a) All students must leave their cycles only in the cycle shed.
b) Cycles kept in and around the college buildings other than the cycle shed are liable to be confiscated and disciplinary action will be taken against the owner of the cycle.
c) The college will not take any responsibility for the loss of a cycle or part thereof.
12. Stringent action will be taken against students indulging in Eve-teasing as per TN Prohibition of Eve-Teasing Act 1998.
13. Ragging is strictly prohibited. Whoever involves ragging in any manner shall be punishable with imprisonment and fine.
14. The students of the College are expected to behave both inside and outside the college in such a way as to maintain the good name of the college as well as their own.
15. Students Should Possess the Identify cards in the College campus, Their Stay at Schools, Field trips and camps.
16. Students should come in uniforms on all days including school observation, teaching practice sessions, field trips and camps.
17. Women students should wear only uniform sarees and they wear their hair in tight-bun.

18. Those students who absent for test with valid reasons can appear the tests by paying Rs. 150/- per paper Closing before publishing the Internal Assessment marks.
19. Students whose behaviour in the judgement of the Principal or any other College authority is undesirable (or of unwholesome influence) shall be taken off the rolls without assigning any reason.

Note: Under the Government Educational rules the Principal has full power to inflict the following punishments: Fine, With holding of Certificates, Suspension and Expulsion.

LIBRARY

1. Books will be issued only on presentation of the Identity card.
2. Students are entitled subject to the rules herein mentioned, to keep a book for a fortnight from the date of issue. If the book is not returned on or before the due date, a fine of Rs.1 per day including holidays will be levied. The student will not allowed to use the library till fine is paid and the book returned. Books due on holidays may be returned without fine on the working day immediately following. Volumes borrowed for the vacation should be returned within three working days after the reopening of the college. Otherwise the usual fine will be collected.
3. No one is allowed to sub-lend the books taken out by him.
4. Students must, on receiving a book, examine and report to the librarian any damage found therein. Other wise they will be held responsible for any damage that may afterwards be detected.

5. The Librarian may recall any book at any time.
6. Strict Silence should be observed in the any time.
7. Students may, without previous notice, call for books which are marked "Reference" or a periodical for consultation which will not be lent out.
8. All Foreign and Indian Magazines and Newspapers will be displayed for perusal in the reading room.

RULES CONCERNING CERTIFICATE

1. The students should apply to the Principal for any certificate atleast two days in advance.
2. Duplicate T.C. will be issued on production of a certificate from the Tahsildar stating the irrecoverable loss of the certificate.
3. Application for Migration Certificate should be made direct to the Registrar, Tamil Nadu Teachers Education University.
4. Duplicate Degree Mark sheets are not ordinarily issued except when the originals are not available. The students should apply to the University for the same.

MEMBERS OF THE TEACHING STAFF

S. No.	Name	Qualification	Designation
1.	Dr. G.Chandra Kumar	M.A., M.Phil., (Eco), M.Ed., M.Phil., (Edn) Ph.D . (Education)	Principal
2.	Mr. A.Balasundaram	M.Sc.,M.Phil.,(Chem),M.Ed.,M.Phil., UGC-NET(Edn),M.B.A.(Edn.Mgt) M.Sc(Psy),M.A.,(Soci),M.A.,(Philo & Religion) PGDCA., PGPDSE (MR)	Asst. Professor in Perspective in Education
3.	Mr. A. Philip	M.A., M.Phil.,(His) M.Ed.,M.Phil.,(Edn), M.A.,(Socio)	Asst. Professor in Pedagogy of History
4.	Mr. A.M. Sasikumar	M.A.,(Eco) M.A., M.Phil (Tamil),M.Ed., M.Phil.,(Edn), M.A., (Sociology)	Asst. Professor in Perspective in Education
5.	Mrs. G. Rajeswari	M.Com., M.Phil., (Com.) M.Ed.,M.Phil.,(Edn) PGDCA.,	Asst. Professor in Pedagogy of Commerce
6.	Mr. J.Prabhu	M.Sc.,M.Phil.,(Zoo) M.Ed.,M.Phil., NET (Edn), M.Sc.(Psy),	Asst. Professor in Perspective in Education
7.	Mr. M. Abdulsithick	M.C.A.,M.Ed.,MPhil., SET (Edn),	Asst. Professor in Pedagogy of Computer Science
8.	Mr. N. Abdul Razak	M.Sc.,M.Phil.,(Bot) M.Ed.,M.Phil.,(Edn)	Asst. Professor in Pedagogy of Biological Science
9.	Mrs. A. Mehar Nisha	M.A., (Tamil), M.Ed., TTC.,	Asst. Professor in Pedagogy of Tamil
10.	Mrs. V. Rajalakshmi	M.Sc., M.Phil., (Che), M.Ed., UGC-NET (Edn), M.Sc., M.Phil (Psy),	Asst. Professor in Perspective in Education

S. No.	Name	Qualification	Designation
11.	Mrs. M. Mahmoodah Parveen	M.Sc., (Che)., M.Ed.,	Asst. Professor in Pedagogy of Physical Science
12.	Ms. J. Prilis Nathiya	M.Sc., M.Phil., (Maths)., M.Ed., M.Sc., (Psy)	Asst. Professor in Pedagogy of Mathematics
13.	Mrs. M. Najimunisha	M.A., M.Ed.,	Asst. Professor in Pedagogy of English
14.	Mrs. M. Umadevi	B.Sc., (Phy. Edn) M.P.Ed., P.G. Dip. in Yoga	Health & Physical Education (HPE)
15.	Miss. A. Nojjaana	M.Sc., (Fash & Tech)., MFA., M.Phil (Bharathanatiyam).,	Performing Arts (PA) Dance
16.	Mr. B. Ramakrishnan	M.FA., M.Phil., D.A (Astro).,	Fine Arts (MFA)

NON TEACHING STAFF

S. No.	Name	Qualification	Designation
1.	Mr. A. Ananda Kumar	M.A.,M.L.I.Sc.,	Librarian
2.	Mr. Peter D'souza	B.A.,	Off. Cum - Acc. Asst
3.	Mrs. K. Sajitha	M.A.,	Store-Keeper
4.	Mr. N. Mohamed Azarudeen	M.Com.,	Tech. Asst
5.	Mr. P. Velmurugan	B.A.,B.Ed.,	Asst. Librarian
6.	Mrs. C. Gunasundari	E.S.S.L.C	Helper
7.	Mr. L. Darwin Kumar	S.S.L.C	Attender
8.	Mrs. N. Lilly Pushpam	E.S.S.L.C	Sweeper

ஜமால் முகம்மது ஆசிரியர் கல்வியியல் கல்லூரி

கல்லூரி வரிசை எண் : 12708
தொலைபேசி எண் : 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
முதலில் 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 முடிவற்ற கல்வியாண்டு	2021 - 2022
அனுமதிக்கப்பட்ட அலகுகள்	II
அனுமதிக்கப்பட்ட மாணவர்களின் எண்ணிக்கை	100
கல்லூரி செயலர் பெயர் & அலைபேசி எண்	ஜனாப் Dr.A.K.காஜா நஜ்முதீன் D.Litt.,(USA) 94431 66300
கல்லூரி முதல்வர் பெயர் & அலைபேசி எண்	முனைவர் G. சந்திரகுமார் 94438 47422

LIST OF PEDAGOGICAL SUBJECTS

S.No.	Pedagogical Subjects
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 2019 - 2020**Admission Committee**

- Dr. G. Chandrakumar - Mobile : 94438 47422
Mr. A. Philip - Mobile : 94438 70352
Mr. J. Prabhu - Mobile : 98435 21723

Anti-Ragging Committee**Co-ordinator**

- Mr. A. Balasundaram - Mobile : 99947 61184

Committee Members

1. Mr. N. Abdul Razak - Mobile : 99520 05668
2. Ms. J. Prilis Nathiya - Mobile : 98941 57497

Students Grievance Cell**Co-ordinator**

- Mr. A.M. Sasikumar - Mobile : 99656 70411

Committee Members

1. Mrs. V.Rajalakshmi - Mobile : 97900 82048
2. Mrs. M. Umadevi - Mobile : 63814 11840

Internal Complaints Committee

(Sexual Harassment Complaints)

Co-ordinator

- Mrs. G. Rajeswari - Mobile : 99422 54138

Committee Members

1. Mr. J. Prabhu - Mobile : 98435 21723
2. Ms. J. Prilis Nathiya - Mobile : 98941 57497
3. Mrs. M. Umadevi - Mobile : 63814 11840

Internal Quality Assurance Cell (IQAC)**Co-ordinator**

- Dr. G. Chandrakumar - Mobile : 94438 47422

Committee Members

- Mr. A. Balasundaram - Mobile : 99947 61184
Mrs. V.Rajalakshmi - Mobile : 97900 82048

Placement Cell Mr. J. Prabhu - Mobile : 98435 21723
Environment Club Mr. M. Abdulsithick - Mobile : 90805 08452
Red Ribbon Club, Youth Red Cross Club (YRC) Mr. A. Philip - Mobile : 94438 70352
Teaching Practice (16 Weeks) Mr. J. Prabhu
Attendance (Students) Mr. A. Philip
4 Week Internship Programme Mr. A.M. Sasikumar Mr. N. Abdul Razak
CIA Test and Internal Mark Mrs. G. Rajeswari
Website update and online Process Mr. M. Abdulsithick
Staff Meeting Minutes and Activity Reports Mrs. V. Rajalakshmi
Tour Programme Mr. A.M. Sasikumar Mr. J. Prabhu
Deeniyath Class, Resource Person Meeting Mr. N. Abdul Razak
Moral Education Mrs. J. Prilis Nathiya
Academic Calendar, Magazine, College Time Table Mr. J. Prabhu
TNTEU Programmes (Cultural, Sports-Students) Mrs. G. Rajeswari Mrs. V. Rajalakshmi
Assembly & Sports Arrangement Mr.A.M. Sasikumar Mrs. M. Umadevi

B.Ed., (PROGRAMME CONTENT)

B.Ed., FIRST YEAR SYLLABUS

COURSE 1: CHILDHOOD AND GROWING UP (FBCA)

Course objectives:

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

1. understand the growth, stages and dimensions of child development
2. compare various theories and its contributions to child development
3. analyse the gender stereotyping and issues, concerns of marginalized children
4. understand the adolescent behaviours
5. identify the various socializing agencies and their role on child development
6. comprehend the role of play and media on child development
7. examine the impact of urbanization and economic change on child development.

Unit I Growth and development of childhood

Meaning and concepts of growth and development - Principles of growth and development - Difference between growth and development - Impact of nature and nurture on child development.

(Suggested instructional approaches and methods :

- i) Talk by teachers/experts on the principles of growth and development.
- ii) A debate on the influence of nature and nurture on individual development.)

Unit II Stages and dimensions of development

Stages: infancy, early childhood and adolescence and their dimensions of development : physical, cognitive, moral , emotional and social.

(Suggested instructional approaches and methods:

- i) Talk by the teacher/psychologist on the various stages of child development.
- ii) Invited talk by experts on dimensions of child development.)

Unit III Theories of child development

Psycho - social stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-cultural approach to cognitive development (Vygotsky), Ecological systems theory (Bronfenbrenner).

(Suggested instructional approaches and methods:

- i) Teacher talk on child development theories.
- ii) Student seminar on various theories of child development.)

Unit IV Socializing agencies of child development

Agencies of socialization: Family, school, peer, and community

(Suggested instructional approaches and methods:

- i) Presentation of report based on field study/ case study on child rearing practices.
- ii) Seminar on family, school and peer influence on socializing process.)

