

COLLEGE CALENDAR - 2018-2019

JULY - 2018

1	Sun	Holiday
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	Holiday
9	Mon	Commencement of Classes for II Year B.Ed.
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	Holiday
15	Sun	Holiday
16	Mon	
17	Tue	
18	Wed	
19	Thu	
20	Fri	
21	Sat	
22	Sun	Holiday
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	
29	Sun	Holiday
30	Mon	
31	Tue	

"You will be a blessing". Genesis 12:2

"eP MrPHthjka; ,Ug;gha;". Mjpahfkk; 12:2

Working Days - 19

AUGUST - 2018

1	Wed	Commencement of School Internship for II yr
2	Thu	
3	Fri	
4	Sat	Holiday
5	Sun	Holiday
6	Mon	Commencement of Classes for I yr B.Ed.
7	Tue	
8	Wed	
9	Thu	
10	Fri	
11	Sat	Holiday
12	Sun	Holiday
13	Mon	
14	Tue	
15	Wed	Independence Day
16	Thu	
17	Fri	
18	Sat	Holiday
19	Sun	Holiday
20	Mon	
21	Tue	
22	Wed	BAKR ID/EID UL-ADHA
23	Thu	
24	Fri	
25	Sat	Holiday
26	Sun	Holiday
27	Mon	
28	Tue	
29	Wed	
30	Thu	
31	Fri	

"(God) I am your shield, your very great reward". Genesis 15:1

(fHj;jH) ehd; cdf;Ff; NfffKk;> cdf;F kfhnghpa gyDkhapUf;fpNwd;. Mjp 15:1

Working Days - 21

SEPTEMBER - 2018

1	Sat	Holiday
2	Sun	Holiday
3	Mon	
4	Tue	
5	Wed	TEACHERS' DAY CELEBRATION
6	Thu	
7	Fri	
8	Sat	Holiday
9	Sun	Holiday
10	Mon	
11	Tue	
12	Wed	
13	Thu	GANESH CHATHURTHI- HOLIDAY
14	Fri	
15	Sat	
16	Sun	Holiday
17	Mon	
18	Tue	
19	Wed	
20	Thu	
21	Fri	MUHARRAM- HOLIDAY
22	Sat	Holiday
23	Sun	Holiday
24	Mon	
25	Tue	
26	Wed	
27	Thu	
28	Fri	
29	Sat	
30	Sun	Holiday

"God is with you". Genesis 21:22

"Njtd; cd;DIND ,Uf;fpwhH". Mjp 21:22

Working Days - 20

OCTOBER - 2018

1	Mon	
2	Tue	GANDHI JEYANTHI - HOLIDAY
3	Wed	
4	Thu	
5	Fri	
6	Sat	
7	Sun	Holiday
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	Holiday
14	Sun	Holiday
15	Mon	
16	Tue	
17	Wed	
18	Thu	AYUDHA POOJAI
19	Fri	VIJAYADHASSAMI
20	Sat	Holiday
21	Sun	Holiday
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	Holiday
29	Mon	
30	Tue	
31	Wed	

"The Lord will fight for you" Exodus 14:14

"fHj;jH cq;fSf;fhf Aj;jk; gz;ZthH". ahj; 14:13

Working Days - 22

NOVEMBER - 2018

1	Thu	
2	Fri	
3	Sat	
4	Sun	Holiday
5	Mon	Holiday
6	Tue	DIWALI - HOLIDAY
7	Wed	
8	Thu	
9	Fri	
10	Sat	Holiday
11	Sun	Holiday
12	Mon	
13	Tue	
14	Wed	
15	Thu	
16	Fri	
17	Sat	
18	Sun	Holiday
19	Mon	
20	Tue	
21	Wed	MILAD-UN-NABI - HOLIDAY
22	Thu	
23	Fri	
24	Sat	
25	Sun	Holiday
26	Mon	
27	Tue	
28	Wed	
29	Thu	
30	Fri	

"I am the Lord, who heals you". Exodus 15:26b

"ehNd cd; ghpfhphahfpa fHj;jH" ahj; 15:26 gp

Working Days - 22

DECEMBER - 2018

1	Sat	
2	Sun	Holiday
3	Mon	
4	Tue	
5	Wed	
6	Thu	
7	Fri	
8	Sat	Holiday
9	Sun	Holiday
10	Mon	CLOSING OF SCHOOL INTERNSHIP FOR II B.ED
11	Tue	
12	Wed	
13	Thu	
14	Fri	
15	Sat	
16	Sun	Holiday
17	Mon	
18	Tue	
19	Wed	
20	Thu	
21	Fri	
22	Sat	
23	Sun	Holiday
24	Mon	SHORT VACATION
25	Tue	
26	Wed	
27	Thu	
28	Fri	
29	Sat	
30	Sun	
31	Mon	

"You are to be holy to me". Leviticus 20:26
 "vdf;Nfw;w ghpRj;jthd;fsha; ,Ug:gPHfshf". Nytp 20:26

Working Days - 18

JANUARY - 2019

1	Tue	NEW YEAR 2019 CELEBRATION
2	Wed	
3	Thu	
4	Fri	
5	Sat	
6	Sun	Holiday
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	Holiday
13	Sun	Holiday
14	Mon	BHOGI - HOLIDAY
15	Tue	PONGAL
16	Wed	UZHAVAR THIRUNAL
17	Thu	Thiruvalluvar Day
18	Fri	
19	Sat	
20	Sun	Holiday
21	Mon	COLLEGE LEVEL SPORTS/CULTURAL MEET
22	Tue	
23	Wed	
24	Thu	
25	Fri	
26	Sat	REPUBLIC DAY
27	Sun	Holiday
28	Mon	DISTRICT LEVEL SPORTS/CULTURAL MEET
29	Tue	
30	Wed	
31	Thu	

"Those who seek the Lord lack no good thing". Psalm 34:10b
 "fhj;juj; NjLfpwHfSf;Nfh xU ed;ikAq; FiwTglhJ". rq;. 34:10 gp

Working Days - 20

FEBRUARY - 2019

1	Fri	COMMENCEMENT OF 4 WEEK - PRACTICAL COMPONENTS INTERNSHIP
2	Sat	
3	Sun	Holiday
4	Mon	ZONAL LEVEL SPORTS/CULTURAL MEET
5	Tue	
6	Wed	
7	Thu	

8	Fri	
9	Sat	Holiday
10	Sun	Holiday
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	STATE LEVEL SPORTS/CULTURAL MEET
16	Sat	
17	Sun	Holiday
18	Mon	COMMENCEMENT OF PRACTICAL EXAM FOR II B.ED.
19	Tue	
20	Wed	
21	Thu	
22	Fri	
23	Sat	
24	Sun	Holiday
25	Mon	
26	Tue	
27	Wed	
28	Thu	CLOSING OF PRACTICAL EXAM FOR II B.ED.

"I am the Lord your God, who teaches you what is best for you,
 who directs you in the way you should go". Isaiah 48:17
 "gpuNah[dkhapUf;fpwjj cdf;Fg; Nghjpp;J> eP elf;f Ntz;ba topapNy cd;id
 elj;Jfpw cd; Njtdhfpa fHj;jH ehNd". Vrhah 48:17

Working Days - 23

MARCH - 2019

1	Fri	
2	Sat	
3	Sun	Holiday
4	Mon	
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	Holiday
10	Sun	Holiday
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	
16	Sat	
17	Sun	Holiday
18	Mon	
19	Tue	
20	Wed	
21	Thu	
22	Fri	
23	Sat	
24	Sun	Holiday
25	Mon	
26	Tue	
27	Wed	
28	Thu	
29	Fri	
30	Sat	
31	Sun	Holiday

"Be not afraid, be glad and rejoice. Surely the LORD has done great things". Joel 2:21
 "gag;glhNj> kfpo;e;J fsp\$U> fHj;jH nghpa fhHPaq;fisr; nra;thH". NahNty; 2:21

Working Days - 25

APRIL - 2019

1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	
6	Sat	TELUGU NEW YEAR - HOLIDAY
7	Sun	Holiday
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	LAST WORKING DAY FOR II YEAR B.ED.
13	Sat	Holiday
14	Sun	Holiday
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	Holiday
22	Mon	
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	Holiday
29	Mon	
30	Tue	

"I wil show them my wonders". Micah 7:15

"cd;id mjpraq;fisf; fhzg; gz;ZNtd;" kPfh 7:15

Working Days - 24

MAY - 2019

1	Wed	MAY DAY
2	Thu	
3	Fri	
4	Sat	
5	Sun	Holiday
6	Mon	
7	Tue	LAST WORKING DAY FOR I YEAR B.ED.
8	Wed	

9	Thu	
10	Fri	
11	Sat	
12	Sun	Holiday
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	Holiday
20	Mon	
21	Tue	
22	Wed	
23	Thu	
24	Fri	
25	Sat	
26	Sun	Holiday
27	Mon	UNIVERSITY THEORY EXAM COMMENCES FOR I / II YEAR
28	Tue	
29	Wed	
30	Thu	
31	Fri	

"I wil show them my wonders". Micah 7:15
"cd;id mjpraq;fisf; fhzg; gz;ZNtd;." kPfh 7:15

Working Days - 05

Late Attendance

Name :

Major :

Admn No.

S.No	Date & Time	Reason	Signature of the Student	Signature of the Principal

Leave Record

Name :

Major :

Admn No.

S.No	Date & Time	Reason	Signature of the Student	Signature of the Principal

1. Love Came Down At Christmas Lyrics

Love came down at Christmas
Love all lovely, love divine
Love was born at Christmas
Star and angels gave the sign.

Worship we the Godhead
Love incarnate, love divine
Worship we our Jesus
But wherewith for sacred sign?

Love shall be our token
Love shall be yours and love be mine
Love to God and to all men
Love for plea and gift and sign.

2. O come all ye faithful joyful and triumphant

O come all ye faithful joyful and triumphant
Oh come ye O come ye to Bethlehem;
come and behold him born the King of angels;
O come let us adore him Christ the Lord.

God of God light of light
Lo he not the virgin's womb;
Very God begotten not created:
O come let us adore him Christ The Lord.

Sing choirs of angels sing in exultation
Sing all ye citizens of heaven above;
Glory to God in the highest:
O come, let us adore him, Christ The Lord

See how the shepherds summoned to his cradle,
leaving their flocks, draw nigh with lowly fear
we too will thither hnd our joyful footsteps;
O come, let us adore him, Christ the Lord.

Yea, Lord, we greet thee, born this happy morning;
Jesus, to thee be glory given;
word of the Father, now in flesh appearing:
O come, let us adore him, Christ the Lord.

3. While shepherds watched their flocks by night

While shepherds watched their flocks by night,
All seated on the ground,
The angel of the Lord came down,
And glory shone around
And glory shone around.
"Fear not," said he, for mighty dread
Had seized their troubled minds;
"Glad tidings of great joy I bring
To you and all mankind
To you and all mankind.

"To you, in David's town, this day,
Is born of David's line
A Savior, who is Christ the Lord;
And this shall be the sign
And this shall be the sign.
The heavenly Babe you there shall find
To human view displayed,
All meanly wrapped in swaddling-clothes
And in a manger laid
And in a manger laid."

Thus spake the seraph and forthwith
Appeared a shining throng
Of angels, praising God, and thus
Addressed their joyful song:
"All glory be to God on high,
And to the earth be peace;
Good will henceforth from Heaven to men
Begin and never cease
begin and never cease."

4. Lily of the valley

I have found a friend in Jesus, He's everything to me
He's the fairest of ten thousand to my soul
He's the Lily of the Valley, in Him alone I see
All I need to cleanse and make me fully whole

In sorrow He's my comfort, in trouble He's my stay
And He tells me every care on Him to roll

He's the lily of the valley, the bright and morning star
He's the fairest of ten thousand to my soul

He will never, never leave me nor yet forsake me here
While I live by faith and do His blessed will
There's a wall of fire about me and I've nothing now to fear
With His manna He my hungry soul shall fill

And then sweeping up to glory to see His blessed face
Where rivers of delight shall ever roll
He's the lily of the valley, the bright and morning star
He's the fairest of ten thousand to my soul

5. Sweet hour of prayer! sweet hour of prayer!

1. Sweet hour of prayer! sweet hour of prayer!
That calls me from a world of care,
And bids me at my Father's throne
Make all my wants and wishes known.
In seasons of distress and grief,
My soul has often found relief,
And oft escaped the tempter's snare,
By thy return, sweet hour of prayer!
2. Sweet hour of prayer! sweet hour of prayer!
The joys I feel, the bliss I share,
Of those whose anxious spirits burn
With strong desires for thy return!
With such I hasten to the place
Where God my Savior shows His face,
And gladly take my station there,
And wait for thee, sweet hour of prayer!
3. Sweet hour of prayer! sweet hour of prayer!
Thy wings shall my petition bear
To Him whose truth and faithfulness
Engage the waiting soul to bless.
And since He bids me seek His face,
Believe His Word and trust His grace,
I'll cast on Him my every care,
And wait for thee, sweet hour of prayer!
4. Sweet hour of prayer! sweet hour of prayer!
May I thy consolation share,

Till, from Mount Pisgah's lofty height,
I view my home and take my flight.
This robe of flesh I'll drop, and rise
To seize the everlasting prize,
And shout, while passing through the air,
"Farewell, farewell, sweet hour of prayer!"

6. Give thanks with a grateful heart

Give thanks with a grateful heart
Give thanks to the Holy One
Give thanks because He's given Jesus Christ, His Son

And now let the weak say, "I am strong"
Let the poor say, "I am rich
Because of what the Lord has done for us"

Give thanks with a grateful heart
Give thanks to the Holy One
Give thanks because He's given Jesus Christ, His Son

And now let the weak say, "I am strong"
Let the poor say, "I am rich
Because of what the Lord has done for us"

7. Yield not to temptation, for yielding is sin;

1. Yield not to temptation, for yielding is sin;
Each vict'ry will help you some other to win;
Fight manfully onward, dark passions subdue;
Look ever to Jesus, He'll carry you through.
 - o *Refrain:*
Ask the Savior to help you,
Comfort, strengthen, and keep you;
He is willing to aid you,
He will carry you through.
2. Shun evil companions, bad language disdain,
God's name hold in rev'rence, nor take it in vain;

Be thoughtful and earnest, kindhearted and true;
Look ever to Jesus, He'll carry you through.

3. To him that o'ercometh, God giveth a crown,
Through faith we will conquer, though often cast down;
He who is our Savior, our strength will renew;
Look ever to Jesus, He'll carry you through.

8. On a hill far away stood an old rugged cross,

1. On a hill far away stood an old rugged cross,
The emblem of suffering and shame;
And I love that old cross where the Dearest and Best
For a world of lost sinners was slain.
 - o *Refrain:*
So I'll cherish the old rugged cross,
Till my trophies at last I lay down;
I will cling to the old rugged cross,
And exchange it someday for a crown.
2. Oh, that old rugged cross, so despised by the world,
Has a wondrous attraction for me;
For the dear Lamb of God left His glory above
To bear it to dark Calvary.
3. In that old rugged cross, stained with blood so divine,
A wondrous beauty I see,
For 'twas on that old cross Jesus suffered and died,
To pardon and sanctify me.
4. To the old rugged cross I will ever be true;
Its shame and reproach gladly bear;
Then He'll call me someday to my home far away,
Where His glory forever I'll share.

St. John's College of Education

(Owned by Tirunelveli Diocesan Trust Association)

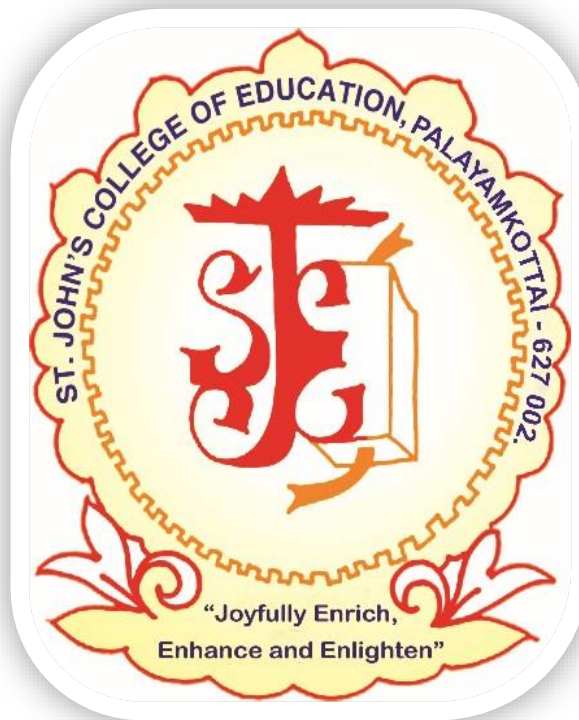
{Approved by NCTE and affiliated to Tamil Nadu Teachers Education University}

Accredited with "B" Grade by NAAC

18/19A, North Highground Road, Palayamkottai, Tirunelveli - 627 002.

0462 - 2582218, 19 Tele Fax 0462 - 2561762

(B.Ed., Co-Education)



ACADEMIC CALENDAR

2018- 2019

ST.JOHN'S COLLEGE OF EDUCATION
PALAYAMKOTTAI

Address of the College	:	18/19A, North Highground Road, Palayamkottai, Tirunelveli – 627 002. Tamilnadu, India.
Name of the Trust	:	Tirunelveli Diocesan Trust Association - Estd 1895 (Regd.No.2 of 1919 - 1920)
College Telephone No.	:	0462 – 2582218, 2582219
E-mail Address	:	admin@stjohnsedn.org
Website	:	www.stjohnsedn.org
Name of the Secretary	:	Adv. T. Kamaraj, B.B.A., B.L.,
Name of the Principal	:	Dr.S.Chandrasekaran, M.A.,M.Ed.,D.J.,Ph.D.,
Year of establishment	:	July2009
Course offered	:	Degree of Bachelor of Education B.Ed., - 2 Units @ 50 each per year
Recognized by	:	National Council for Teacher Education, SRO – Bangalore, HO at New Delhi
Affiliated to	:	TamilNadu Teachers Education University, Karapakkam, Chennai - 97
Accredited with	:	'B' Grade by NAAC
College Code	:	12827 (TamilNadu Teachers Education University, Chennai)

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INVOCATION

THE LORD'S PRAYER

Our Father, who art in heaven,
Hallowed be thy name.
Thy Kingdome come.
Thy will be done on earth
as it is in heaven
Give us this day our daily bread
And forgive us our trespasses
as we forgive those
who trespass against us.
And lead us not into temptation,
but deliver us from evil.
For Thine is the Kingdom
and the Power and the Glory
for ever and ever
Amen.

PRAYER of JABEZ

Jabez cried out to the God of Israel,
“ Oh, that you would bless me and
enlarge my territory! Let your hand
be with me, and keep me from harm
so that I will be free from pain”
And God granted his request. (I Chronicles 4:10)

DAILY PRAYER

Thank you Jesus, for this day.
Take my hand and lead the way.
Let me drink from the river that brings
 love and peace and all good things.
Season my speech with salt of tact.
Fill my mind with the knowledge I lack.
Soften my heart with compassion to see
 a world full of starving people to feed
They hunger for the bread of life
 and how to end all hate and strife
Let your words flow through my speech,
 then I will sow seeds of hope the world seeks.
Quiet my mouth to listen and learn.
Filter with truth all I have heard.
Let my vision be wide to see
 hurting people in front of me.
As I take each step, let me proceed
 to walk in faith, not feelings and needs.
Positive thoughts and confession will bring
 glory to you my Savior and King.

▪ Valerie Bauer Rousseau

Lord, grant me the serenity to
 accept the things
 I can not change,
 the courage to change
 the things that I can
 and the wisdom
 to know the difference.

Amen

PEACE PRAYER

Lord, make us instruments of your peace.

Where, there is hatred, let us sow love;

Where there is injury, pardon;

Where there is discord, union;

Where there is doubt, faith;

Where there is despair, hope;

Where there is darkness, light;

Where there is sadness, joy.

Grant that we may not so much seek

to be consoled as to console;

to be understood as to understand;

to be loved as to love.

For it is in giving that we receive;

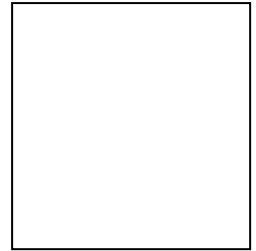
It is in pardoning that we are pardoned,

and it is in dying that we are born

to eternal life.

- St. Francis of Assisi

PERSONAL MEMORANDA



Name :

Department :

Roll/ AdmnNo :

Date of Birth :

Height : cms. **Weight** :kg

Chest : cms.

Father's/Husband's Name :

Communication Address :

.....

.....

Permanent Address :

.....

.....

Telephone No :

Hand Phone :

University Register No :

Library Ticket No :

Passport No :

Scooter / Car No :

Blood Group :

Signature

jkpo;j;jha; tho;j;J

ePuhUq; flYLj;j epykle;ijf; nfopnyhOFk;
rPuhUk; tjdnkdj; jpfo; gujf; fz;lkpjpy;
njf;fzKk; mjpw;rpwe;j jpuhtpley; jpUehLk;
jf;frpWgpiwEjYk; jhpj;jeWe; jpyfKNk
mj;jpyf thridNghy; midj;JyFk; ,d;gKw
vj;jpirAk; Gfo;kzf;f ,Ue;jngUe; jkpozq;Nf!
jkpozq;Nf!

cd; rPhpsikj; jpwk;tpae;J
nray;kwe;J tho;j;JJNk!

tho;j;JJNk!

tho;j;JJNk!

- 'kNdhd;kzPak;'ng.Re;juk;gps;is

THE NATIONAL ANTHEM

Jana Gana Mana Adhinayaka Jaya Hey
Bharata Bhagya Vidhata
Punjaba Sindhu Gujarata Maratha
Dravida Utkala Banga
Vindhya Himachala Yamuna Ganga
Ucchala Jaladhi Taranga
Tava Subha Name Jage
Tava Subha Asisa Mage
Gahe Tava Jaya gatha
Jana Gana Mangala Dayaka Jaya Hey
Bharata Bhagya Vidhata
Jaya Hey Jaya Hey Jaya Hey
Jaya Jaya Jaya Jaya Hey

TRANSLATION

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny,
Thy Name rouses the Hearts of the Punjab,
Sind, Gujarat and Maratha, of Dravid,
Orissa and Bengal
It echoes in the hills of the Vindhya and
Himalayas, mingles in the music of the Jamuna
And the Ganges, and is Chanted by the Waves
Of the Indian Sea
They Pray for Thy Blessing and sing Thy Praise
Thou Dispenser of India's destiny

Victory, Victory, Victory to Thee.