Unit V Gender stereotypes and gender roles

Gender stereotypes in early child, middle childhood and adolescence
- Influences of gender stereotyping: biological, cultural and environmental
- Gender identity in middle childhood and in adolescence
- Gender schema theory - strategies for development non-gender – stereotyped children.

(Suggested instructional approaches and methods:

- i) invited lecture by a Feminist on gender stereotypes.

- ii) seminar on strategies for development of non - gender-stereotyped children.)

Unit VI Marginalized children: issues and concerns

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour - Measures to promote the status of marginalized children.

(Suggested instructional approaches and methods:

- i) Presentation of report of the problems of marginalized children based on field study.
- ii) Seminar on the problems of marginalized children and the measures to be taken for promoting their status.)

Unit VII Understanding adolescence

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviours of children and adolescents

(Suggested instructional approaches and methods:

- i) Teacher talk/ Group discussion on the influences of play on child and adolescent development.
- ii) Presentation of report of the adolescent behavior using observation and other techniques.)

Unit VIII Play and child development

Meaning and characteristics of play - kinds of play and their role in child development – play activities of childhood – factors influencing children's play – contribution of play to children's physical, social, emotional and cognitive development

(Suggested instructional approaches and methods:

- i) Teacher talk / Group discussion on kinds of play and child development.
- ii) Invited lecture by an expert or psychologist on various aspects of children's development.)

Unit IX Media and child development

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children's and adolescent's behaviour - effects of media on racial and gender stereotyping – regulating healthy media use

(Suggested instructional approaches and methods:

- i) Make a short film on the impact of mass media on children/ adolescents.
- ii) Group discussion on media violence on children).

Unit X Urbanisation and economic change on child development

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

(Suggested instructional approaches and methods:

- i) Invited talk/teacher talk on urbanization and child development.
- ii) Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

Tasks and Assignments:

1. Submission of a case study report on an adolescent student in the practice teaching school.
2. Contact various socializing agencies and submit a detailed report on their role on child development.

COURSE 2: CONTEMPORARY INDIA AND EDUCATION (FBCB)

Course objectives:

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

Unit I Understanding the social diversity

Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

(Suggested instructional approaches/methods:

- i) Invited talk on the social diversity of Indian society.
- ii) Report presentation based on the group discussion on the role of education to understand the social diversity in India.)

Unit II Educational demands of individuals and diverse communities

Universalisation of primary education Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

(Suggested instructional approaches/methods:

- i) Report presentation based on the group discussion / student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.
- ii) Report presentation based on the group discussion / student seminar suggesting the curriculum for collective and peaceful living of people.)

Unit III Indian Constitutional values on education

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, j u s t i c e , equality, fraternity and education - Right to Education Act.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.
- ii) Invited talk / legal expert(s) talk on the salient features of Right to Education Act.)

Unit IV Inequality, discrimination and marginalisation in education

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

(Suggested instructional approaches/methods:

- i) Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.
- ii) Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.)

Unit V Policy framework on education: Pre-independent India

Salient features of Vedic, Buddhist and Jain system of education
– Development of education during the pre-independent period -
Characteristics of Basic education and its relevance to the present day context.

(Suggested instructional approaches/methods:

- i) Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
- ii) Report presentation based on the group discussion / student seminar on the impact of pre - independent period education on Indian society.)

Unit VI Policy framework on education: Post-independent India

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adiseshiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

(Suggested instructional approaches/methods:

- i) Student seminar/Teacher talk on the major recommendations of different Education Committees/Commissions.
- ii) Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005.)

Unit VII Educational planning and financing

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

(Suggested instructional approaches/methods:

- I) Invited talk/teacher talk on the Indian educational funding systems and its implications.

- ii) Report presentation based on student seminar/ brainstorming session suggesting alternative funding systems in education.)

Unit VIII 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.

(Suggested instructional approaches/methods:

- i) Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.
- ii) Teacher talk/student seminar on the advantages and disadvantages of the three language formula.)

Unit IX Midday meal scheme as a socialisation process

Objectives of midday meal scheme – Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

(Suggested instructional approaches/methods:

- i) Report presentation based on the field study on the impact of midday meal scheme in rural area.
- ii) Report presentation based on the debate: “Midday meal scheme is an effective tool for socialisation of children”).)

Unit X Emerging trends in education

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
- ii) Invited talk/teacher talk on the importance of life- long learning.)

Tasks and Assignments:

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 marginalisation in education.
2. Write a detailed report on the development of universalisation of education in India based on its five year plans.

COURSE 3: LEARNING AND TEACHING (FBCC)

Course objectives:

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

1. develop an understanding of the nature of learning and teaching.
2. develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. critically evaluate the theory of constructivism.
4. understanding the teaching diverse classroom.
5. identify the need and importance of teacher student relationship
6. discuss the importance of teaching as a profession.

Unit I Nature of learning

Learning: meaning and definition - elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning – principles and techniques of active learning and their implications – self learning.

(Suggested Instructional approaches/ methods:

- i) Student seminar on principles of active learning.
- ii) Invited talk by experts based on the nature of learning.)

Unit II Nature of Teaching

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

(Suggested Instructional approaches/ methods:

- i) Group discussion on characteristic of a good teacher.
- ii) Student seminar on becoming a reflective teacher.)

Unit III Behavioral Theories of Learning

Learning – meaning of learning as defined by behaviourists – classical conditioning (Pavlov) – Law of effect (Thorndike) – operant conditioning and shaping (Skinner) – social learning (Bandura) - Basic assumptions of behavioural theory – strengths and limitations.

(Suggested Instructional approaches/ methods:

- i) Invited talk by the experts on the behavioural theories of learning.
- ii) Student seminar on basic assumptions of behavioural theory.)

Unit IV Cognitive and humanistic theories of learning

Learning – meaning of learning as defined by cognitive psychologists – Insight learning (Kohler) - Modes of cognitive development (Bruner) – Stages of intellectual development (Piaget) – Learning styles (Kolb) – Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers).

(Suggested Instructional approaches/ methods:

- i) Student seminar on the cognitive theories of learning.
- ii) Invited talk by experts on the humanistic theory of learning.)

Unit V Theory of Constructivism

Constructivism – meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

(Suggested Instructional approaches/ methods:

- i) Presentation of a report based on the group discussion on constructivism.
- ii) Group discussion on Gagne's eight levels of learning.)

Unit VI Learner- centered teaching

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching – Learner - centered techniques of teaching and their advantages.

(Suggested Instructional approaches/ methods:

- i) Student seminar on learner - centered teaching.
- ii) A debate on learner-centered teaching vs teacher-centered learning.)

Unit VII Teaching in Diverse classrooms

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room-Diversity in the classroom.

(Suggested Instructional approaches/ methods:

- i) Talk by the expert on preparation of teachers for diverse classroom.
- ii) Student seminar on effective teaching in a diverse classroom.)

Unit VIII Learning in and out of School

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area - approaches to learning outside the class room- learning for outside the classroom-advantages of learning outside the classroom.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on importance of observation learning.
- ii) Discussion on approaches to learning outside the school.)

Unit IX Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship - inter-personal approach in classroom management - strategies for improving student engagement in learning - Healthy classroom management and academic achievement.

(Suggested Instructional approaches/ methods:

- i) Invited talk by experts on the effective teacher student relationship.
- ii) Seminar on healthy classroom management and academic achievement.

Unit X Teaching as a profession

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession -Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on qualities of a good teacher.
- ii) Student seminar on “teaching as the noblest profession”.)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.
2. Prepare records that capture a variety of images of learning and teaching.

COURSE 4: LANGUAGE ACROSS THE CURRICULUM (FBCD)

Course objectives:

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

1. understand the language background of the learner,
2. know language diversity in the classroom,
3. understand the nature of communication process in the classroom,
4. understand the nature of reading comprehension in different content areas,
5. develop multilingual awareness among the learners.

Unit I Language and Society

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

(Suggested instructional approaches/methods:

- i) Organise the students to participate in Discussion on Home Language Vs. School Language.
- ii) Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.)

Unit II Language diversity in classrooms

First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. - Mastery in first language and subject - mastery in second language and subject. - Understanding of multilingualism in classroom.

(Suggested instructional approaches / methods:

- i) Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, teacher language and student language during interaction-Make a comparative analysis.
- ii) Conduct a seminar on: "Language is the vehicle that carries the content".)

Unit III Position of Mother - Tongue in Classroom Instruction

Position of Mother-tongue in classroom instruction - Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

(Suggested instructional approaches/methods:

- i) Arrange an extempore speech competition regarding importance and development of language.
- ii) Discussion on common errors in pronunciation and its remedial exercises for students.)

Unit IV Language across Curriculum

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

(Suggested instructional approaches/methods:

- i) Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing.(To be the basis of Evaluation after exhaustive sessions to improve communication skills.

- ii) Discussion on “Language development in the school is the responsibility of all the teachers”.)

Unit V Language related issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children's writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

(Suggested instructional approaches/methods:

- i) Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.
- ii) Interact with 5 student-teachers and present a paper on:
 - (a) the structure of their language
 - (b) pronunciation
 - (c) vocabulary.)

Task and Assignments:

1. Based on Eller Deficit Theory: Children's from lower socio- economic classes “cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts.”

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.

Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2. Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX-X/ XI-XII and analyse on the following issues and offer your findings and suggestions.

- * How are the different registers of language have been introduced?
- * Does the language clearly convey the meaning of the topic being discussed?
- * Is the language learner-friendly?
- * Is the language too technical?

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS (FBCE)

Course objectives:

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

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life oriented curriculum.

Unit I Disciplines and Subjects

Disciplines and subjects- meaning, definition and concepts - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline

(Suggested Instructional Approaches/ Methods:

1. Teacher talk on meaning and concepts of three different school subjects.
2. Small group discussion on differences of any three school subjects.)

Unit II Disciplines and Subjects in Socio-Cultural Perspectives

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame -

Redefinitions of school subject from socio-cultural perspectives -
School subjects and social justice

(Suggested Instructional Approaches/ Methods:

- i) Discussion about the historical and cultural influences in any one of your school subjects.
- ii) Group discussion on the redefinition of school subject from socio-cultural perspectives.)

Unit III Selection of Content

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

(Suggested Instructional Approaches/ Methods:

- i) Student seminar on selection of content.
- ii) Seminar on recent developments in school subjects.)

Unit IV Learner Oriented Curriculum

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks

(Suggested Instructional Approaches/ Methods:

- i) Teacher talk on learner oriented curriculum.
- ii) Discussion on the social oriented curriculum for social reconstruction.)

Unit V Life-oriented Curriculum

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter-disciplinary curriculum- Broadfield curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children- communities- their natural curiosities- their subjects.

(Suggested Instructional Approaches/ Methods:

- i) Discussion on life-oriented curriculum.
- ii) Student seminar on disciplinary approach to school subjects.)

Tasks and Assignments:

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.
2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

COURSE 6: GENDER, SCHOOL AND SOCIETY (FBCF)

Course objectives:

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

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. identify gender roles in textbooks and curriculum
4. discuss safety of girls and women at school, home and workplace
5. 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.

(Suggested instructional approaches/ methods:

- i) Seminar on reasons for gender inequalities.
- ii) Discussion the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.)

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 - Actual 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.

(Suggested instructional approaches/ methods:

- i) Presentation of a paper on gender roles based on the visit of students in a school.
- ii) Seminar on the processes of disciplining techniques for boys and girls after visiting schools/ home.)

Unit III Gender and School Curriculum

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging 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.

(Suggested instructional approaches/ methods:

- i) Student seminar on representation of gender roles in textbooks and curriculum.
- ii) Workshop on developing school curriculum for equality and gender-just society.)

Unit IV Violence on Safety of Girls and Women

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

(Suggested instructional approaches/ methods:

- i) Brainstorming session on safety of girls at school, home and workplace.
- ii) Teacher talk on role of teachers and parents in combating female body objectification.)

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 instructional approaches/ methods:

- i) Student seminar on gender stereotypes in mass media.
- ii) Poster show presentation on gender in media.)

Tasks and Assignments:

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.
2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources.

COURSE 7(a) :
PEDAGOGY OF A SCHOOL SUBJECT – PART I
(METHODOLOGY)

The major objective of the course is to make the student - teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level I is pertaining to standard VI to VIII and is compulsory for all the student-teachers. At level I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at Level I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.

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பாடம் 7 (a) தமிழ் கற்பித்தல்
(பகுதி - I கற்பிக்கும் முறைகள் - FBTA)

நோக்கங்கள் :

இப்பாடம் முடிவிலும் தருவாயில், மாணவ ஆசிரியர்கள் :

1. தமிழ் மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் புரிந்து கொள்வர்.
2. தமிழ்ப் பாடத்திற்கான கற்பித்தல் குறிக்கோள்களைத் தயாரித்து எழுதுவர்.
3. கற்பித்தல் திறன்களில் முழுத் திறனறிவு பெறுவர்.
4. தமிழ் மொழி கற்பித்தலில் பல்வேறு முறைகளைக் கையாள்வர்.
5. தமிழ் மொழி கற்பித்தலுக்கு பல்வேறு வளங்களைப் பயன்படுத்துவர்.

அலகு 1 தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும் :

தமிழ் மொழி கற்பித்தலின் நோக்கங்கள் : முக்கியத்துவம் - அடிப்படை மொழித்திறன்களை வளர்த்தல் - சிந்தனையை வளர்த்தல் - எண்ணத்தை வெளியிடல் - கருத்துக்களைப் பகிர்ந்து கொள்ளுதல் - கற்பனைத் திறனை வளர்த்தல் - படைப்பாற்றலை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப் பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - மொழி கற்பித்தலின் பொதக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு.

பரிந்துரைக்கும் கற்பித்தல் முறைகள் :

- i) பள்ளிக் கலைத் திட்டத்தில் தாய்மொழி வசிக்கும் இடம் குறித்து ஆசிரியர்/மொழி வல்லுநர் பேச்சு.
- ii) தாய்மொழி கற்பித்தலின் நோக்கம், தேவை, முக்கியத்துவம் குறித்து மாணவர் கருத்தரங்கம் நடத்துக.

அலகு 2 கற்பித்தலுக்கான திட்டமிடல்

பாடம் கற்பித்தலின் படிநிலைகள் : பாடம் கற்பித்தலுக்கான நோக்கங்களைத் தயாரித்தல் - அலகுத் திட்டம் தயாரித்தல் - பாடம் கற்பிப்புத் திட்டம் வடிவமைத்தல் - புனம் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு : அறிவுப் புலம் - உணர்வுப் புலம் - உள இயக்கப்புலம் சார்ந்த நோக்கங்களை எழுதுதல் - நான்கு கட்ட கற்பிப்புத்திட்ட அட்டவணையின் அமைப்பு - நான்கு கட்ட அட்டவணையின்படி மாதிரி கற்பிப்புத் திட்டம் தயாரித்தல்.

பரிந்துரைக்கும் கற்பித்தல் முறைகள் :

- i) தமிழ்ப்பாடம் நடத்துவதற்கு (நிலை 1, நிலை 2) கற்பித்தல் குறிக்கோள்களை எழுதுக.
- ii) தமிழ்ப்பாடம் நடத்துவதற்கு (நிலை 1, நிலை 2) மாதிரிக் கற்பிப்புத் திட்டம் தயாரித்து வழங்குக

அலகு 3 கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்

கற்பித்தல் : விளக்கம் - முக்கிய கற்பித்தல் திறன்களைப் புரிந்து கொள்ளல் : தொடங்குதல் திறன், விளக்குதல் திறன் - பொழிப்புரைத் திறன் - வினாக்கேட்டல் திறன் - தூண்டல் மாற்றுத் திறன் - சைகை மொழித் திறன் - வலுவூட்டல் திறன் - முடிக்கும் திறன் - சரளமாகப் பேசும் திறன் - கற்பித்தல் திறன்களை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல் (20 மணித்துளிகள்) - கற்பித்தலின் முக்கிய படிகளைப் புரிந்து கொள்ளல் : உளக்கப்படுத்துதல் - பாடக் கருத்துக்களை வழங்குதல், இடைவினைப் பேச்சு - மீளச்சிந்தித்தல் - தொகுத்துக்கூறல் - கற்பித்தல் படிகளை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல் (20 மணித்துளிகள்) - குறுநிலைக் கற்பித்தலை உற்றுநோக்கிப் பின்னூட்டம் வழங்குதல். (குறிப்பு : கற்பித்தல் திறன்களை ஒருங்கிணைத்து/கற்பித்தல் படிகளை ஒருங்கிணைத்து சிறு பாடங்களை 20 நிமிடங்கள் நடத்துவது குறித்து வகுப்பாசிரியர் (Teacher - Educator) மாணவர்கள் முன்னிலையில் குறுநிலைப் பயிற்சிக்கான செயல் விளக்கம் (Demonstration) மேற்கொள்ள வேண்டும்.

உரைநடை கற்பித்தல் : உரை நடையின் பொருள் - உரைநடை கற்பித்தலின் நோக்கம் - உரைநடை கற்பித்தலின் படிகள் - சொற்களஞ்சியத்தைக் கற்பித்தல், அருஞ்சொற்களைக் கற்பித்தல் - சொற்களஞ்சியத்தைப் பெருக்குவதற்கான வழிகள். செய்யுள் கற்பித்தல் : செய்யுளின் பொருள் - செய்யுள் கற்பித்தலின் நோக்கம் - செய்யுள் கற்பித்தலிலுள்ள படிகள் - செய்யுள் கற்பித்தலை இனிமையாக்கும் முறைகள் இலக்கணம் கற்பித்தல் : இலக்கணத்தின் பொருள் - இலக்கணம் கற்பித்தலின் நோக்கங்கள் - இலக்கணம் கற்பிக்கும் முறைகள் - விதிவருமுறை, விதிவிளக்குமுறை - இலக்கணப் பாடத்தை இனிமையாக்குதல். கட்டுரை கற்பித்தல் : பொருள் - கட்டுரையினுடைய வகைகள் - குறிப்புகளையொட்டி கட்டுரை எழுதுதல் - வழிகாட்டுதலையொட்டி கட்டுரை வரைதல் - சொந்தமாகக் கட்டுரை வரைதல் (Controlled, guided and free composition).

பரிந்துரைக்கும் கற்பித்தல் முறைகள்

- i) கற்பித்தல் திறன்களைப் பயன்படுத்தி சக மாணவர்கள் முன்னிலையில் குறுநிலைக் கற்பித்தல் பயிற்சி மேற்கொண்ட தன்மை குறித்து ஓர் அறிக்கை தயாரித்து வழங்குக.
- ii) தமிழ்ப் பாடத்தில் (நிலை 1, நிலை 2) குறுநிலைக் கற்பித்தல் பயிற்சி மேற்கொள்வதற்கு இறு சிறு கற்பிப்புத் திட்டங்கள் தயாரித்து, அவற்றைச் சக மாணவர்கள் முன்னிலையில் குறுநிலைப் பயிற்சி மேற்கொள்க.
- iii) உரைநடை, செய்யுள் கற்பிக்கும் முறைகள் குறித்து ஆசிரியர்/வல்லுநர் பேச்சு.
- iv) கட்டுரை, இலக்கணம் கற்பிக்கும் முறைகள் குறித்து ஆசிரியர்/வல்லுநர் பேச்சு.

அலகு 4 மொழித் திறன்களைக் கற்பித்தலும் மதிப்பிடுதலும் :

கேட்டல் திறன் கற்பித்தல் : கேட்டல் திறனின் பொருள் – கேட்டல் வழியே கற்றல் – கேட்டல் பழக்கத்தினை வளர்த்தல் : சொல்வதைக் கேட்டுத் திரும்பச் சொல்லுதல் – தொலை/அலைபேசியில் பேசிப்பழகுவதல் – சொல்வதைக் கேட்டு எழுதுதல் (Dictation) நோட்படுத்திக் கேட்டல் (Jigsaw listening) – கேட்டல் திறனை மதிப்பிடல்.

பேசுதல் திறன் கற்பித்தல் : பேசுதல் திறனைக் கற்பித்தலின் நோக்கங்கள் – இன்றியமையாமை – வாய்மொழிப் பயிற்சியின் நோக்கங்கள் – திருத்தமாகப் பேசுதல் – அழுத்தமாகப் பேசுதல் – தெளிவாகப் பேசுதல் – அச்சமும் கூச்சமுமின்றிப் பேசுதல் – அளவறிந்து பேசுதல் – உணர்வுடன் பேசுதல் – விழையின்றிப் பேசிப் பழகுவதல் – சொற்களஞ்சியப் பெருக்கம் – திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் – திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் – நாநெகிழ்ப் பயிற்சி – நாவிறழ்ப் பயிற்சி – பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் – பேசுதல் திறனை மதிப்பிடல்.

படிக்கும் திறன் கற்பித்தல் : படித்தலின் நோக்கங்கள் – படித்தலின் வகைகள் – வாய்விட்டுப் படித்தல் – மனதுக்குள் படித்தல் – படிக்க பயிற்றும் முறைகள் – எழுத்து முறை – சொல் முறை – சொற்றொடர் முறை – நிறை, குறைகள் – படித்தல் திறனை மதிப்பிடல்.

எழுதும் திறன் கற்பித்தல் : எழுதுதலின் நோக்கங்கள் – எழுதுதலின் நிலைகள் – எழுத்துப் பயிற்சி – கையெழுத்தின் நல்லியல்புகள் – எழுத்துப் பயிற்சி முறைகள் – விழையின்றி எழுதப் பயிற்சியளித்தல் – விழைக்குரிய காரணங்களைக் கண்டறிதல் – விழைகளைக் கையும் வழிமுறைகள் – எழுதுதல் திறனை மதிப்பிடல்.

பரிந்துரைக்கும் கற்பித்தல் முறைகள்

- i) கேட்டல் திறன், பேசும் திறன் குறித்து ஆசிரியர்/வல்லுநர் பேச்சு.
- ii) கேட்டல் திறன், பேசும் திறன் ஆகியவற்றை வளர்க்கும் வகுப்பறைச் செயல்களில் மாணவர்கள் பங்குபெற்றுப் பயிற்சி பெறுக.
- iii) படிக்கும் திறன்/எழுதும் திறன் குறித்து ஆசிரியர்/வல்லுநர் பேச்சு.
- iv) படிக்கும் திறன்/எழுதும் திறன் ஆகியவற்றை வளர்க்கும் வகுப்பறைச் செயல்களில் மாணவர்கள் பங்கு பெற்றுப் பயிற்சி பெறுக.