NATIONAL INTEGRATION 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 everyone with courtesy./ To my country and my people,/ I pledge my devotion./ In their well being / and prosperity alone / lies my happiness.”

nfhbg; ghly;

jhapd; kzpf;nfhbgghPH–mij;
jho;e;Jgzpe;JGfo;e;jplthhPH– (2)

1. Xq;fptsHe;jNjhHfk;gk; –mjd;
cr;rpapd; Nky; te;Njkhjuk; –vd;Nw
ghq;fpvOjpp; jpfOk; nra;a–vd;Wk;
gl;nlhsptPrpg; gwe;jply; ghhPH –jhapd; kzpf;nfhb
2. fk;gj;jpd; fPo; epw;wy; fhzPH–vq;Fk;
fhzUk; tPuHngUe;jpus; \$l;lk;
ek;gw;FhpaHmt;tPuHjq;fs;
ey;YapH<e;Jf; nfhbapidf; fhg;gH–jhapd; kzpf;nfhb

cWjpnkhop

,e;jpah vdJ jha;ehL
,e;jpaH midtUk; vd; cld;gpwe;NjhH
vd; jha;j;jpUehl;il cskhw Nerpf;fpNwd;
vd; ehl;bd; tskhd kw;Wk; gy;NtW
toptop ngUikfis vz;zpg; G+hpg;gilfpNwd;
mjd; ngUikf;Nfw;g vd;idj;
jFjpahf;fpf; nfhs;s vd;Wk; ghLgLNtd;
vd; ngw;NwhH> MrphpaH> %j;NjhHfis kjpj;J
ahthpIKk; gzptd;Gld; ele;Jnfhs;Ntd;
vd; ehl;Lkf;fspd; tho;tpYk; tsHr;rpapYNk
vd; kfpo;r;rp cs;sjhy; vd; ehl;bw;Fk;
vd; ehl;Lkf;fSf;Fk; vd; gzpapid
chpikahf;f cWjpnfhs;fpNwd;.

Njrpa xUikg;ghl;L cWjpnkhop

‘ehl;bd; chpik tho;itAk; xUikg;ghl;ilAk; Ngzpf;fhj;J tYg;gLj;jr;
nraw;gLNtd;’ vd;W cskhu cWjp \$WfpNwd;.

‘xU NghJk; td;Kiwia ehNld;’ vd;Wk;> ‘rkak;> nkhop> tl;lhuk; Kjypait
fhuzkhf vOk; NtWghLfSf;Fk;> G+ry;fSf;Fk; Vida murpay; - nghUshjhuf;
FiwghLfSf;Fk; mikjp newpapYk; murpay; mikg;gpd; topapYk; epd;W
jPHT fhz;Ngd;’ vd;Wk; ehd; NkYk; cWjpaspf;fpNwd;.

College Song

1. Father God, we praise and worship
For all blessings you've bestowed
Filled with gratitude, we offer
Sacrifice of praise and prayer.
We, the family of St. John's
College of Education,
Plead for your presence to guide us
All throughout the years ahead
2. You have been our strength and comfort
All these years preserving us.
Your mercies have been new each day
Protecting us from all harms
We the family of St. John's
College of Education
Dedicate us for your glory
All our gifts and knowledge rare.
3. Father God, we pray fervently
Help us do your will alone,
Bind us with your cords of love pure,
Help us reflect the same love.
We the family of St. John's
College of Education
May we shine like beacons of light
Drawing many to your fold!
4. Father God, please help us uphold
College motto in our lives
Let us do all things joyfully
Enrich, Enhance and Enlighten
We, the family of St. John's
College of education
May we always magnify you,
Bringing honour to your name !

COLLEGE PRAYER

Our Almighty Father in Heaven,

We praise you and thank you for the free gift of salvation offered to one and all who seek you with all their heart. We are grateful to you for your Amazing Grace and Mercies in the making of our college and your abiding presence in each and every step of the way. We thank you for having given us the rare privilege of enjoying fellowship and friendship through enhancement, enlightenment and enrichment of Teacher Education at this abode of Wisdom, Knowledge and Peace. Enable us the Teacher-Educators to be role models for the trainees who in turn will inculcate spiritual, moral and social values from us and be ideal teachers as they emerge from our college. Help us who undergo training in this college become full-fledged teachers, committed and devoted to the noble cause of enlightening the student community of our nation. Bless the Correspondent and Principal of our college in a special way and strengthen them and grant them wisdom and courage to manage and administer the college efficiently. We pray earnestly to bless all the well-wishers of our college and members of the Governing Board and praise you for all their interest and involvement in the welfare of our college. We pray Lord, that we may live one day at a time, fulfilling the divine plan and purpose you have for each and every one of us, thereby glorifying and exalting your name through our lives. In Jesus name, we pray. Amen.

OUR COLLEGE – A Preview

As we step into the Tenth academic year of our college, looking back with profound gratitude, we offer Praise, Glory and Honour to our Lord and Saviour Jesus Christ for the manifold blessings showered upon our College right from its inception in the year 2009.

St. John's College of Education, Palayamkottai is an off-shoot of Tirunelveli Diocesan Trust Association, a corporate body that has been rendering yeoman service in this vicinity in diverse fields such as Education, Healthcare, Agriculture, Philanthropy and Evangelism for more than two centuries. The TDTA has to its credit 250 Primary Schools, 73 Middle Schools, 3 High Schools, 11 Higher Secondary Schools, 3 Special schools for the Blind, the Deaf and the Mentally Challenged, 2 Matriculation Schools, 3 Colleges of Art and Science, 3 Community Colleges and 3 Teacher Training Institutes, 1 College of Nursing, 5 Hospitals and 2 Colleges of Education. Thanks to the vision and mission of the pioneering missionaries, both abroad and native, the TDTA has expanded and risen to its present stature. Hence it is worthwhile to pause here for a moment and salute the pioneering missionaries with respect and awe.

St. John's College of Education, Palayamkottai is an additional feather to the cap of the TDTA, that was approved by National Council for Teacher Education, New Delhi in the year 2008 and affiliated to Tamil Nadu Teacher Education University, Chennai in the year 2009. Owing to the tireless and dauntless endeavours of our revered former Bishop the Rt. Rev. Dr. S. Jeyapaul David, the dream of starting a Co-Educational College of Education in the heart of the town became a reality. Now under the patronage and chairmanship of our revered Bishop in Tirunelveli, the Rt. Rev. Dr. J. J. Christdoss, our College is marching towards the goal of attaining the ultimate objective of producing competent and dedicated teachers who will serve as agents of social change as they emerge from our College, imbued with moral, spiritual and eternal values.

As our College Motto suggests, “Joyfully Enrich, Enhance and Enlighten”, under the able guidance and meticulous care and concern of the felicitous faculty, our student-teachers are trained to be well-equipped to encounter challenges in life with confidence and courage and become full-fledged teachers with zest for life. Within its very short span, our College has proved to be an excellent abode of knowledge and wisdom catering to the needs of all, irrespective of caste, creed and religion. In its very maiden attempt our College could obtain an appreciable percentage of passes in the University Examination, as mentioned below.

Academic Year	No. of Students				
	Appeared	Passed	First Class with Distinction	First Class	Second Class
2009-2010	100	92	10	72	10
2010-2011	100	94	15	78	01
2011-2012	100	90	08	75	07
2012-2013	98	93	14	75	02
2013-2014	83	80	03	75	02
2014-2015	97	96	61	35	-
2015-2017	78	77	48	29	-

At this juncture, we would like to mention here with pride the MOU signed between our College and Bishop Grosseteste University, UK that would pave the way for promoting academic and cultural links and also research projects. A team of students and staff members from Bishop Grosseteste College, Lincoln visit our Diocese on exchange programme every year and they visit our college, observe the classes and interact

with the students and the staff paving the way for academic enrichment. A team of six members including our Principal Dr. S. Chandrasekaran had the privilege of visiting Bishop Grosseteste University, Lincoln, U.K from 30.05.2013 to 10.06.2013 bringing back home cherished moments of wonder, joy and fellowship that will go a long way to enhance the respective Institutions academically, ethically and spiritually.

Our students are given ample opportunities to participate in contests and competitions at the regional and state levels not only in Games and Sports but also in other co-curricular activities. Our students participate in various inter-collegiate competitions in Games & Sports and other co- curricular activities and bring laurels to our College.

As per the revised norms of National Council for Teacher Education, New Delhi, the duration for the B.Ed., course has been extended for two years from the academic year 2015-2016 onwards.

The NAAC Peer Team, headed by Prof. Harish Chandra Singh Rathore (Chairperson), Vice Chancellor, Central University of South Bihar, visited our College on 26th and 27th August 2016 to make an assessment of the College as part of the accreditation process. Based on the report and recommendation presented by the peer team, NAAC accredited our College with “B” grade on 16.09.2016 for a period of five years from 2016 – September 15, 2021.

The small beginning will no doubt attain perfection in all its spheres and keeping pace with the latest trends in Education, we keep marching towards progress and prosperity with the Divine Grace and Amazing love of our Lord and Saviour Jesus Christ.