அலகு 5 கற்பிக்கும் முறைகள்

ஆசிரியர் மையக் கற்பித்தல் : விரிவுரை முறை - ஆசிரியணிக் கற்பித்தல் - மாணவர் மையக் கற்பித்தல் : சக மாணவர் கற்பித்தல் - மாணவர் கற்பித்தல் - சிறு குழு/வகுப்பு மாணவர்கள் விவாதித்துக் கற்றல் - மாணவர் கருத்தரங்கம் - பட்டிமன்றம் - குழு விவாதம். அண்மைக் கால கற்பித்தல் போக்குகள் : கருத்து கட்டமைப்பு கற்றல் - இ-கற்றல் - காரணாலிக் காட்சிவழிக் கற்றல். அச்செழுத்து வளங்கள் : நாளிதழ்கள், ஆய்விதழ்கள் - கலைக் களஞ்சியங்கள். ஒலிசார் வளங்கள் : வானொலிப் பேச்சுகள் - ஒலிப்பதிவு நாடாக்கள் - குறுந்தட்டுகள். காட்சியொளி வளங்கள் : படங்கள் - ஒளிப்படங்கள் - மின் அட்டைகள் - வரைபடங்கள் - விளம்பரத்தட்டிகள். தகவல் தொடர்பு வளங்கள் : வானொலி - தொலைக்காட்சி - இணையம், பல்லுடகம் - இடைவினை வெண் மென்பலகை. சமுதாய வளங்கள் : நாட்டுப்புறக் கலைஞர்கள் - களப் பயணம், மொழிவள மையங்கள் - இலக்கிய மன்றம் - தமிழாசிரியரின் பண்புகள்.

பரிந்துரைக்கும் கற்பித்தல் முறைகள் :

- i) தமிழ் மொழியைக் கற்கிக்க உதவும் பல்வேறு வளங்கள் குறித்து ஆசிரியர்/மொழி வல்லுநர் பேச்சு.
- ii) தமிழ் மொழியைக் கற்கிக்க உதவும் பல்வேறு வளங்கள் குறித்து ஆய்வுக்க கட்டுரை தயாரித்து வகுப்பில் வழங்குக

அலகு 6 சோதித்தலும் மதிப்பீடிலும் :

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - உள்ளார்வ ஆற்றல் சோதனை - திறனறிச் சோதனை - குறையறிதல் சோதனை - மொழியறிவுச் சோதனையின் வகைகள் - ஒற்றை வினா விடைச் சோதனை - ஒற்றை விடை வினாக்கள் தயாரித்தல் - பிழையறியும் சோதனை - எழுத்துச் சோதனைகள் -

குறு வினா விடைச் சோதனை – பத்தி வினா விடைச் சோதனை – கட்டுரை வினா விடைச் சோதனை – ஆசிரியர் தயாரிக்கும் கற்றலடைவுச் சோதனை : தயாரித்தலிலுள்ள படிகள் – வினாத்தாள் திட்ட வரைவு அட்டவணை (Table of Specifications / Blueprint) – மதிப்பெண் வழங்கும் முறையும் மதிப்பிடுதலுக்கான விடைக் குறிப்புகளும் – வினாக்களைப் பகுப்பாய்வு செய்தல்.

பரிந்துரைக்கும் கற்பித்தல் முறைகள் :

- i) மொழித் திறன்களைச் சோதிக்கும் முறைகள் குறித்து ஆசிரியர்/மொழி வல்லுநர் பேச்சு.
- ii) மொழித் திறன்களைச் சோதிக்கும் வினாக்கள் தயாரிக்கும் முறையில் பயிற்சி பெறுக. அது குறித்த விவரங்களைத் தொகுத்துக் கட்டுரையொன்று வழங்குக.

செயல்களும் ஒப்படைப்புகளும் :

1. தமிழ் மொழி கற்பித்தலில் மேற்கொள்ளப்படும் பல்வேறு கற்பிக்கும் முறைகள் குறித்து ஓர் ஆய்வுக் கட்டுரை வழங்குக.
2. மொழித் திறன்களை வளர்க்கும் பல்வேறு முறைகள் குறித்து ஓர் ஆய்வுக் கட்டுரை வழங்குக.

COURSE 7(a): PEDAGOGY OF ENGLISH (FBEN)

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching English.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching English.
5. use various resources in teaching English.

Unit I Aims and objectives of Teaching English

Importance of English Language in India - Rationale for learning English - Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

(Suggested instructional approaches / methods:

- i) Teacher talk / Invited talk on the place of English as second language in school curriculum.
- ii) Student seminar on the need, significance and values of teaching English as second language)

Unit II Planning for Instruction

Steps in planning a lesson: setting lesson goals - Designing unit plans - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

(Suggested instructional approaches / methods :

- i) Write instructional objectives for a lesson in English for level I & II
- ii) Prepare a model lesson plan for level I & II in English.

Unit III Practicing the Skills in Teaching English

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues - Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. ***(Note: Teacher - Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)***

(Suggested instructional approaches / methods :

- i) Prepare a report on the practising of a mini-lesson with multiple - teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II).

Teaching prose : Meaning of prose - Steps in teaching a prose lesson. **Teaching vocabulary:** Nature of words - Types of vocabulary: Active and passive - Expansion of vocabulary - Selection and grading of vocabulary - Strategies to develop vocabulary. **Teaching poetry:** Meaning of poetry - Aims of teaching poetry - Effects of teaching poetry - Steps in teaching poetry. **Teaching grammar:** Meaning of grammar - Traditional model of teaching grammar - Grammar-free teaching model - Communicative competence model. **Strategies for learning grammar:** Mechanical and communicative skills - Developing grammar activities - Teaching textbook grammar effectively - Inductive and Deductive methods of teaching grammar - Testing grammar. **Teaching composition:** Meaning of composition - Types of composition: controlled, guided and free composition.

Unit IV Teaching and Testing Language Skills

Teaching listening skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening.

Teaching speaking skill: Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking: Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: parallel structure in a sentence – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling - Narration – Description – Communicative games: Debate – Interview – Extempore speech – Barriers to effective communication – Communicative output activity - Testing speaking.

Teaching Reading Skill: Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting – Grammatical mistakes – disorder of written expression.

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit V Method of Teaching English

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr.West's New Method - Other methods: Silent way -Total physical response - Dogme language teaching - Pimsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching English subject: Learner-centred models of teaching.

Resources in teaching English : Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Television - Language Lab - Power Point presentation - Website for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

(Suggested instructional approaches/methods

- i) Teacher talk / Expert talk on different methods of teaching English as a second language.
- ii) Preparation and presentation of a report on different methods of teaching English as a second language.)

Unit VI Testing and Evaluation in English

The value of testing - Focus of testing - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests - Types of test in English: objective tests - construction of objective-types questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of English as a second language.
- ii) Preparation and presentation of a teacher-made Achievement Test in English.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching English.
2. Prepare and submit a critical report on different kinds of instructional resources in teaching English.

COURSE 7(a): PEDAGOGY OF MATHEMATICS (FBMA)

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Mathematics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills .
4. apply various methods in teaching of Mathematics.
5. use various resources in teaching Mathematics.

Unit I Aims and objectives of teaching Mathematics

Mathematics: Meaning, nature and scope - Aims and objectives of teaching Mathematics in schools – Need and significance of teaching Mathematics - Values of teaching Mathematics.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on the place of Mathematics in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Mathematics.)

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan - Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Mathematics for Level I & II.
- ii) Prepare a model lesson plan for Level I & II in Mathematics.)

Unit III Practising the Teaching Skills in Mathematics

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation – interaction - reflection and summing up - Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. **(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)**

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Mathematics

Teacher-centered methods: Lecture method – Analytical and Synthetic methods - Deductive and Inductive methods - Demonstration method - Team-teaching. **Learner- centered methods:** Project method - Peer tutoring/teaching by students- Individual activities - experiential learning- Teacher-guided learning- Problem-solving method- Small group/whole-class interactive learning: Student seminar - group discussion - Mixed-ability grouping - Maths through games and puzzles. Recent trends: Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different methods of teaching Mathematics.
- ii) Preparation and presentation of a report on different methods of teaching Mathematics.)

Unit V Resources for Teaching Mathematics

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards - models. **ICT resources:** Radio – TV –Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Mathematics exhibition/fair - Mathematics Laboratory/ Mathematics Resource centre - Mathematics club – Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture talk on different resources for teaching Mathematics.
- ii) Preparation and presentation of a report on different resources for teaching Mathematics.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Mathematics.
- 2.Prepare and submit a report on Mathematics Resource Centre.

COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE (FBCS)

(Part - I Methodology)

Course objectives:

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

1. Understand the aims and objectives of teaching Computer Science.
2. Formulate instructional objectives for a lesson.
3. Gain mastery of the teaching skills.
4. Apply various methods in teaching Computer Science.
5. Use various resources in teaching Computer Science.

UNIT I Aims and objectives of teaching Computer Science

Computer Science: Meaning, nature and scope – Aims and objectives of teaching Computer Science in schools – Need and significance of teaching Computer Science– Values of teaching Computer Science.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Computer Science in school curriculum.
- ii) Student seminar on the need, significance and values in teaching Computer Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Mathematics (for Level I) and in Computer Science (for Level II.)
- ii) Prepare a model lesson plan in Mathematics (for level I) and in Computer Science for Level II.)

UNIT III Practising the Teaching Skills in Computer Science

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes)- Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes)- Observation and feedback on mini- teaching. ***(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)***

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Computer Science

Teacher-centered methods: Lecture method - Demonstration method - Team- teaching. **Learner-centered methods:** Laboratory method - project method - Peer tutoring/teaching by students - Individual activities - experiential learning, -Teacher - guided learning - problem-solving method - Small group / whole-class interactive learning. Student seminar - group discussion – mixed-ability grouping. **Recent trends in teaching:** Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning- e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on different methods of teaching Computer Science.
- ii) Preparation and presentation of a report on different methods of teaching Computer Science.)

UNIT V Resources for Teaching Computer Science

Print resources: Newspapers – Journals - Magazines - Computer Science encyclopedias. **Audio resources:** Radio talk - audio tapes- DVDs /CDs. **Visual resources:** Pictures – charts – posters - photos - graphs - flash cards - models. **ICT resources:** Radio - TV – Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Computer Science exhibition/fair – Computer Science Laboratory – Computer Science Resource Centre – Computer Science Club- Qualities of a good Computer Science textbook - Qualities of a Computer Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture talk on different resources for teaching Computer Science.
- ii) Preparation and presentation of a report on different resources for teaching Computer Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Computer Science.
2. Prepare and submit a report on Computer Science Resource Centre.

COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE (FBPS)

(Part - I Methodology)

Course objectives:

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

1. Understand the aims and objectives teaching of physical science.
2. Formulate instructional objectives for a lesson.
3. Gain mastery of the teaching skills.
4. Apply various methods in teaching physical science.
5. Use various resources in teaching physical science.

UNIT I Aims and objectives of teaching Physical Science

Physical Science: Meaning, nature and scope – Aims and objectives of teaching Physical Science in schools - Need and significance of teaching Physical Science - Values of teaching Physical Science.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited talk on the place of Physical Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Physical Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives: Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write the instructional objectives for a lesson in Physical Science at Level I & II.
- ii) Prepare a model lesson plan in Physical Science for Level I & II).

UNIT III Practising the Teaching Skill in Physical Science

Meaning of teaching – Understanding major teaching skills: Introducing- explaining –questioning - varying the stimulus - non-verbal cues- reinforcement - closure and fluency in communication – Practicing a mini-lesson with motivation - presentation- interaction- reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. ***(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)***

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Physical Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods:** Laboratory method – Project method - Peer tutoring / teaching by students - Individual activities - experiential method – Teacher-guided learning - Problem-solving method - Small group/whole - class interactive learning: Student seminar- group discussion - Mixed-ability grouping. **Recent Trends:** Constructivist learning - Problem-based learning- Brain-based learning- Collaborative learning- Flipped learning - Blended learning - e-Learning trends - Videoconferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on different methods of teaching Physical Science.
- ii) Preparation and presentation of a report on different methods of teaching Physical Science.

UNIT V Resources for Teaching Physical Science

Print Resources: Newspapers - journals and magazines- science encyclopedias. **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. **Community Resources:** Science centres - Science exhibition / fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture talk on different resources for teaching Physical Science.
- ii) Preparation and presentation of a report on different resources for teaching Physical Science.)

Tasks and Assignments:

- i) Prepare and submit an evaluative report on different methods of teaching Physical Science.
- ii) Prepare and submit a report on Physical Science resource centre.

COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE (FBBS)

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives teaching of biological science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching biological science.
5. use various resources in teaching biological science.

UNIT I Aims and objectives of teaching Biological Science

Biological Science: Meaning, nature and scope –Aims and objectives of teaching Biological Science in schools - Need and significance of teaching Biological Science - Values of teaching Biological Science.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited talk on the place of Biological Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Biological Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write the instructional objectives for a lesson in Biological Science at level I & II.
- ii) Prepare a model lesson plan in Biological Science for level I & II)

UNIT III Practising the Teaching Skills in Biological Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining, questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up –Practising a mini-lesson with five teaching steps (for 20 minutes): Observation and feedback on the integrating of teaching steps in mini-teaching. ***(Note: Teacher- Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)***

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Biological Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods:** Laboratory method – Project method - Peer tutoring/teaching by students - Individual activities - Experiential method – Teacher-guided learning - Problem-solving method - Small group/whole -class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent Trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on different methods of teaching Biological Science.
- ii) Preparation and presentation of a report on different methods of teaching Biological Science.)

UNIT V Resources for Teaching Biological Science

Print Resources: Newspapers - journals and magazines - Science Encyclopedias. **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. **Community resources:** Zoological gardens, Botanical gardens, eco-park - aquarium - science exhibition/fair - fieldtrip – Qualities of a good biology textbook - Qualities of a Biology teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different resources for teaching Biological Science.
- ii) Preparation and presentation of a report on different resources for teaching Biological Science.)

Tasks and Assignments:

- i) Prepare and submit an evaluative report on different methods of teaching Biological Science.
- ii) Prepare and submit a report on Biological Science resource centre.

COURSE 7(a): PEDAGOGY OF HISTORY (FBHI)

(Part - I Methodology)

Course Objectives :

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

1. understand the aims and objectives of teaching History.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching History.
5. use various resources in teaching History.

Unit I Aims and objectives of teaching History

History : Meaning - nature – scope - Aims and objectives of teaching History in schools – Need and significance of teaching History - Values of teaching History.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited lecture on the place of History in school curriculum.
- ii) Student seminar on the need, significance and values of teaching History.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in History for Levels I & II.
- ii) Prepare a model lesson plan in History lessons for Levels I & II).

UNIT III Practising the Teaching Skills in History

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising mini-lesson (for 20 minutes); Observation and feedback on mini- teaching. (Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching History

Teacher-centered methods: Lecture method - Demonstration method - Dramatization method - Team-teaching –Source method.

Learner-centered methods: Project method - Peer tutoring / teaching by students - Individual activities - experimental learning - Teacher- guided learning - Small group / whole-class interactive learning: Student seminar - Group discussion - Mixed-ability grouping.

Recent trends: Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods

- i) Teacher talk / Invited lecture on different methods of teaching History at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching History.)

Unit V Recourses for Teaching History

Print resources: Newspapers - Journals - Magazines - Reference books - History /Humanities Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Cartoons - Charts - Comics - Flash cards - Graphs - Maps- Photographs - Pictures - Posters - Diagrams - Models - Specimens. **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips - museum - archives - library - excavated archeological sites - monuments- History resource centre - History club - Characteristics of a good History textbook - Qualities of a History teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different resources for teaching History.
- ii) Preparation and presentation of a report on different resources for teaching History.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching History.
2. Prepare and submit a report on History resource center.

COURSE 7(a): PEDAGOGY OF ECONOMICS (FBEC)

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Economics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Economics.
5. use various resources in teaching Economics.

Unit I Aims and objectives of teaching Economics

Economics : Meaning - nature – scope - Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Values of teaching Economics.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited lecture on the place of Economics in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Economics.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test- items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social science for Level I and Economic for Level II.
- ii) Prepare a lesson plan in Social Science for Level I & Economics for Level II).

UNIT III Practising the Teaching Skills in Economics

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in the communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes); observation and feedback on mini-teaching. ***(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)***

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Economics

Teacher - centered of methods: Lecture method - Demonstration method - Team - teaching. **Learner - centered methods:** Project method - Peer tutoring / teaching by students - Individual activities - Experiential Learning - Teacher-guided learning - Problem - solving method - Small group / whole - class interactive learning : Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning – Collaborative learning - Flipped learning - Blended learning - e- Learning trends - Video conferencing.

(Suggested instructional approaches/methods

- i) Teacher talk / Invited lecture on different methods of teaching Economics.
- ii) Preparation and presentation of a report on different methods of teaching Economics.)

Unit V Recourses for Teaching History

Print resources: Newspapers - Journals - Magazines - Reference books - History /Humanities Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Cartoons - Charts - Comics - Flash cards - Graphs - Maps- Photographs - Pictures - Posters - Diagrams - Models - Specimens. **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips - museum - archives - library - excavated archeological sites - monuments- History resource centre - History club - Characteristics of a good History textbook - Qualities of a History teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different resources for teaching History.
- ii) Preparation and presentation of a report on different resources for teaching History.)

Tasks and Assignments:

- 1. Prepare and submit an evaluative report on different methods of teaching History.
- 2. Prepare and submit a report on History resource center.

COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY (FBCM)

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Commerce and Accountancy.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Commerce and Accountancy.
5. use 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 – Need and significance of teaching Commerce – Values of teaching Commerce.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Commerce in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Commerce.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social Science for Level I and in Commerce for Level II.
- ii) Prepare a model lesson plan in Social Science for Level I and in Commerce for Level II.)

UNIT III Practicing the Teaching Skills in Commerce and Accountancy

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising a mini-lesson (for 20 minutes): Observation and feedback on mini- teaching. ***(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)***

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Commerce and Accountancy

Teacher-centered methods: Lecture method - Demonstration method - Team- teaching. **Learner-centered methods:** Project method - Peer tutoring/teaching by students - Individual activities - experiential learning -Teacher-guided learning - Problem-solving - Small group/ whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends – Video- conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different methods of teaching Commerce and Accountancy.
- ii) Preparation and presentation of a report on different methods of teaching Commerce and Accountancy.)

UNIT V Resources for Teaching Commerce and Accountancy

Print resources: Newspapers - Journals – Magazines - Commerce Encyclopedias. **Audio resources:** Radio talk- audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards – diagrams – graphs - models. **ICT resources:** Radio - TV - Internet -multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Commerce exhibition/fair –Commerce Resource Centre – Commerce Club – Qualities of a good commerce textbook - Qualities of a Commerce teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.
- ii) Preparation and presentation of a report on different resources for teaching Commerce and Accountancy.)

Tasks and Assignments:

- 1. Prepare and submit an evaluative report on different methods of teaching Commerce.
- 2. Prepare and submit a report on Commerce Resource Centre.

COURSE EPC 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.

Teacher/Learner Activities for Transaction of the course

To translate these objectives into practice, 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 on Texts”.

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.

Recommended Books for Reading and Reflecting

1. வரதராஜன்.மு. (1979). கல்வி. சென்னை : பாரி நிலையம்.
2. அமனஷ்வி. (2006). குழந்தைகளின் எதிர்காலம். சென்னை. அறிவுப்பதிப்பகம்.
(044 – 2848 2441/2848 2973)
3. உதயமூர்த்தி. எம்.எஸ். (2015) வெற்றிக்கு முதல் படி. சென்னை. கங்கை புத்தக நிலையம் (044 – 2434 2810)
4. அப்துல் கலாம். ஆ.ப.ஜெ. (2006). கலாமைக் கேளுங்கள். சென்னை. நியு செஞ்சுரி புக் ஹவுஸ் (044 – 2625 8410)
5. சுவாமி விவேகானந்தர். (1997). புதிய இந்தியாவைப் படைப்போம். சென்னை. ஸ்ரீராமகிருஷ்ண மடம்.
6. கோகிலா தங்கசாமி (2016) சிறந்த ஆசிரியராக. சென்னை. பாவை பதிப்பகம்.
(9443323840)
7. சோம வள்ளியப்பன் (2013). நல்லதாக நாலு வார்த்தை. சென்னை. ஆப்பிள் பப்ளிஷிங் இண்டர் நேஷனல். (044 – 32440099/33464677)

8. அழகியநாதன். எம்.பி (2008). அறிவுலக மேதை ஆல்பர்ட் ஜின்ஸ்ஸன். சென்னை. அறிவுப் பதிப்பகம். (044 – 2848 244 / 2848 2973)
9. ஜெயசீலன், சூ.ம. (2015). இது நம் குழந்தைகளின் வகுப்பறை. சென்னை. அரும்பு பதிப்பகம். (0422 – 2382614)
10. குப்புச்சாமி. பி.சு. (2015), ஓர் ஆரம்பப் பள்ளி ஆசிரியரின் குறிப்புகள். கோவை : விஜயா பதிப்பகம் (0422 – 2382614)
11. நடராஜன் ஆயிஷா. (2013). இது யாருடைய வகுப்பறை? சென்னை : புகள் ஃபார் சிஸ்ரன். (044 – 2433 2424)
12. சுவாமி மூர்த்தானந்தர். வி. (2015) ஆசிரியர்களே அச்சாணிகள். சென்னை. ஸ்ரீராமகிருஷ்ண மடம் (email : mail@chennaiamath.org)
13. இறையன்பு. வெ. (2008). ஏழாவது அறிவு. சென்னை : நியூ செஞ்சுரி புக் ஹவுஸ். (044 – 2625 8410 / 2625 1968)
14. கமலா கந்தசாமி (2012) சீனத்து ஞானி கன்ஃபுஷியஸ் சிந்தனைகள். சென்னை. நர்மதா பதிப்பகம். (98402 26661)
15. தோப்பில் முஹம்மது மீரான் (2013). துறைமுகம். புத்தாந்தம். அடையாளம் : (044332 – 273 444)
16. ஸ்ரீதர் (2015). ஒரு விழமன். சென்னை : விஜய பப்ளிகேஷன்ஸ் (044 – 2481 0501)
17. Allen, James. (2016). As a man Thinketh, Noida, UP; Om Books International. (+911 20477 4100)
18. Aredn, Paul (2003), It's not how good you are, its how good you want to be. New York : Phaidon (www.phaidon.com)
19. Dyer, W.Wayne, (2005), Co-creating at its best, Australia : Hay House of India. (email : contact@hayhouse.co.in)
20. Goldsmith, Marshall (2013). What got you here, won't get you there. London: Profile Bookb. (www.profilebooks.com).
21. Jayaraman, Chindhai. (2007). Turtles in Schools. Chennai: Vinodh Publishers (044 -2639 0525).
22. Kokila Thangasamy, (2010). 100 Inspirational Quotes for Teachers. Gandhigram : Anichum Blooms, (90033 58873).
23. Shiv Khera. (2014). Freedom is not free. New Delhi: Bloomsbury Publishing India, (www.bloomsbury.com).
24. Swami Sachidananda Bharathi. (2013). The Second Freedom of Struggle. Nagpur: Navastrugsti Publications (086005 67232 / 091201 37984).