Our Vision

To attain the objectives of providing the trainees with:

- ambience for harmonious living
- professional competencies along with relevant skills
- opportunities for expansion of intellectual horizon
- skills and abilities to face challenges in the field of education
- training to face life's challenges with courage

Our Mission

To attain our vision, we strive to:

- infuse spiritual, moral and ethical values
- provide adequate exposure to improve their teaching skills
- encourage optimum utilization of Library, ICT etc.
- make them cognizant with current trends in education
- foster in them the spirit of dedication and determination

THE COLLEGE GOVERNING BOARD

1. **Rev. A.H.L. Billy**
TDTA Chairman i/c
2. **Adv. T. Kamaraj**
Secretary & Correspondent
3. **Mr. Vedhanayagam**
Lay Secretary, T.D.T.A
4. **Mr. Devadoss Gnanaraj**
Treasurer, T.D.T.A
5. **Mr. K.P.K. Selvaraj**
Standing Committee Secretary
6. **Dr. S. Chandrasekeran**
Principal
7. **Mr. Arul Samuel**
Standing Committee Member
8. **Mr. C. Jeevakumar**
G.B. Member
9. **Mr. S. Arul Koilpillai**
G.B. Member
10. **Mr. Duke Durairaj**
G.B. Member
11. **Mr. J. Raja Dhanasingh**
Member
12. **Mr. S. Anburaj Joseph**
Member
13. **Mr. N. John Sureshkumar**
Member
14. **Mr. Samson Paulraj**
Member
15. **Dr. G. Gabriel Devairakam**
Member
16. **Mrs. Melba Thomas**
Staff Representative

STAFF MEMBERS OF OUR COLLEGE

Dr.S.Chandrasekaran,M.A.,(His.) M.Ed., D.J., Ph.D.(Edn)

PRINCIPAL

TEACHING STAFF

1. **Mrs. Melba Thomas**,M.Sc.,(Chem.) M.Ed., M.Phil.,(Edn.)
Asst. Professor of Physical Science Education
2. **Dr. S. Anantha Babu**, M.A.,(His).,M.Ed.,M.Sc.,(Psy).,Ph.D.,(Edn).,
Asst. Professor of History Education
3. **Mrs. S. Anitha Ruth**, M.Sc. (Math), M.Ed., M.Sc.(Psy)
Asst. Professor of Mathematics Education
4. **Mr. Arul Prabhakaran**, M.A., M.Ed., M.Phil.(Edn.)
Asst. Professor of English Language Education
5. **Mrs. M. Jasline Pravina**, M.Sc, M.Ed., M.Phil.(Bot)., M.Phil.(Edn.) M.Sc.(Psy)
Asst. Professor of Biological Science Education
6. **Mrs. R. Jeyasheeli**, M.Com.,M.Phil(Com).,M.Ed., NET(Edn).,M.Sc.(Psy).,M.A(Socio)
Asst. Professor of Education
7. **Mrs. J. Roselin Diana Selvakumari**, M.A.(Tam), M.Phil. (Tam), M.Ed.,
Asst. Professor of Tamil Language Education
8. **Mr. M. Stephen Muthukumar**, M.Sc.,M.Phil.,M.Ed.,M.Phil.,M.A.,NET (Edn).,
Asst. Professor (Sociology) in Perspective Education
9. **Dr.(Mrs). S.R. Selva Joy**, M.Sc.,M.Ed.,M.Phil(Edn).,M.Sc.,(Psy).,Ph.D.,
Asst. Professor (Psychology) in Perspective Education
10. **Mrs. N. Thanalakshmi** M.A.,(His), M.Ed.,
Asst. Prof. of History Education
11. **Mrs. Jancy Suganthy** M.A.,(Eng),M.Ed.,M.Phil.,(Eng),

Asst. Prof. of English Language Education

12. **Ms. Heline Ronica Jesubel** B.A., B.P.Ed.,
Physical Director

SUPPORTING STAFF

13. **Mr.J.Stephen**, TTC Higher, B.A.(Eng)
Art & Craft Master

Administrative & Professional Staff

14. **Mrs. P. Jesy Stella Vinotha**,M.Sc.,(Mat.)M.L.I.Sc.,M.Phil.(Lib.Sci.,)B.Ed.,
Librarian
15. **Mr. K. Edwin Jebadurai** , M.E.,
Jr.Asst.,
16. **Mrs. V. Jasikala**,M.Com.,DOA.,
Typist & Office Asst.,
17. **Mrs. M. Merrin Jenitta**, M.Sc., B.Ed., M.Phil.(Comp. Sci.)
Technical Assistant
18. **Mr. Y. Nirmal Kumar** B.A.,
Support Staff

Maintaining Staff

19. **Mrs. T. Packiaseeli**
Sweeper
20. **Mr. Koilpillai**, S.S.L.C
Watchman

***St. John's College of Education,
Palayamkottai***

Internal Quality Assurance Cell (IQAC)

S.No	Staff Name	Position
1	Dr. S. Chandrasekaran	Chairperson
2	Mrs. Melba Thomas	Co-ordinator
3	Mrs. S. Anitha Ruth	Member
4	Mr. M. Stephen Muthukumar	Member

Anti Ragging Committee

S.No	Staff Name	Position
1	Mrs. Melba Thomas	Convener
2	Mrs. M. Jasline Pravina	Member
3	Mr. M. Stephen Muthukumar	Member
4	Mrs. Jasikala	Member

Discipline Committee

S.No	Staff Name	Position
1	Mrs. R. Jeyasheeli	Convener
2	Mrs. S. Anitha Ruth	Member

3	Mr. M. Stephen Muthukumar	Member
4	Mrs. N. Thanalakshmi	Member

Internal Counselling Cell

S.No	Staff Name	Position
1	Mrs. M. Jasline Pravina	Convener
2	Dr. (Mrs.) S.R. Selva Joy	Member
3	Mrs. N. Thanalakshmi	Member
4	Mr. K. Edwin Jebadurai	Member

Library Advisory Committee

S.No	Staff Name	Position
1	Mrs. P.Jesy Stella Vinotha	Convener
2	Mrs. S. Anitha Ruth	Member
3	Mrs. R. Jeyasheeli	Member
4	Dr. (Mrs.) S. R. Selva Joy	Member

YRC Committee

S.No	Staff Name	Position
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1	Mr. M. Stephen Muthukumar	Convener
2	Mrs. Melba Thomas	Member
3	Mrs. S. Anitha Ruth	Member
4	Mrs. Jesy Stella Vinotha	Member

RRC Committee

S.No	Staff Name	Position
1	Mrs. J.Roselin Diana Selvakumari	Convener
2	Mrs. M. Jasline Pravina	Member
3	Dr. (Mrs.) S. R. Selva Joy	Member
4	Mrs. N. Thanalakshmi	Member

Alumni Association

S.No	Staff Name	Position
1	Mrs. Melba Thomas	Convener
2	Mrs. M. Jasline Pravina	Member
3	Mrs. J.Roselin Diana Selvakumari	Member
4	Mrs. Jancy Suganthy	Member
5	Mr. M. Stephen Muthukumar	Member

Cultural Committee

S.No	Staff Name	Position
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1	Dr. (Mrs.) S. R. Selva Joy	Convener
2	Mrs. S. Anitha Ruth	Member
3	Mrs. J. Roselin Diana Selvakumari	Member
4	Mr. J. Stephen	Member

Prayer Committee

S.No	Staff Name	Position
1	Mrs. S. Anitha Ruth	Convener
2	Mrs. J. Roselin Diana Selvakumari	Member
3	Dr. (Mrs.) S. R. Selva Joy	Member
4	Mrs. Jancy Suganthy	Member
5	Ms. Heline Ronica Jesubell	

Examination Committee

S.No	Staff Name	Position
1	Mr. M. Stephen and Mr. Stephen	Conveners
2	Mrs. R. Jeyasheeli	Member
3	Mrs. Jasikala	Member
4	Mr. Nirmal Kumar	Member

Students Grievance Cell

S.No	Staff Name	Position
1	Mrs. S. Anitha Ruth	Convener
2	Mrs. R. Jeyasheeli	Member

3	Mrs. J. Roselin Diana Selvakumari	Member
4	Mr. J. Stephen	Member

Parent – Teacher Association

S.No	Staff Name	Position
1	Mrs. R. Jeyasheeli	Convener
2	Mrs. Thanalakshmi	Member
3	Mrs. P. Jesy Stella Vinotha	Member
4	Ms. Heline Ronica Jesubell	Member

Environment Club

S.No	Staff Name	Position
1	Mrs. M. Jasline Pravina	Convener
2	Mrs. R. Jeyasheeli	Member
3	Dr.(Mrs.) S. R. Selva Joy	Member
4	Ms. Heline Ronica Jesubell	Member

Placement Cell

S.No	Staff Name	Position
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1	Dr.(Mrs.) S. R. Selva Joy	Convener
2	Mrs. M. Jasline Pravina	Member
3	Mrs. J. Roselin Diana Selvakumari	Member
4	Mr. M. Stephen Muthukumar	Member

CONDUCT / RULES OF THE COLLEGE:

- Every Student Teacher is expected to be inside his/her respective class room before 9.30 a.m. for prayer everyday without fail and attend class regularly. Late comers will have to pay a fine of Rs.20/-
- Mobile phones are strictly forbidden inside the Classroom, Lab and Seminar Hall of the college campus. Those violating the rules will be penalized.
- Stringent action will be taken against any student involved in any form of indisciplinary behavior. Such a student is liable to be dismissed from college.
- During college hours, between 9.30 a.m. and 4.30 p.m., on no account should any student be allowed to go out of the campus without the permission of the Principal.
- Attendance is compulsory during Intensive Teaching Practice and the student-teacher can not avail any kind of leave on those days.
- Trainees should attend all the periodical tests and the examinations conducted by the college without fail and their absence on those days will affect their internal marks.
- Every student teacher is expected to abide by the rules and regulations of the college with regard to attendance, library, college fees, Examinations etc.
- Smoking inside the campus and the usage of alcoholic beverages are strictly forbidden.

- A trainee needs to be courteous and polite giving due respect to the elders.
- Trainees should wear the specific uniform on the days specified as per the college norms. Students who come to college without the specified uniform will have to pay a fine of Rs.50/-
- Those who damage the college property and furniture will have to pay for the damage caused.
- Trainees should abstain from indulging in any kind of party or communal politics.

LIBRARY :

Our college library contains books on all branches of knowledge. Magazines, Periodicals and Reference books are also available.

Silence should be strictly maintained in the library. During library period the trainee is expected to make use of the library.

Books may be taken out of the library following the token system and returned on the due date. If not returned, the book should be either replaced or the trainee will have to pay a fine, double the amount of the actual price of the book.

Magazines, Periodicals and Reference books are not to be taken out of the library.

THE ALMANAC

2018 ~ 2019

1.கர்த்தாவே தேவர்களில் உமக்கொப்பானவர் யார்

கர்த்தாவே தேவர்களில் உமக்கொப்பானவர் யார்
வானத்திலும் பூமியிலும் உமக்கொப்பானவர் யார்
உமக்கொப்பானவர் யார் ?
வானத்திலும் பூமியிலும் உமக்கொப்பானவர் யார் ?

செங்கடலை நீர் பிளந்து உந்தன்
ஜனங்கலை நடத்தி சென்றீர்
நீர் நல்லவர் சர்வ வல்லவர்
என்றும் வாக்கு மாறாதவர்

தூதர்கள் உண்ணும் உணவால் உந்தன்
ஜனங்களை போஷித்தீரே
உம்மைப்போல் யாருண்டு
இந்த ஜனங்களை நேசித்திட

கன்மலையை நீர் பிளந்து உந்தன்
ஜனங்கலை தாகம் தீர்த்தீர்
உம் நாமம் அதிசயம் இன்றும்
அற்புதம் செய்திடுவீர்

2.எந்தன் கன்மலை ஆனவரே

எந்தன் கன்மலை ஆனவரே
என்னை காக்கும் தெய்வம் நீரே
வல்லமை மாட்சிமை நிறைந்தவறே
மகிமைக்கு பாத்திரரே

ஆராதனை உமக்கே
ஆராதனை உமக்கே
ஆராதனை உமக்கே
ஆராதனை உமக்கே

உந்தன் சிறகுகலின் நிழலில்
என்றென்றும் மகிழ் செய்தீர்
தூயாவரே என் துணையாளரே
துதிக்கு பாத்திரரே — ஆராதனை ..

எந்தன் பலவீன நீரங்க்களில்
உம கிருபை தந்தீர் ஐயா
ஏசு ராஜா என் பெலனாநீர்
எதற்கும் பயமில்லையே — ஆராதனை ..

எந்தன் உயிருள்ள நாட்கலஎல்லாம்
உம்மை புகழுந்து பாடிடுவேன்
ராஜா நீர் செய்த நன்மைகளை
என்னி துதித்திடுவேன் — ஆராதனை ..

3.ஆத்துமமே , என் முழு உள்ளமே

ஆத்துமமே , என் முழு உள்ளமே - உன்
ஆண்டவரைத் தொழு தேத்து -இந்நாள் வரை
அன்பு வைத் தாதரித்த - உன்
ஆண்டவரைத் தொழுதேத்து

சரணங்கள்

1. போற்றிடும் வானோர் , பூதலத்துள்ளோர்
சாற்றுதற் கரிய தன்மையுள்ள --- ஆத்துமமே
2. தலை முறை தலை முறை தாங்கும் விநோத
உலக முன் தோன்றி ஒழியாத --- ஆத்துமமே
3. தினம் தினம் உலகில் நீ செய் பலவான
வினை பொறுத் தருளும் , மேலான --- ஆத்துமமே
4. வாதை , நோய் , துன்பம் மாற்றி , ஆனந்த
ஓதரும் தயைசெய் துயிர் தந்த --- ஆத்துமமே
5. உற்றுனக் கிரங்கி உரிமை பாராட்டும்,
முற்றும் கிருபையினால் முடி சூட்டும் --- ஆத்துமமே
6. துதி மிகுந்தேறத் தோத்தரி தினமே,
இதயமே , உள்ளமே , என் மனமே --- ஆத்துமமே

4.இயேசு என்ற திருநாமத்திற்கு

இயேசு என்ற திருநாமத்திற்கு
எப்போதுமே மிகத் தோத்திரம்

1. வானிலும் பூவிலும் மேலான நாமம்
வல்லமையுள்ள நாமமது
தூயர் சொல்லித் துதித்திடும் நாமமது – இயேசு

2. வேதாளம் பாதாளம் யாவையும் ஜெயித்த
வீரமுள்ள திரு நாமமது
நாமும் வென்றிடுவோம் இந்த நாமத்திலே – இயேசு

3. பாவத்திலே மாலும் பாவியை மீட்கப்
பாரினில் வந்த மெய் நாமமது
பரலோகத்தில் சேர்க்கும் நாமமது – இயேசு

4. உத்தம பக்தர்கள் போற்றித்துதித்திடும்
உன்னத தேவனின் நாமமது
உலகெங்கும் ஜொலித்திடும் நாமமது – இயேசு

5. சஞ்சலம் வருத்தம் சோதனை நேரத்தில்
தாங்கி நடத்திடும் நாமமது
தடைமுற்று மகற்றிடும் நாமமது – இயேசு

5. சருவ லோகாதிபா, நமஸ்காரம்!

1. சருவ லோகாதிபா, நமஸ்காரம்
சருவ சிருஷ்டிகளே, நமஸ்காரம்
தரை, கடல், உயிர்,
வான், சகலமும் படைத்த
தயாபர பிதாவே, நமஸ்காரம்

2. திரு அவதாரா, நமஸ்காரம்
ஜெகத் திரட்சகளே, நமஸ்காரம்
தரணியில் மனுடர்
உயிர் அடைந்தோங்கத்
தருவினில் மாண்டோர் நமஸ்காரம்

3. பரிசுத்த ஆவி, நமஸ்காரம்
பரம சற்குருவே, நமஸ்காரம்
அருபியாய் அடியார்
அகத்தினில் வசிக்கும்
அரியசித்தே சதா நமஸ்காரம்

4. முத்தொழிலோனே, நமஸ்காரம்
மூன்றிலொன்றோனே, நமஸ்காரம்
கர்த்தாதி கர்த்தா, கருணாசமுத்திரா,
நித்திய திரியேகா, நமஸ்காரம்

6. அருள் ஏராளமாய்ப் பெய்யும் உறுதி வாக்கிதுவே

அருள் ஏராளமாய்ப் பெய்யும் உறுதி வாக்கிதுவே
ஆறுதல் தேறுதல் செய்யும் திரளாம் மிகுதியே

பல்லவி

அருள் ஏராளம் அருள் அவசியமே
அற்பமாய் சொற்பமாய் அல்ல திரளாய் பெய்யட்டுமே

1. அருள் ஏராளமாய்ப் பெய்யும் மேகமந்தாரமுண்டாம்
காடான நிலத்திலேயும் செழிப்பும் பூரிப்புமாம் – அருள்
2. அருள் ஏராளமாய்ப் பெய்யும் யேசு வந்தருளுமேன்
இங்குள்ள கூட்டத்திலேயும் இறங்கி தங்கிடுமேன் – அருள்
3. அருள் ஏராளமாய்ப் பெய்யும் பொழியும் இச்சணமே
அருளின் மாரியைத் தாரும் ஜீவ தயாபரரே – அருள்

7.இயேசு கற்பித்தார் ஒளி வீசுவே

1. இயேசு கற்பித்தார் ஒளி வீசுவே
சிறு தீபம்போல இருள் நீக்கவே
அந்தகார லோகில் ஒளி வீசுவோம்
அங்கும் இங்கும் எங்கும் பிரகாசிப்போம்

2. முதல் அவர்க்காய் ஒளி வீசுவோம்
ஒளி மங்கிடாமல் காத்துக் கொள்ளுவோம்
இயேசு நோக்கிப் பார்க்க ஒளி வீசுவோம்
அங்கும் இங்கும் எங்கும் பிரகாசிப்போம்

3. பிறர் நன்மைக்கும் ஒளி வீசுவோம்
உலகின் மாஇருள் நீக்க முயல்வோம்
பாவம் சாபம் யாவும் பறந்தோடிப்போம்
அங்கும் இங்கும் எங்கும் பிரகாசிப்போம்

8.தேவ பிதா எந்தன் மேய்ப்பன் அல்லோ

1. தேவ பிதா எந்தன் மேய்ப்பன் அல்லோ
சிறுமை தாழ்ச்சி அடைகிலனே
ஆவலதாய் என்னை பைம்புல் மேல்
அவர் மேய்த்தவர் நீர் அருளுகின்றார்

2. ஆத்துமம் தன்னை குளிரப்பண்ணி
அடியேன் கால்களை நீதியென்னும்
நேர்த்தியாம் பாதையில் அவர் நிமித்தம்
நிதமும் சுகமாய் நடத்துகின்றார்

3. சா நிழல் பள்ளத்திறங்கிடினும்
சற்றும் தீங்கு கண்டஞ்சேனே

வானபரன் என்னோடிருப்பார்
வளை தடியும் கோலுமே தேற்றும்

4. பகைவர்க் கெதிரே ஒரு பந்தி
பாங்காய் எனக்கென்றேர்ப்படுத்தி
சுக தைலம் கொண்டேன் தலையை
சுகமாய் அபிஷேகம் செய்குவார்

9. இந்த அருள் காலத்தில்

1. இந்த அருள் காலத்தில்
கர்த்தரே உம் பாதத்தில்
பணிவோம் முழந்தாளில்

2. தீர்ப்பு நாள் வருமுன்னே
எங்கள் பாவம் உணர்ந்தே
கண்ணீர் சிந்த ஏவுமே

3. மோட்ச வாசல், இயேசுவே
பூட்டுமுன் எம் பேரிலே
தூய ஆவி ஊற்றுமே

4. உந்தன் ரத்த வேர்வையால்
செய்த மா மன்றாட்டினால்
சாகச் சம்மதித்ததால்

5. சீயோன் நகர்க்காயக் கண்ணீர்
விட்டதாலும் தேவரீர்
எங்கள்மேல் இரங்குவீர்

6. நாங்கள் உம்மைக் காணவே
அருள் காலம் போமுன்னே
தஞ்சம் ஈயும் இயேசுவே

10.நாற்பது நாள் ராப் பகல்

1. நாற்பது நாள் ராப் பகல்
வனவாசம் பண்ணினீர்;
நாற்பது நாள் ராப் பகல்
சோதிக்கப்பட்டும் வென்றீர்.

2. ஏற்றீர் வெயில் குளிரை
காட்டு மிருகத் துணை;
மஞ்சம் உமக்குத் தரை,
கல் உமக்குப் பஞ்சணை.

3. உம்மைப்போல நாங்களும்
லோகத்தை வெறுக்கவும்,
உபவாசம் பண்ணவும்
ஜெபிக்கவும் கற்பியும்.

4. சாத்தான் சீறி எதிர்க்கும்
போதெம் தேகம் ஆவியை
சோர்ந்திடாமல் காத்திடும்,
வென்றீரே நீர் அவனை.

5. அப்போதெங்கள் ஆவிக்கும்
மா சமாதானம் உண்டாம்;
தூதர் கூட்டம் சேவிக்கும்
பாக்கியவான்கள் ஆகுவோம்.

11.பெத்தலையில் பிறந்தவரை

பெத்தலையில் பிறந்தவரைப்
போற்றித் துதி மனமே – இன்னும்

- 1.சருவத்தையும் படைத்தாண்ட சருவ வல்லவர் – இங்கு
தாழ்மையுள்ள தாய் மடியில் தலை சாய்க்கலானார் – பெத்தலையில்
- 2.சிங்காசனம் வீற்றிருக்கும் தேவ மைந்தனார் – இங்கு
பங்கமுற்றப் பசுத் தொட்டிலில் படுத்திருக்கிறார் – பெத்தலையில்
- 3.முன்பு அவர் சொன்னபடி முடிப்பதற்காக – இங்கு
மோட்சம் விட்டுத் தாழ்ச்சியுள்ள முன்னணையிலே – பெத்தலையில்
- 4.ஆவிகளின் போற்றுதலால் ஆனந்தங் கொண்டோர் – இங்கு
ஆக்களுட சத்தத்துக்குள் அழுது பிறந்தார் – பெத்தலையில்
- 5.இந்தடைவாய் அன்பு வைத்த எம்பெருமானை – நாம்
எண்ணமுடன் போய்த் துதிக்க ஏகிடுவோமே – பெத்தலையில்

12.ஆதித் திருவார்த்தை திவ்விய அற்புதப் பாலனாகப் பிறந்தார்

ஆதித் திருவார்த்தை திவ்விய அற்புதப் பாலனாகப் பிறந்தார்
ஆதந் தன் பாவத்தின் சாபத்தைத் தீர்த்திட
ஆதிரையோரையீடேற்றிட.