(Note: This list is not intended to be exhaustive.)

COURSE EPC 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.

How to use art, music and drama in Education

The teachers in Colleges of Education should:

1. With fine arts experts, 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.
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 students-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/streetplays /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 3: CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student 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.

How to prepare a student teacher for a technology enhanced classroom?

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 students 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 students to share the learning experiences through Whatsapp with their classmates and others.
10. To create educational blogs (edublogs) for individual/group students 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 7(b) :
PEDAGOGY OF A SCHOOL SUBJECT – PART II
(CONTENT MASTERY)**

The major objective of the course is to make the student - teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level I is pertaining to standard VI to VIII and is compulsory for all the student-teachers. At level I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at Level I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

Note:

1. The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.
2. The teaching methods for '**Content Mastery**' can be : lectures, invited talks, group discussions, seminars, participatory presentations, quizzes, teaching by peers, group work activities, etc.

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PEDAGOGY OF A SCHOOL SUBJECT – PART II
(CONTENT MASTERY)

Sl. No.	Pedagogy of a School Subject	Syllabus for Content Mastery
1.	Tamil	Standard IX (Three Terms) & X Prose, Poem and Grammar portions prescribed by the State Board of Education, Government of Tamil Nadu.
2.	English	Standard IX (Three Terms) & X Prose, Poem and Grammar portions and Supplementary Lesson / Reading prescribed by the State Board of Education, Government of Tamil Nadu.
3.	Mathematics	Mathematics portions of Standard IX (Three Terms) & X as prescribed by the State Board of Education, Government of Tamil Nadu.
4.	Physical Science	Physics and Chemistry portions of Standard IX (Three Terms) & X Science Text Books as prescribed by the State Board of Education, Government of Tamil Nadu. Biology portions of Standard IX (Three Terms) & X Science Text Books as prescribed by the State Board of Education, Government of Tamil Nadu. History, Geography, Civics & Economics portions of Social Science Text Books of Standard IX (Three Terms) & X as prescribed by the State Board of Education, Government of Tamil Nadu.
5.	Biological Science	
6.	History, Geography and Social Science	
7.	Computer Science	Computer Science portions of Standard XI & XII as prescribed by the State Board of Education, Government of Tamil Nadu.
8.	Economics	Economics portions of Standard XI & XII as prescribed by the State Board of Education, Government of Tamil Nadu. Commerce and Accountancy portions of Standard XI & XII as prescribed by the State Board of Education, Government of Tamil Nadu.
9.	Commerce and Accountancy	

COURSE: 8 KNOWLEDGE AND CURRICULUM (SBCA)

OBJECTIVES

The student teachers will be able to:

1. explain the epistemological and sociological bases of education
2. explain the nature and principles of child-centered curriculum
3. describe the relationship of nationalism, universalism and secularism with education
4. understand the principles of democratic curriculum
5. discuss the educational thoughts of great educational thinkers on child-centered education
6. discuss the nature, principles and resources of curriculum
7. comprehend curriculum process and practice
8. explain the need for hidden curriculum

Unit I: Epistemological Bases of Education

Epistemology: Type of knowledge - Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill – Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief.

(Suggested instructional approaches/methods:

- i) Talk by teacher on the Epistemological bases of education.
- ii) Group discussion on the distinction of the epistemological bases of education.)

Unit II: Social Bases of Education

Influence of society, culture and modernity on education – Influence of industrialization and democracy – Influence of individual autonomy and reason on education – Understanding education in relation to modern values: equity and equality, individual opportunity – Understanding social justice and dignity with special reference to Ambedkar.

(Suggested instructional approaches/methods:

- i) Seminar on the influence of society, culture and modernity on education
- ii) Group discussion on social justice and dignity with special reference to Ambedkar.)

Unit III Child-Centered Education

Meaning and characteristics of child-centered education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with special reference to the three concepts: activity, discovery and dialogue relating to child-centered education.

(Suggested instructional approaches/methods:

- i) Group discussion on nature and principles of child-centered education.
- ii) Student Seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.)

Unit IV Nationalism, Universalism, Secularism and Education

Meaning and definitions and concepts of nationalism, universalism and secularism – Relationship of nationalism, universalism and secularism with education with special reference to Tagore and Krishnamoorthy.

(Suggested instructional approaches/methods:

- i) Teacher talk or Expert's talk on nationalism, universalism, secularism and education.
- ii) Seminar on the ideas of Tagore and Krishnamoorthy about universalism and secularism.)

Unit V Education and Democracy

Meaning of democracy – Dewey's concept of democracy and education – meaning of democratic education – Democratic practices in education – Education in a democratic society – Training for democratic citizenship – multiculturalism and education.

(Suggested instructional approaches/methods:

- i) Teacher talk on Dewey's concept of democracy and education.
- ii) Student seminar on training for democratic citizenship.)

Unit VI Meaning and Nature of Curriculum

Meaning, definition and concept of curriculum – structure of curriculum
– Dynamics of curriculum - Changing concepts of curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk on the meaning and nature of curriculum.
- ii) Group discussion on the changing concepts of curriculum.)

Unit VII Principles of Curriculum Development

Need for curriculum development - Principles and stages of curriculum development – Types of curriculum: Subject-centered curriculum, student-centered curriculum, society-centered curriculum and life-centered curriculum. Models of curriculum development: Tyler's model and Hilda Tabal's model.

(Suggested instructional approaches/methods:

- i) Teacher talk on the principles of curriculum development.
- ii) Panel discussion on different types of curriculum.)

Unit VIII Resources of Curriculum

Curriculum based on a thorough knowledge of the students and their communities; their values, their language, and their educational goals
– Time table, syllabus, textbooks and co-curricular activities – a critical analysis of various samples of textbooks, children's literature and teachers' handbook.

(Suggested instructional approaches/methods:

- i) Teacher talk on resources of curriculum.
- ii) Presentation based on the critical analysis of various samples of children's literature.)

Unit IX Curriculum Implementation

Curriculum as an enacted process – curriculum as process and practices - Personnel participated in development of curriculum - Role of the state in the development of curriculum.

curriculum from the top to down and curriculum for down to top – Meritocracy and its impact on curriculum – Valuing of rituals in schools and its celebrations – recreation of norms in society –relationship between power, ideology and the curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk on curriculum as an enacted process and practice.
- ii) Debate on the impact of Meritocracy on curriculum –factors influencing curriculum implementation.)

Unit X Curriculum change and Innovation

Need-based curriculum – factors related to development and assessment – Meaning of hidden curriculum – Role of hidden curriculum in developing resilience in children – Teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler's objective-centered evaluation model- Stufflebeam's CIPP evaluation model -Curriculum and research- curriculum change and innovation – Need and importance.

(Suggested instructional approaches/methods:

- i) Group discussion on hidden curriculum practices for developing resilience in children.
- ii) Teacher talk on role of research and revision on need based curriculum.)

Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.
2. Prepare a society-centered and life-centered curriculum for the emerging Indian society.

COURSE 9 : ASSESSMENT FOR LEARNING (SBCB)

Course Objectives:

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

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. Master various statistical techniques for reporting quantitative data

Unit I Basics of assessment

Meaning and definition - measurement, assessment and evaluation - Role of Assessment in Learning- as learning, for learning, of learning - Formative and Summative assessment - Purposes 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.

(Suggested instructional approaches/ methods:

- i) Identify the formative and summative assessments in a course.
- ii) Organize a debate on the purpose of assessment.
- iii) Conduct a brainstorming session on principles of assessment.)

Unit II Assessment for learning in classroom

Student 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, formative use of summative tests.

(Suggested instructional approaches / methods:

- i) Discuss the criteria for student evaluation
- ii) Conduct seminar on changing assessment practices
- iii) Prepare power point presentation on types of assessment
- iv) Group discussion on practices of assessment.)

Unit III Tools and techniques for classroom assessment

Tools & techniques for classroom assessment- observation, Self reporting, anecdotal records, check lists rating scale, types of tests - Rubrics - meaning, importance - Assessment Tools for affective domain- Attitude scales, motivation scales- interest inventory - Types of test items-principles for constructing test items

(Suggested instructional approaches/ methods:

- i) Conduct a workshop on tools & techniques for classroom assessment.
- ii) Discussion on rubrics of assessment
- iii) Workshop on types of test items.)

Unit. IV Issues in classroom assessment

Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - Reforms in assessment-open book and on line - Examination reform reports.

(Suggested instructional approaches/ methods:

- i) Debate major issues on commercialization of assessment
- ii) Seminar on reforms in assessment.)

Unit V Assessment in inclusive practices

Differentiated assessment - culturally responsive assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test construction scoring key - marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning- Relationship of assessment with self-confidence, self-esteem, motivation

(Suggested instructional approaches/ methods:

- i) Prepare an achievement test and present in the classroom.
- ii) Discussion on quality of a good test.
- iii) Debate on fairness in assessment.)

Unit VI Assessment for inclusive school

Assessing the disabled and performance outcomes of diverse learners -Assessment and feedback -Process of feedback.

(Suggested instructional approaches / methods:

- i) Visit an Inclusive school and prepare a report on mechanisms available for assessment.
- ii) Discussion on role of feedback on learning.)

Unit VII Philosophical and educational underpinnings of assessment

No Competitive exams and non-detention policies - RTE act and its relationship with curriculum, pedagogy and teachers - Psycho-social and political dimensions of assessment.

(Suggested instructional approaches/ methods:

- i) Discuss the merits and demerits of Competitive exams
- ii) Organize the debate on non-detention policy whether it promotes learning society or not
- iii) Organize a talk on RTE act 2009 by an expert.)

Unit VIII Participatory assessment

Processes of Participatory assessment - Community monitoring of assessment - Teachers autonomy in assessment.

(Suggested instructional approaches/ methods:

- i) Brainstorming session on ways and measures for participatory assessment.
- ii) How can community monitor assessment - Discuss.
- iii) Do teachers have autonomy in assessment - Debate.)

Unit IX Prevalent practices of assessment

Drawbacks of present assessment system - Assessment for better learning - Assessment for confident building - Assessment for creative learners.

(Suggested instructional approaches/ methods:

- i) Buzz session on demerits of present assessment system.
- ii) Workshop on devising mechanisms of assessment for confident learning and creative learning.)

Unit X Reporting quantitative assessment of data

Reflective journal - Student portfolio - Statistical techniques for interpreting and reporting quantitative data - Measures of central tendency - Measures of dispersion - Correlation - Graphs & Diagrams.

(Suggested instructional approaches/ methods:

- i) Work out examples for central tendency, dispersion and correlation.
- ii) Present different Graphs and Diagrams used for various data.)

Tasks and Assignments

1. Find out measures of central tendency and measure of dispersion for the students scores. (or) Find out the correlation of the scores secured by the pupil in a subject.

COURSE: 10 CREATING AN INCLUSIVE SCHOOL (SBCC)

Objectives:

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

1. develop an understanding of the concept of disability
2. develop an understanding of the concept of learning disabilities
3. critically evaluate the models of disability
4. identify the need and importance of inclusive education
5. discuss the contributions of national and international agencies to inclusive education.