மாசற்ற ஜோதி திரித்துவத் தோர் வஸ்து,
மரிய கன்னியிட முதித்து

மகிமையை மறந்து தமை வெறுத்து
மனுக்குமாரன் வேஷமாய்,
உன்ன தகஞ்சீர், முகஞ்சீர் வாசகி
மின்னுஞ்சீர் வாசகி, மேனி நிறம் எழும்
உன்னத காதலும் பொருந்தவே சர்வ
நன்மைச் சொரூபனார், ரஞ்சிதனார்,
தாம், தாம் தன்னர வன்னர
தீம்; தீம், தீமையகற்றிட
சங்கிர்த சங்கிர்த சங்கிர்த சந்தோ
ஷமென சோபனம் பாடவே,
இங்கிர்த, இங்கிர்த, இங்கிர்த நமது
இருதயத்திலும் எங்கும் நிறைந்திட

1. ஆதாம் ஓதி ஏவினார்; ஆபிரகாம் விசுவாசவித்து,
யூதர் சிம்மாசனத்தாளுகை செங்கோல்
ஈசாய் வங்கிஷத்தானுதித்தார். – ஆதி

2. பூலோகப் பாவ விமோசனர், பூரண கிருபையின் வாசனர்
மேலோக இராஜாதி இராஜன் சிம்மாசனன்
மேன்மை மகிமைப் பிரதாபன் வந்தார். – ஆதி

3. அல்லேலுயா! சங்கீர்த்தனம் ஆனந்த கீதங்கள் பாடவே
அல்லைகள், தொல்லைகள் எல்லாம் நீங்கிட
அற்புதன் மெய்ப்பரன் தற்பரனார். – ஆதி

13.கேள் ஜென்மித்த ராயர்க்கே

1. கேள் ஜென்மித்த ராயர்க்கே
விண்ணில் துத்தியம் ஏறுதே
அவர் பாவ நாசகர்
சமாதான காரணர்
மண்ணோர் யாரும் எழுந்து

விண்ணோர் போல் கெம்பீரித்து
பெத்லேகேமில் கூடுங்கள்
ஜென்ம செய்தி கூறுங்கள்

கேள் ஜென்மித்த ராயர்க்கே
விண்ணில் துத்தியம் ஏறுதே

2. வானோர் போற்றும் கிறிஸ்துவே
லோகம் ஆளும் நாதரே
ஏற்ற காலம் தோன்றினீர்
கன்னியிடம் பிறந்தீர்
வாழ்க நர தெய்வமே
அருள் அவதாரமே
நீர் இம்மானுவேல் அன்பாய்
பாரில் வந்தீர் மாந்தனாய்

3. வாழ்க சாந்த பிரபுவே
வாழ்க நீதி சூரியனே
மீட்பராக வந்தவர்
ஒளி ஜீவன் தந்தவர்
மகிமையை வெறுத்து
ஏழைக்கோலம் எடுத்து
சாவை வெல்லப் பிறந்தீர்
மறு ஜென்மம் அளித்தீர்



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai - 600 097

**SYLLABUS FOR THE TWO-YEAR B.Ed DEGREE
PROGRAMME FOR THE ACADEMIC YEAR 2016-2017**

**(APPLICABLE FOR THE BATCH OF STUDENTS ADMITTED
DURING THE ACADEMIC YEAR 2015-2016)**

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY

B.Ed Second Year: Details of Theory Courses & Practical Components

GROUP – A: PERSPECTIVES IN EDUCATION				
COURSE CODE	NAME OF THE COURSE	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
SPEKC	Knowledge and Curriculum	30	70	100
SPECS	Creating an Inclusive School	15	35	50
SPEGS	Gender, School and Society	15	35	50
Sub - Total		60	140	200
GROUP – B: CURRICULUM AND PEDAGOGIC STUDIES				
COURSE CODE	NAME OF THE COURSE	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
SCPTA	Pedagogy of Tamil : Part –II (Content Mastery)	15	35	50
SCPEN	Pedagogy of English : Part –II (Content Mastery)			
SCPUR	Pedagogy of Urdu: Part –II (Content Mastery)			
SCPMA	Pedagogy of Mathematics : Part –II (Content Mastery)			
SCPCS	Pedagogy of Computer Science : Part –II (Content Mastery)			
SCPPS	Pedagogy of Physical Science : Part –II (Content Mastery)			
SCPBS	Pedagogy of Biological Science : Part –II (Content Mastery)			
SCPHI	Pedagogy of History : Part –II (Content Mastery)			
SCPGE	Pedagogy of Geography : Part –II (Content Mastery)			
SCPEC	Pedagogy of Economics : Part –II (Content Mastery)			
SCPCA	Pedagogy of Commerce and Accountancy : Part –II (Content Mastery)			
SCPHS	Pedagogy of Home Science : Part –II (Content Mastery)			
SCPSS	Pedagogy of Social Science : Part –II (Content Mastery)			
Sub-Total		15	35	50
Grand Total (200+50)				250

B.Ed Second Year: Details of Practical Components

S.No.	ACTIVITIES	Level I Marks	Level II Marks	Total Marks
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)			
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)	50	50	100
3	Lesson Plan Records a) Lesson Plan Record : Level - I (30 Lesson Plans pertaining to the School Subject of the student-teachers) b) Lesson Plan Record : Level - II (30 Lesson Plans pertaining to the School Subject of the student - teachers)	15	15	30
4	Test and Measurement Records (Based on the Achievement Tests Constructed and administered by student –Teachers) a) Level – I (Pertaining to the School subject of the student teachers) b) Level – II (pertaining to the School Subject of the student - teachers)	15	15	30
5	Preparation and Use of TLM relating to Lesson Plans a) Preparation and Use of 30 TLM : Level – I b) Preparation and Use of 30 TLM : Level – II	10	10	20
6	Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.)	-	-	10
7	Field Trip Record / Education Tour Record (Organisation, participation and reporting on One-day Field Trip/Education Tour related to any concept of B.Ed Curriculum with prior approval from the competent authorities and the Tamil Nadu Teachers Education University)	-	-	10

8	Drama and Art Record (Conducting any 5 activities by the student-teachers with an emphasis on self-realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Book Fair, Art Gallery etc. either at Level – I or Level - II)	-	-	50
	Grand Total			250

NOTE:

- (a) **Level - I** refers to Standard VI to VIII (Upper Primary), compulsory for all student - teachers. For activities 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 & X (Secondary) for UG qualified student - teachers / Standard XI & XII (Higher Secondary / Senior Secondary) for PG qualified student - teachers.

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
FULL COURSE (30 MARKS)**

(Full Course: 1. Knowledge and Curriculum)

S.No	Components	Marks
1.	Assignments (An average of Two Assignments)	10
2.	Seminar	10
3.	Class Tests (An average of 2 Unit Tests)	10
	Total	30

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
HALF A COURSE (15 MARKS)**

(Half a Course: 1. Creating an Inclusive School; 2. Gender, School and Society; 3. Pedagogy of a School Subject – Part – II [Content Mastery].)

S.No	Components	Marks
1	Assignments (An average of Two Assignments)	5
2	Seminar	5
3	Class Tests (An average of 2 Unit Tests)	5
	Total	15

**SCHEME OF TERM-END EXAMINATION
SECOND YEAR: FOR A FULL COURSE AND FOR HALF A COURSE**

Question paper pattern for Term-End Examination

Type of Course	Type of Questions	Marks	Total Marks	Maximum words / page limits for each question	Duration of Examination
Full Course	Essay Questions (7 out of 10)	7 x 10	70	600 words/ 5 pages for each question	3 hours
Half a Course	Essay Questions (5 out of 7)	5 x 7	35	300 words/ 3 pages for each question	1 ½ hours

GROUP -A : PERSPECTIVES IN EDUCATION

THEORY COURSE: 01

COURSE CODE: SPEKC

KNOWLEDGE AND CURRICULUM

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.

REFERENCES

1. Orenstein A.C and Hunkins F.P (1988). Curriculum: Foundations, Principles and Issues. New Jersey; Prentice Hall.

2. Dewey, John (1996). The Child and the Curriculum, Chicago: The University of Chicago Press.
3. Diamond Robert, M. Designing and Improving Course in Higher Education: A Systemic Approach, California: Jossey.
4. Doll Ronal. C. Curriculum Improvement: Decision Making Process London: Allyon and Bacon.
5. Saylor, G.J and Alexander, W (1965) Planning Curriculum of school, New York: Holt Richard and Winston.
6. Taba, Hilda (1962) . Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanvich.
7. Tanner, D and Tanner, L.N (1975) Curriculum Development: Theory and Practice New York: Mac Millan.
8. Thangasamy, Kokila (2016), தமிழ்மொழி, குழந்தைகள், ஆசிரியர்கள் Chennai: Pavai Publications.
9. www.ncde.go.ug
10. www.wcedcurriculum.westerncap.gov.
11. www.ccsdli.org.

GROUP -A: PERSPECTIVES IN EDUCATION

THEORY COURSE: 02

COURSE CODE: SPECS

CREATING AN INCLUSIVE SCHOOL

Objectives:

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.

References:

1. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for inclusion developing learning and participation in schools*. UK: Centre for Studies on Inclusive Education.
2. Deshprabu, Suchitra. (2014). *Inclusive education in India*. New Delhi: Kanishka Publishers.
3. Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. New Delhi: Indian Institute of Dalit Studies and UNICEF.
4. National Council for Educational Research and Training. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
5. National Council for Educational Research and Training. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
6. Rehabilitation Council of India. (2013). *Status of disability in India*. New Delhi: Rehabilitation Council of India Publications.
7. UNESCO. (2009). *Policy guidelines on inclusion in education*. France: United Nations Educational Scientific and Cultural Organisation.

Web Resources:

<http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/>

<http://www.copower.org/leadership/models-of-disability>

http://www.who.int/disabilities/world_report/2011/chapter1.pdf

GROUP -A : PERSPECTIVES IN EDUCATION

THEORY COURSE: 03

COURSE CODE: SPEGS

GENDER, SCHOOL AND SOCIETY

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 on 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 curricula.
- 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 shows 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.

References:

1. NCERT, 2006. *Gender Issues in Education*", New Delhi; Publications Division.
2. Kosut, Mary (2012) *Encyclopedia of Gender in Media*, New Dlehi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer (2009). *Promoting Gender Equality Through Textbooks*, Paris: UNESCO Publications Division.
4. Byerly, C. M., 2011, 'Global Report on the Status of Women in the News media', Washington DC : International Women's Media Foundation,
5. Fredrick Luic Aldama (2005): *Brown on Brown: Chicapola Representations of gender, sexuality, and Ethnicity*, University of Texas Press.
6. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith.(2013). *Discipline, Moral regulations and schooling: A social history*, New yar: Routledge.
7. Sharma.K.K & Punam Miglani (2016). *Gender, School and Society*, Patiala: Twenty first century publications.
8. www.academia.edu.

GROUP - B: CURRICULUM AND PEDAGOGIC STUDIES

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:

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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தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai - 600 097

Regulations and Syllabus
for the Two- year B.Ed Degree Programme

From the Academic Year 2016 – 2017 onwards

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF BACHELOR OF EDUCATION (B.Ed)
(FOR THE TWO YEAR PROGRAMME IN COLLEGES OF EDUCATION
- FULL - TIME AND REGULAR PRE-SERVICE TEACHER EDUCATION)

REGULATIONS

(With effect from the academic year 2016-2017)

1. ELIGIBILITY FOR ADMISSION TO THE B.Ed PROGRAMME

A candidate shall be eligible for admission to the B.Ed programme (in Government /Government Aided/Self-Financing Colleges of Education) leading to the Degree of Bachelor of Education (B.Ed) provided:

- (i) The candidates should have undergone 10+2+3(15) or 11+1+3(15) pattern of study and passed the qualifying examination conducted by the respective State Board or CBSE or any other recognized Board of Education / Examination and UG Degree Examination of the UGC recognized Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary / Higher Secondary Education level.
- (ii) Candidates, who have passed the UG or PG Degree under Open University System without qualifying in 11 years SSLC Examination and one year of Pre-University Course (P.U.C) examination or 10+2 pattern of School Education Examination are not eligible for admission, even if they subsequently qualify in one year SSLC and one year PUC or 10+2 pattern of School Education Examination.
- (iii) Candidates, who have studied more than one main subject in Part III/Part IV (under Double / Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two / three major subjects shall be taken in to account to arrive at the percentage of marks as stipulated in item (ix) herein.