Unit I Understanding the disability

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities -Causes of disabilities - Types of disabilities: Hearing impairment, speech impairment, visual impairment, morbidity/physically challenged, psychological disorders, mentally retarded, cerebral palsy and multiple disability.

(Suggested instructional approaches and methods:

- i) Students read the autobiography /biography of disabled persons.
- ii) Invited talk by a /some disabled person(s) to share his /her / their personal experiences and expectations from the community.)

Unit II Understanding the learning disabilities

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based approach, society-based approach - Role of teachers in managing students with learning disabilities.

(Suggested instructional approaches and methods:

- i) Invited talk by expert(s) /talk by teacher(s) on the different kinds of learning disabilities.
- ii) Student seminar on the importance and means of identifying the learning disabilities of students.)

Unit III Models of disability

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model and rehabilitation model.

(Suggested instructional approaches and methods:

- i) Student seminar on the merits and demerits of different models of disability.
- ii) Invited talk by expert(s)/talk by teacher(s) on the issues in implementing the models of disability.)

Unit IV Inclusive education

Meaning of inclusive education - UNESCO's definition of inclusive education -Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

(Suggested instructional approaches and methods:

- i) Teacher(s) talk on the issues related to inclusive classroom.
- ii) Presentation of reports based on the observation of an inclusive classroom setting.)

Unit V Policies and programmes of inclusive education

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

(Suggested instructional approaches and methods:

- i) Student seminar/Teacher talk on the UNESCO's initiatives for inclusive education.
- ii) Presentation of report based on group discussion with respect to the Government of India and State Governments' initiatives for inclusive education.)

Tasks and Assignments

1. Prepare a report on the contributions of National Resource Centre for Inclusion-India.
2. Write a detailed report on the best practices of inclusive education/models of inclusive education in India other countries.

OPTIONAL COURSE: ENVIRONMENTAL EDUCATION (SBOB)

Course objectives :

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

1. realize the importance of environmental education.
2. list out the natural resources and its associated problems.
3. appreciate the international initiatives to protect the environment.
4. realize the importance of management and protection environment.
5. develop curriculum for environmental education.

Unit I Environmental education

Concept and meaning of Environment- Focal aspects of Environmental Education - Goals and Objectives of Environmental Education - Need and Importance of Environmental Education - Core Themes of Environmental Education - Scope of Environmental Education.

(Suggested instructional approaches/methods :

1. Teacher talk on need and importance of environmental education.
2. Seminar on focal aspects and functions of environmental education.)

Unit II Natural resources, problems and solutions

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

(Suggested instructional approaches/methods:

- i. Discussion on Land resources, Forest resources and Water resources.
- ii. Seminar on Mineral and Energy resources.)

Unit III International efforts for environmental protection

Environmental Issues-and Global Community: Stockholm Conference (1972) - Brundtland Commission (1983) - The Earth Summit or Rio Conference (1992) - Kyoto Conference (1997) - Copenhagen UN Climate Change Conference (2009) - Doha Climate Change Conference (2012).

(Suggested instructional approaches / methods:

- i Talk by experts on the efforts for environmental protection by international communities.
- ii. Seminar on the outcomes of Environmental Conferences)

Unit IV Management and protection of environment

Environmental Management Need, Dimensions, Approaches - Impact of Human Activities on Environment - International NGOs and Environmental Protection : Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace - International Union for Conservation of Nature (IUCN) - Environmental Protection Strategies initiated in India: National Green Tribunal - Central and State Pollution Control Board.

(Suggested instructional approaches/methods:

- i Discussion on Need, dimensions and approaches to environment management.
- ii. Seminar on Environmental protection initiatives in India.)

Unit V 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 instructional approaches/methods:

- i. Seminar on role of different agencies in promoting environmental education.
- ii. Seminar on innovative methods of teaching environmental education.)

Tasks and Assignments:

1. Prepare a study report on clean and safe environment of your locality.
2. Prepare a study report on reducing the effects of pollution in your village/community.)

OPTIONAL COURSE:

YOGA, HEALTH AND PHYSICAL EDUCATION (SBOA)

Course objectives:

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

1. understand the concepts of Yoga and Asanas
2. comprehend the methods of imparting health education
3. list out the communicable diseases and life style disorders
4. explain the Physical Education concepts and its scope
5. practice the various physical exercises
6. 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, Methods and benefits of Asanas - Sitting posture-Standing posture and Lying Posture - Surya namaskar: Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

(Suggested instructional approaches/ methods:

- i. Teacher talk on the concept of Yoga
- ii. Demonstration by teacher on different postures of Yoga.)

UNIT II Health Education

Meaning, aims and objectives - scope of Health Education - Methods of Imparting Health Education in Schools - Health Instruction - Health Services - Health Supervision - Posture - meaning, causes, defects and prevention - First Aid - Meaning, Principles of first aid, need and importance of first aid.

(Suggested instructional approaches/ methods:

- i Group discussion on health services in schools
- ii. Seminar on methods of imparting health education in school.)

UNIT - III: Communicable diseases and life style disorder

Communicable diseases: Meaning - Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS - Causes, symptoms and treatment - Life style disorder - Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer - Causes, Symptoms and treatment.

(Suggested instructional approaches/ methods:

- i. Panel discussion on different types of communicable diseases
- ii. Talk by expert / doctor on preventive measures of communicable diseases.)

UNIT - IV Physical Education and physical exercise

Concept, Meaning and Definition - Aims and objectives of Physical Education - Scope, need and importance of Physical Education - Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio respiratory endurance and Body composition, benefits of Physical fitness.

Meaning need and importance of Physical Exercise - Effects of exercise on the various systems - Muscular, Circulatory, Digestive, Nervous and Respiratory systems.

(Suggested instructional approaches/ methods:

- i. Group discussion on the need and importance of Physical education
- ii. Demonstration by Physical director on different types of physical exercise and practice by the students.)

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 instructional approaches / methods:

- i Seminar on Intramural and Extramural Competitions
- ii. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.)

Tasks and Assignments

- 1. Prepare a report after critically evaluating the views of at least any three Physical Directors on importance of Yoga for health life.
- 2. Plan a state level sports and cultural meet and prepare a programme schedule.

COURSE EPC 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 ongoing reflections.

Course objectives:

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

1. to develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
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.

How to prepare a student-teacher for understanding the self

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 c 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.

SUBJECT AND CODE

S.NO	SUBJECT - I YEAR	CODE
1.	CHILDHOOD AND GROWING UP	FBCA
2.	CONTEMPORARY INDIA AND EDUCATION	FBCB
3.	LEARNING AND TEACHING	FBCC
4.	LANGUAGE ACROSS THE CURRICULUM	FBCD
5.	UNDERSTANDING DISCIPLINES AND SUBJECTS	FBCE
6.	GENDER, SCHOOL AND SOCIETY	FBCF
7.	PEDAGOGY OF ENGLISH	FBEN
8.	PEDAGOGY OF TAMIL	FBTA
9.	PEDAGOGY OF MATHEMATICS	FBMA
10.	PEDAGOGY OF COMPUTER SCIENCE	FBCS
11.	PEDAGOGY OF PHYSICAL SCIENCE	FBPS
12.	PEDAGOGY OF BIOLOGICAL SCIENCE	FBBS
13.	PEDAGOGY OF HISTORY	FBHI
14.	PEDAGOGY OF ECONOMICS	FBEC
15.	PEDAGOGY OF COMMERCE AND ACCOUNTANCY	FBCM
S.NO	SUBJECT - II YEAR	CODE
1.	KNOWLEDGE AND CURRICULUM	SBCA
2.	ASSESSMENT FOR LEARNING	SBCB
3.	CREATING AN INCLUSIVE SCHOOL	SBCC
4.	ENVIRONMENTAL EDUCATION	SBOB
5.	YOGA, HEALTH AND PHYSICAL EDUCATION	SBOA
6.	PEDAGOGY OF ENGLISH	SBEN
7.	PEDAGOGY OF TAMIL	SBTA
8.	PEDAGOGY OF MATHEMATICS	SBMA
9.	PEDAGOGY OF COMPUTER SCIENCE	SBCS
10.	PEDAGOGY OF PHYSICAL SCIENCE	SBPS
11.	PEDAGOGY OF BIOLOGICAL SCIENCE	SBBS
12.	PEDAGOGY OF HISTORY	SBHI
13.	PEDAGOGY OF ECONOMICS	SBEC
14.	PEDAGOGY OF COMMERCE AND ACCOUNTANCY	SBCM

CALENDAR 2020 - 2021

AUGUST - 2020

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SEPTEMBER - 2020

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OCTOBER - 2020

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NOVEMBER - 2020

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DECEMBER-2020

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JANUARY - 2021

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CALENDAR 2020 - 2021

FEBRUARY - 2021

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MARCH - 2021

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APRIL -2021

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MAY - 2021

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JUNE-2021

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JULY- 2021

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CALENDAR 2020 - 2021

AUGUST - 2021

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22	23	24	25	26	27	28
29	30	31				

SEPTEMBER - 2021

S	M	T	W	T	F	S
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OCTOBER - 2021

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NOVEMBER - 2021

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21	22	23	24	25	26	27
28	29	30				

**ACADEMIC YEAR
2020 - 2021**

**HIJIRI
1441-1442**

Date	Day	Particulars
1	Saturday	Eid-UI-Alha (Bakrith Festival) - Holiday
2	Sunday	"
3	Monday	Online Classes begins for B.Ed - II Year
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	
8	Saturday	
9	Sunday	Quit India Movement Day
10	Monday	
11	Tuesday	Krishna Jayanthi - Holiday
12	Wednesday	International Youth Day
13	Thursday	
14	Friday	
15	Saturday	74 th INDEPENDENCE DAY - Holiday

AUGUST 2020**Muharram - 1442
Aavani**

Date	Day	Particulars
16	Sunday	
17	Monday	Aavani - 1
18	Tuesday	
19	Wednesday	
20	Thursday	
21	Friday	Muharram - 1
22	Saturday	Vinayakar Chathurthi - Holiday
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	
27	Thursday	
28	Friday	
29	Saturday	National Sports Day
30	Sunday	Muharram – Holiday Ashura Day
31	Monday	

Date	Day	Particulars
1	Tuesday	
2	Wednesday	
3	Thursday	
4	Friday	
5	Saturday	Teachers' Day
6	Sunday	
7	Monday	Forgiveness Day
8	Tuesday	
9	Wednesday	International Literacy Day
10	Thursday	
11	Friday	
12	Saturday	World First Aid Day
13	Sunday	
14	Monday	
15	Tuesday	

SEPTEMBER 2020

Safar - 1442
Puratasi

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

Date	Day	Particulars
1	Thursday	
2	Friday	Gandhi Jayanthi - Holiday
3	Saturday	World Nature Day World Habitat Day
4	Sunday	World Animal Day
5	Monday	
6	Tuesday	
7	Wednesday	
8	Thursday	
9	Friday	
10	Saturday	
11	Sunday	International Girl Child Day
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	

OCTOBER 2020

Rabiul Awwal - 1442
lyppasi

Date	Day	Particulars
16	Friday	World Food Day
17	Saturday	lyppasi- 1
18	Sunday	
19	Monday	Rabiul Awwal - 1
20	Tuesday	
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	Ayutha Pooja- Holiday
26	Monday	Vijaya Dasami - Holiday
27	Tuesday	
28	Wednesday	
29	Thursday	
30	Friday	Meelad-un-Nabi - Holiday
31	Saturday	