- (iv) Candidates, who have passed any degree under Additional Degree Programme with less than three years duration, are not eligible for admission.
- (v) Candidates, who have passed under four year Dual Degree Programme with two major subjects under Part III are not eligible for admission.
- (vi) Candidates, who have qualified the P.G. Degree in the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy with not less than 50% of marks are eligible for admission, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.
- (vii) Candidates, who have qualified the PG Degree (5 year integrated course) under 10 + 2 + 5 or 11+1+5 pattern of study, shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary or allied subjects alone) of the course alone shall be taken into account for admission to B.Ed. Degree programme for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained by the candidates in the last two years (4th & 5th year) alone shall be taken into account for admission to B.Ed. Degree programme for subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.
- (viii) **Equivalent Subjects**
 - a) Candidates who have done their UG Degree in Applied Mathematics can apply for Mathematics.
 - b) Candidates, who have done their UG Degree in Applied Physics, Geo-Physics, Bio-Physics and Electronics, can apply for Physical Science.
 - c) Candidates, who have done their UG Degree in Applied Chemistry, can apply for Physical Science.
 - d) Candidates, who have done their UG Degree in Bio-Technology, Plant-Biology, and Plant Bio-Technology, can apply for Biological Science.

- e) Candidates, who have done their UG Degree in Environmental Science and Micro-Biology, can apply for Biological Science.
 - f) Candidates, who have done their UG Degree in Applied Geography, can apply for Geography.
 - g) Candidates, who have done their UG Degree in Computer Science, Information Technology and Computer Application, can apply for Computer Science.
 - h) Post Graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture with not less than 50% (irrespective of their UG Marks) of marks in PG Degree or in the interdisciplinary subject, which are being declared equivalent by the respective University can apply.
 - i) Candidates, who have done their PG Degree in Nutrition and Dietetics are eligible to apply for Home Science.
 - j) Candidates, who have done their UG Degree in the school subjects, are eligible for admission to B.Ed. However, those who have done the UG in the subjects for which equivalence is not covered under the G.O.(1D)No.257, Higher Education (G1) Department, Dated 19.07.2016, shall have to obtain an equivalence certificate for the respective subjects from the University concerned to consider their admission to B.Ed. Degree programme.
 - k) Candidates, who have done their UG level without language Tamil or other Indian Languages under Part-I and are awarded degree with English and Main subjects concerned will be considered for admission to B.Ed. subject to the condition that they have to qualify in Tamil Language Test conducted by the TNPSC for the purpose of employment.
 - l) Candidates, who have done their Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereto, are eligible for admission to B.Ed. Degree programme. (Physical Science, Biological Science, Mathematics and Computer Science).
- (ix) Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed. Degree programme with the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The

marks obtained in UG Degree alone shall be taken to arrive the eligibility even if they possess PG Degree in the same subject. For the subject in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, PG Degree with not less than 50% marks is mandatory and the subjects in UG and PG shall be one and the same.

Community/Category	Minimum Marks
OC	50%
BC/ BCM	45%
MBC / DNC	43%
SC /SCA/ ST	40%

- a) Marks obtained by the candidates in the UG Degree Course Part-III / IV Major and Allied including Practical [*Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science*] alone shall be taken in to account to arrive at the percentage of marks mentioned above. Marks obtained under Part-V subjects shall not be taken into account to arrive at the percentage of marks. If the candidates possess PG Degree in these subjects, weightage of marks for the highest qualification in the relevant subject will be given as follows and added to the base marks for Ranking. However minimum marks mentioned in the 'item (ix)' is mandatory for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science and not less than 50% of marks for the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Highest Qualification	Weightage of marks
a) Candidates with PG (Except the subjects Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, since PG Degree is the requisite qualification for admission to B.Ed. Degree.)	4 (four) marks
b) Candidates with M.Phil.	5 (five) marks
c) Candidates with Ph.D.	6 (six) marks

- b) Marks obtained by the candidates in the PG Degree [*Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy*] shall be considered eligible for admission, but weightage marks will not be given as mentioned in 'item (ix) (a)'.
- c) To arrive at above percentage of marks, the marks obtained by the candidates in Major / Ancillary / Allied subjects (Part III & IV) including practical alone shall be taken into account.
- d) For the students who have done their Bachelor's Degree in Engineering or Technology, the marks obtained in their Degree shall be taken into account.
- e) Rounding of the marks to the next higher integer shall not be permitted.
- f) The candidates who are qualified in UG Degree under Open University System after passing 10th Standard and +2 Examinations shall alone be considered for admission to B.Ed. Degree programme.
- g) The candidates who are qualified in UG Degree under Open University System without passing 10th Standard and +2 Examination and subsequently passing 10th and +2 examinations are not eligible for admission to B.Ed. Degree programme.
- (x) Candidates, who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education, are eligible for admission.
- (xi) In the case of Differently-abled (Physically and Visually Challenged) candidates, a minimum pass in the requisite qualification is enough.

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

2. DURATION OF THE B.Ed PROGRAMME

The B.Ed. programme shall be for duration of two academic years consisting of 200 working days (36 hours in a week- 5 or 6 days in a week) each year, excluding the period of examination and admission.

3. PROGRAMME CONTENT

The B.Ed programme will consist of Theory courses 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 Courses)
- 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. Tasks 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 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 courses on 'Enhancing Professional Capacities' (EPC 1, EPC 2 & EPC 3) are evaluated by continuous internal assessment.]

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 Courses: (Any one) 1. Yoga, Health and Physical Education 2. Environmental Education 3. Values and Peace Education	35	15	50
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’ (EPC 4) 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	2 x 15 = 30
2.	Half a course	2 x 7.50 = 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 six and a half theory courses by

the University after the completion of 200 working days in the first year.

Each theory course question paper will be designed for 3 hours for full course and 1 ½ 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)	7 x 10	70	600 words/ 5 pages for each Question
Half a Course	Essay Questions (5 out of 7)	5 x 7	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 courses in which he/she failed.

REVALUATION / RETOTALLING / XEROX COPY OF ANSWER SCRIPTS

Candidates can apply for revaluation / retotalling / xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees 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.

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

PART- B		
Activity No.	Assessment of Teaching Competency	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.	Students Portfolios / CCE Record	10
14.	Reflective Journal - Diary	5
15.	Environmental Education Record	10
16.	Community based Engagement/ Skill Development Record	10
	Total	150
	Grand Total (100 + 150)	250

PRACTICAL COMPONENTS IN THE FIRST YEAR 4-WEEK INTERNSHIP

- | | |
|--|----------------|
| 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 |
| | ----- |
| | 4 weeks |
| | ----- |

PRACTICAL COMPONENT IN THE SECOND YEAR 16-WEEK INTERNSHIP

- | | |
|---|-----------------|
| 1. Observation of Regular Class Teacher in Regular Classroom | - 1 week |
| 2. 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 |
| | ----- |

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



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai - 600 097

B.Ed (2016-2017) First Year Syllabus

COURSE 1: CHILDHOOD AND GROWING UP

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 .)

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.

References:

1. Anitha Woolfolk. (2004). *Educational psychology*. Singapore: Persion Education.
2. Baron.A. Robert (2000). *Pshychology*. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). *Child development*. New Delhi: PHI Learning.
4. Hurlock, Elizabeth. B. (1980). *Development Psychology*. New Delhi: McGraw Hill Education.
5. Hurlock, Elizabeth. B. (1980). *Adolescent Development*. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). *Child development*. New Delhi: McGraw Hill Education.
7. Thangasamy, Kokila. (2014). *Psychology of learning and human development*. Madurai: MaaNila Publisher.
8. www.simplypsychology.org
9. psychclassics.yorkn.ca
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COURSE 2: CONTEMPORARY INDIA AND EDUCATION

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, justice, 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 frameworks 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 frameworks 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: Views of great thinkers-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 five year plans implications of universalisation of education.

References:

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsbury Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.
6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.

7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
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9. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
10. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf

COURSE 3: LEARNING AND TEACHING

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 (Kohlberg) - 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.

References:

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2. Bruner, J.S. (1971). The process of education revisited. *Phi Delta Kappan*, 53, 18-21.
3. Gropper, G.L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), *Instructional theories in action* (pp. 45-112).

4. Jayaraman, Chindhai.(2005). *School days: In Children's Perspective*. Chennai: Vinodh publications.
5. Thangasamy,Kokila. (2016). *Teach Gently*. Chennai : Pavai Pathippagam.
6. Thorndike, E. L. (1905). *The elements of psychology*. New York: A. G. Seiler.
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COURSE 4: LANGUAGE ACROSS THE CURRICULUM

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 English Language in the Indian Context

Position of English as a second language in India - 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:
 - the structure of their language
 - pronunciation
 - 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?

References:

1. Agnihotri, R.K. (1995), *Multilingualism as a classroom resource*. Heinemann Educational Books.
2. Earl Stevick.W.(1982), *Teaching and Learning Languages*. Cambridge: Cambridge University Press.
3. Krashen, S.D.(1981), *The study of second language acquisition and second language learning*. Oxford: Oxford University Press.
4. Richards,J.C.(2006), *Communicative language teaching today*. Cambridge: Cambridge University Press.
5. Thangasamy, Kokila (2016) *Communicative English for College Students*. Chennai: Pavai Publications.
6. Widdowson, H. (1978), *Aspects of language teaching*. Oxford: Oxford University Press.
7. Wallace, M.J. (1998). *Study skills in English*. Cambridge: Cambridge University Press.
8. Forum for across the curriculum teaching -
<http://www.factworld.info/>
9. Language for understanding across the curriculum -
[www.det.act.gov.au>LUACHandbook](http://www.det.act.gov.au/LUACHandbook)
10. Curriculum guide - Language arts language across the curriculum -
[www.moe.gov.jm>sites>default>files](http://www.moe.gov.jm/sites/default/files).

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

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.

References:

1. Carl, Arend E. (2009). *Teacher empowerment through curriculum development*. South Africa: Juta and Company.
2. Cullen, Roxanne., Haris, Michael and Hill, Reinhold, R. (2012). *The learner-centered curriculum*. San Francisco: Jossey-Boss.
3. Ellis, Arthur K. (2013). *Exemplars of Curriculum*. New York: Routledge.
4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). *Inter National perspectives in curriculum history*. Croom Helm.
5. Ivor F. Goodson and Colin J. Marsh (1996). *Studying school subjects: A guide*. New York: Routledge.
6. Kelly.A.V. (2009) *The curriculum: Theory and practice*. New Delhi: Sage Publications.
7. Kridel, Craig. (2010). *The encyclopedia of curriculum studies*. New Delhi: Sage Publications.
8. Leask, Betty. (2015). *Internationalizing the Curriculum*. New York: Routledge.
9. www.students notes.in/b.ed/.../understand/20school/20/subject.pdf.
10. www.pcer.ac.in/wp_content/uploads/2015/12/understanding_disciplines-and-school-subjects.pdf.