NOVEMBER 2020**Rabiul Awwal - 1442
lyppasi**

Date	Day	Particulars
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	World Tsunami Awareness Day
6	Friday	
7	Saturday	Infant Protection Day
8	Sunday	
9	Monday	Legal Service Day
10	Tuesday	World Science Day for Peace Development
11	Wednesday	National Education Day
12	Thursday	
13	Friday	
14	Saturday	Deepavali - Holiday Children's Day
15	Sunday	

NOVEMBER 2020

Rabiul Ahir - 1442
Karthigai

Date	Day	Particulars
16	Monday	Karthigai - 1
17	Tuesday	International Students' Day Rabi- Ul-Ahir – 1
18	Wednesday	Territorial Army Day
19	Thursday	National Integration Day
20	Friday	
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	National Law Day
27	Friday	
28	Saturday	
29	Sunday	
30	Monday	Commencement of School Internship - II Year

DECEMBER 2020**Rabiul Ahir - 1442
Karthigai**

Date	Day	Particulars
1	Tuesday	World AIDS Day
2	Wednesday	
3	Thursday	World Disability Day
4	Friday	Wild Life Conservation Day
5	Saturday	
6	Sunday	
7	Monday	Armed Force Flag Day
8	Tuesday	
9	Wednesday	
10	Thursday	Human Rights Day
11	Friday	
12	Saturday	
13	Sunday	
14	Monday	National Energy Conservation Day
15	Tuesday	

DECEMBER 2020

**Jamathul Awwal - 1442
Margazhi**

Date	Day	Particulars
16	Wednesday	Margazhi - 1
17	Thursday	Jamadol Awwal- 1
18	Friday	
19	Saturday	
20	Sunday	
21	Monday	
22	Tuesday	National Mathematics Day 133 rd Birth Anniversary of Srinivasa Ramanujan
23	Wednesday	
24	Thursday	
25	Friday	Christmas - Holiday
26	Saturday	
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

Date	Day	Particulars
1	Friday	NEW YEAR - Holiday
2	Saturday	
3	Sunday	
4	Monday	
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	National Youth Day
13	Wednesday	Bogi
14	Thursday	Pongal – Holiday Thai – 1
15	Friday	Jamadol Aahir - 1 Thiruvalluvar Day- Holiday

Date	Day	Particulars
16	Saturday	Uzhaver Thirunal - Holiday
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	India Tourism Day & Indian Voter Day
26	Tuesday	72 nd Republic Day - Holiday
27	Wednesday	
28	Thursday	
29	Friday	
30	Saturday	World Leprosy Eradication Day
31	Sunday	

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

Date	Day	Particulars
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	International Mother Language Day
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	National Science Day

Date	Day	Particulars
1	Monday	
2	Tuesday	
3	Wednesday	National Defence Day World Wildlife Day & World Mathematics Day
4	Thursday	National Security Day
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	International Womens' Day
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	Shab e-Mi'raj
13	Saturday	
14	Sunday	Panguni- 1
15	Monday	Shaban – 1 Commencement of B.Ed. I Year Classes

MARCH 2021

**Shaban - 1442
Panguni**

Date	Day	Particulars
16	Tuesday	National Vaccination Day
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	World Forestry Day
22	Monday	World Water Day
23	Tuesday	World Meteorological Day
24	Wednesday	World TB Day
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	Shab e – Baraath
29	Monday	
30	Tuesday	
31	Wednesday	

APRIL 2021**Shaban - 1442
Panguni**

Date	Day	Particulars
1	Thursday	
2	Friday	Good Friday – Holiday
3	Saturday	
4	Sunday	
5	Monday	National Maritime Day
6	Tuesday	
7	Wednesday	World Health Day
8	Thursday	School Internship End (B.Ed. - II Year)
9	Friday	
10	Saturday	
11	Sunday	National Safe Motherhood Day
12	Monday	
13	Tuesday	Telugu New Year – Holiday
14	Wednesday	Chithirai - 1 Tamil New Year – Holiday
15	Thursday	Ramadan - 1

Date	Day	Particulars
16	Friday	
17	Saturday	
18	Sunday	World Heritage Day
19	Monday	
20	Tuesday	
21	Wednesday	National Civil Services Day
22	Thursday	World Earth Day
23	Friday	World Books Day
24	Saturday	
25	Sunday	Mahavir Jayanthi– Holiday
26	Monday	World Intellectual Property Day
27	Tuesday	
28	Wednesday	
29	Thursday	
30	Friday	

Date	Day	Particulars
1	Saturday	May Day - Holiday
2	Sunday	
3	Monday	International Press Freedom Day International Energy Day
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	World AIDS Orphans Day
8	Saturday	International Red Cross Day
9	Sunday	Lailathul Qadhr
10	Monday	
11	Tuesday	National Technology Day
12	Wednesday	Last working day for B.Ed. II Year
13	Thursday	
14	Friday	Shawwal - 1 Eid-UI-Fithr Ramalan - Holiday
15	Saturday	Vaigasi - 1 International Family Day

MAY 2021**Shawwal - 1442
Vaigasi**

Date	Day	Particulars
16	Sunday	
17	Monday	World Telecom Day
18	Tuesday	International Museums Day
19	Wednesday	
20	Thursday	
21	Friday	
22	Saturday	International Bio Diversity Day
23	Sunday	
24	Monday	Common Wealth Day
25	Tuesday	World Thyroid Day
26	Wednesday	
27	Thursday	
28	Friday	
29	Saturday	
30	Sunday	
31	Monday	World No Tobacco Day

Date	Day	Particulars
1	Tuesday	World Milk Day
2	Wednesday	
3	Thursday	World Bicycle Day
4	Friday	
5	Saturday	World Environment Day
6	Sunday	
7	Monday	
8	Tuesday	World Oceans Day
9	Wednesday	
10	Thursday	
11	Friday	
12	Saturday	Dhul Qadah - 1 World Day Against Child Labour
13	Sunday	
14	Monday	World Blood Donor Day
15	Tuesday	Aani - 1 World Elder Abuse Awareness Day

Date	Day	Particulars
16	Wednesday	
17	Thursday	World Day to Combat Desertification
18	Friday	
19	Saturday	
20	Sunday	World Refugee Day
21	Monday	International Day of Yoga
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	
26	Saturday	International Day Against Drug Abuse & Illicit Trafficking
27	Sunday	
28	Monday	University Theory Examination B.Ed.- II Year
29	Tuesday	” National Statistics Day
30	Wednesday	”

JULY 2021**Dhul Qadah - 1442
Aani**

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

Date	Day	Particulars
16	Friday	University Practical Examination (Online)
17	Saturday	Aadi - 1 University Practical Examination (Online)
18	Sunday	
19	Monday	
20	Tuesday	Arafa Day - Holiday
21	Wednesday	Eid- Ul Alha (Bakrid Festival) - Holiday
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	
27	Tuesday	
28	Wednesday	
29	Thursday	
30	Friday	
31	Saturday	

Date	Day	Particulars
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	
7	Saturday	National Handloom Day
8	Sunday	
9	Monday	Quit India Movement Day
10	Tuesday	
11	Wednesday	Muharram - 1
12	Thursday	International Youth Day
13	Friday	
14	Saturday	
15	Sunday	75th Independence Day Holiday

Date	Day	Particulars
16	Monday	
17	Tuesday	Aavani-1
18	Wednesday	
19	Thursday	World Photography Day
20	Friday	Muharram Holiday Ashurah Day
21	Saturday	Holiday
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	
27	Friday	
28	Saturday	Working Day
29	Sunday	National Sports Day
30	Monday	Krishna Jayanthi Holiday
31	Tuesday	

Date	Day	Particulars
1	Wednesday	
2	Thursday	
3	Friday	
4	Saturday	
5	Sunday	Teachers' Day
6	Monday	
7	Tuesday	Forgiveness Day
8	Wednesday	International Literacy Day
9	Thursday	Safar-1
10	Friday	Vinayagar Sathurthi Holiday
11	Saturday	World First Aid Day
12	Sunday	
13	Monday	
14	Tuesday	
15	Wednesday	

SEPTEMBER 2021

Safar - 1443
Puratasi

Date	Day	Particulars
16	Thursday	World Ozone Day
17	Friday	Puratasi - 1
18	Saturday	
19	Sunday	
20	Monday	
21	Tuesday	
22	Wednesday	
23	Thursday	
24	Friday	
25	Saturday	
26	Sunday	
27	Monday	CIA Test - II (I year) Childhood and Growing up
28	Tuesday	CIA Test - II (I year) Contemporary of India and Education
29	Wednesday	CIA Test - II (I year) Learnig and Teaching
30	Thursday	CIA Test - II (I year) Language accross the curriculum

Date	Day	Particulars
1	Friday	CIA Test - II (I year) Understanding Disciplines and subjects
2	Saturday	Gandhi Jayanthi - Holiday
3	Sunday	
4	Monday	CIA Test - II (I year) Gender, School and Society
5	Tuesday	CIA Test - II (I year) Pedagogy of a School Subject (Methodology)
6	Wednesday	
7	Thursday	
8	Friday	Rabiul Awwal -1
9	Saturday	
10	Sunday	
11	Monday	National Girl Child Day
12	Tuesday	
13	Wednesday	
14	Thursday	Ayutha Pooja Holiday
15	Friday	Vijaya Dasami Holiday

Date	Day	Particulars
16	Saturday	
17	Sunday	
18	Monday	Last working day for B.Ed. I Year lyppasi-1
19	Tuesday	Meelad-un-Nabi - Holiday
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	UNO Day
25	Monday	
26	Tuesday	
27	Wednesday	
28	Thursday	
29	Friday	
30	Saturday	
31	Sunday	National Unity Day

NOVEMBER 2021**Rabiul Awwal - 1443
lyppasi**

Date	Day	Particulars
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	Deepavali Holiday
5	Friday	World Tsunami Awareness Day
6	Saturday	
7	Sunday	Rabiul Aahir-1 National Cancer Awareness day
8	Monday	
9	Tuesday	Legal Services Day
10	Wednesday	World Science Day for Peace Development
11	Thursday	National Education Day Birth Anniversary of Maulana Abul Kalam Azad
12	Friday	
13	Saturday	
14	Sunday	Children's Day
15	Monday	

NOVEMBER 2021

Rabiul Ahir - 1443
Karthigai

Date	Day	Particulars
16	Tuesday	
17	Wednesday	Karthigai-1 International Students' Day
18	Thursday	
19	Friday	National Integration Day
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	National Law Day
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	

TIME TABLE

Day Order	I 9.35 - 10.25	II 10.25 - 11.15	III 11.15 - 11.30	IV 11.30 - 12.20	V 12.20 - 01.10	VI 01.10 - 02.00	V 02.00 - 02.50	VI 02.50 - 03.40
I			Tea Break			Lunch Break		
II								
III								
IV								
V								
VI								

Students must keep their Identity Cards always with them to get Certificates,
Hall Tickets, Scholarship forms, etc.

COLLEGE POSTAL ADDRESS

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The background of the page is a light cream color, adorned with several large, overlapping circular patterns. These patterns resemble stylized lace or mandala designs, featuring concentric circles of small dots and radial lines. The colors used for these patterns include shades of green, pink, orange, and yellow, creating a vibrant and artistic backdrop.

JAMAL MOHAMED COLLEGE **of** **TEACHER EDUCATION**

(Administered by the Society of Jamal Mohamed College)

Approved by NCTE: No. F SRO / NCTE

B.Ed., / 2006 - 2007 / 14045, Dated : 02.11.2007 and

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