COURSE 6: GENDER, SCHOOL AND SOCIETY

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.

References:

1. NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
2. Kosut, Mary. (2012). *Encyclopedia of gender in media*. New Delhi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through textbooks*. Paris: UNESCO Publications Division.
4. Byerly, C. M. (2011). *Global report on the status of women in the news media*. Washington DC: International Women's Media Foundation.
5. Fredrick Luic Aldama. (2005). *Brown on brown: Chicapola representations of gender, sexuality, and ethnicity*. University of Texas Press.
6. Hurlock, Elizabeth.B.(1974) *Personality development*. New Delhi: McGraw Hill Education.
7. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
8. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Discipline, moral regulations and schooling: A social history*. New York: Routledge.
9. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
10. www. academia. edu.

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.

பாடம் 7(a): தமிழ் கற்பித்தல்

(பகுதி-1 கற்பிக்கும் முறைகள்)

நோக்கங்கள்:

இப்படிப்பு முடிவுறும் தருவாயில், மாணவ ஆசிரியர்கள்:

1. தமிழ் மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் புரிந்துகொள்வர்.
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 பகிர்ந்துகொள்ளுதல் - கற்பனைத் திறனை வளர்த்தல் - படைப்பாற்றலை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப் பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - மொழி கற்பித்தலின் பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) பள்ளிக் கலைத்திட்டத்தில் தாய்மொழி வகிக்கும் 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 - புளம் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு: அறிவுப் புலம் - உணர்வுப் புலம் - உள-இயக்கப் புலம் சார்ந்த நோக்கங்களை எழுதுதல் - நான்கு கட்ட கற்பிப்புத்திட்ட அட்டவணையின் அமைப்பு - நான்கு கட்ட அட்டவணையின்படி மாதிரி கற்பிப்புத் திட்டம் தயாரித்தல்.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) தமிழ்ப் பாடம் நடத்துவதற்கு (நிலை 1, நிலை 2) கற்பித்தல் குறிக்கோள்களை எழுதுக.

- ii) தமிழ்ப் பாடம் நடத்துவதற்கு (நிலை 1, நிலை 2) மாதிரிக் கற்பிப்புத் திட்டம் தயாரித்து வழங்குக.)

அலகு 3 கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்

கற்பித்தல்: விளக்கம் - முக்கிய கற்பித்தல் திறன்களைப் புரிந்துகொள்ளல்: 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 புரிந்துகொள்ளல்: ஊக்கப்படுத்துதல் - பாடக் கருத்துகளை 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) மேற்கொள்ளவேண்டும்.)

உரைநடை கற்பித்தல்: உரைநடையின் பொருள் - உரைநடை கற்பித்தலின் நோக்கம் - உரைநடை கற்பித்தலிலுள்ள படிகள் - சொற்களஞ்சியத்தைக் கற்பித்தல் - அருஞ்சொற்களைக் கற்பித்தல் - சொற்களஞ்சியத்தைப் பெருக்குவதற்கான வழிகள். **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 பயன்படுத்திச் சக மாணவர்கள் முன்னிலையில் குறுநிலைக் கற்பித்தல் பயிற்சி மேற்கொண்ட தன்மை குறித்து ஓர் அறிக்கை தயாரித்து வழங்குக.
- ii) தமிழ்ப் பாடத்தில் (நிலை 1, நிலை 2), குறுநிலைக் கற்பித்தல் பயிற்சி மேற்கொள்வதற்கு இரு 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 பேசிப்பழகுதல் - சொல்வதைக் கேட்டு எழுதுதல் (Dictation) நேர்படுத்திக்கேட்டல் (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 - பிழையின்றிப் பேசிப் பழகுதல் - சொற்களஞ்சியப் பெருக்கம் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - நாநெகிழ்ப் பயிற்சி – நாபிறழ்ப் பயிற்சி – பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் - பேசுதல் திறனை மதிப்பிடல்.

படிக்கும் திறன் கற்பித்தல்: படித்தலின் நோக்கங்கள் – படித்தலின் வகைகள்: வாய்விட்டுப் படித்தல் - மனத்துக்குள் 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 - பிழையின்றி எழுதப் பயிற்சியளித்தல் - பிழைக்குரிய காரணங்களைக் கண்டறிதல் - பிழைகளைக் களையும் 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 பங்குபெற்றுப் பயிற்சி பெறுக.)

அலகு 5 கற்பிக்கும் முறைகள்

ஆசிரியர் மையக் கற்பித்தல்: விரிவுரை முறை - ஆசிரியரணிக் 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 - காணொலிக் காட்சிவழிக் கற்றல் - அச்செழுத்து வளங்கள்: நாளிதழ்கள், ஆய்விதழ்கள் - கலைக்களஞ்சியங்கள் ஒலிசார் வளங்கள்: வானொலிப் பேச்சுகள் - ஒலிப்பதிவு நாடாக்கள் - குறுந்தட்டுகள் - காட்சியொளி வளங்கள்: படங்கள் - ஒளிப்படங்கள் - மின் அட்டைகள். வரைபடங்கள் - விளம்பரத்தட்டிகள், தகவல்தொடர்பு வளங்கள்: வானொலி - தொலைக்காட்சி - இணையம், பல்லுடகம் - இடைவினை வெண்மென்பலகை- சமுதாய வளங்கள்: நாட்டுப்புறக் கலைஞர்கள் - களப் பயணம், மொழிவள மையங்கள் - இலக்கிய மன்றம் - தமிழாசிரியரின் பண்புகள்.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

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

அலகு 6 சோதித்தலும் மதிப்பிடலும்

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 - வினா வகைகளின் அட்டவணை தயாரிப்பு (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 விவரங்களைக் 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.

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8. வீரப்பன்.பா. (2000). *உயர்நிலைத் தமிழ் கற்பித்தல் ஆசிரியர் கையேடு*. மைசூர்: தேசிய ஆராய்ச்சி பயிற்சி நிறுவனம். (NCERT).
9. Principles of preparing textbooks in mother tongue, NCERT Publication (1970).
10. <http://textbooksonline.tn.nic.in>

COURSE 7(a): PEDAGOGY OF ENGLISH

(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.

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.*)

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.

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 IV 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 - PowerPoint presentation - Websites 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 V 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.

References:

1. Allen, Edward and Rebecca M. Valettee (1977). *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt Brace Jovanich Inc.

2. Bright J A and McGregor G P (1970). *Teaching English as a Second Language*. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). *Developing Second Language Skills: Theory to Practice*. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). *The Cambridge University Encyclopedia of Language*. Cambridge: Cambridge University Press.
5. Davis, Fiona and Rimmer, Wayne (2011). *Active Grammar (Level 1, 2 & 3)*. Cambridge University Press.
6. Doff, Adrian (1990). *Teach English: A Training course for Teachers*. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.
8. Larsen-Freeman, Diane (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
9. Littlewood, William (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
10. Richards, Jack, C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
11. Rivers, Wilga M (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
12. Swan, Michael (2000). *Practical English Usage*. Oxford: Oxford University Press.
13. Thangasamy, Kokila S. (2016). *Pedgogy of English*. Chennai: Vinodh publishers.
14. Ur, Penny (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
15. Wright, Andrew (1976). *Visual Materials for the Language Teacher*. London: Longman.
16. www.britishcouncil.org

COURSE 7(a): PEDAGOGY OF MATHEMATICS

(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.

References:

1. Agarwal, S.M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanapat Rai Publishing.
2. Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Textbook Society.
3. James, Anice. (2010). *Teaching of mathematics*. Hyderabad: Neelkamal Publications.
4. Sidhu, Kulbir Singh. (2010). *Teaching of mathematics*. New Delhi: Sterling Publishers.
5. Mathematics Books for Standard VI – XII. Tamil Nadu TextBook Corporation, Government of Tamil Nadu.
6. Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan.
7. கிருஷ்ணவேணி அருணாசலம்(2004). *கரும்பென இனிக்கும் கணிதம்*. சென்னை: பிரியா பதிப்பகம்.
8. <http://tcthankseducation.blogspot.in/2010/04/micro-teaching-and-teaching-skills.html>
9. http://shodhganga.inflinnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
10. <http://www.mathematics.com>

COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE

(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.

References:

1. Bloom, Benjamin, S.(1984). *Taxonomy of educational objectives: Book1: Cognitive domain*. Boston:Addison Wesley Publication.
2. Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi: Vikas Publishing House.
3. Sandeep, John Milin (2014). *Teaching of computer science*. New Delhi: Neelkamal Publication.
4. Khirwadkar, A. (2005). *Information and communication technology in education*. New Delhi: Sarup& Sons.
5. Rajasekar, S. (2004). *Computer education and educational computing*. New Delhi:Neelkamal Publications.

6. Saxena, S. (1999). *A first course in computers*. New Delhi: Vikas Publishing House.
7. Singh, Y.K. (2005). *Teaching of computer science*. New Delhi: A.P.H. Publishing Corporation.
8. www.Freetechbooks.com.
9. www.e-booksdirectory.com
10. www.springer.com

COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE
(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 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 – 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- Project method- 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.

References:

1. Bawa, M.S. & Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives: Book 1 Cognitive domain*. New York: Longmans, Green.
4. Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications.
5. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
6. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

7. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
8. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>
9. http://en.wikipedia.org/science_education
10. <http://iat.com/learning-physical-science>

COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE

(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 - Project method - 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.

References:

1. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
4. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
5. Miller, David.F.(1938) *Methods and materials for teaching biological sciences*. New York: McGraw Hill Book Company.
6. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.
7. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
8. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>
9. www.sciencesourcebook.com
10. www.csun.edu/science/biology

COURSE 7(a): PEDAGOGY OF HISTORY

(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.

References:

1. Burton, W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Chaudhary, K. P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
3. Dhaniya Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.
4. Gunning, Dennis. (1978). *The teaching of history*. London: Goom Helm.
5. Kochar, S. K. (1972). *The teaching of history*. Delhi: Sterling Publishers.
6. Lewis, E.M. (1960). *Teaching history in secondary schools*. Delhi: Sterling Publishers.
7. <http://www.anselm.edu/internet/ces/index.html>
8. <http://www.decwise.com/>
9. <http://www.mindtools.com>
10. [http:// nrcl.org/edu./](http://nrcl.org/edu/)

COURSE 7(a): PEDAGOGY OF GEOGRAPHY

(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 Geography.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Geography.
5. use various resources in teaching Geography.

UNIT I Aims and objectives of teaching Geography

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

(Suggested instructional approaches/methods:

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

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 Geography for Level I and Level II.
- ii) Prepare a model lesson plan in Geography for Level I and Level II.)

UNIT III Practicing the Teaching Skills in Geography

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 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 Geography

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 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 Geography.
- ii) Preparation and presentation of a report on different methods of teaching Geography.)

UNIT V Resources for Teaching Geography

Print resources: Newspapers - Journals - Magazines - Geography encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures - charts - posters - photographs - flash cards- maps - specimens - models. **ICT resources:** Radio - TV- internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - exhibitions/fair – Geography Resource Centre – Geography Club – Qualities of a good geography textbook - Qualities of a Geography teacher.

(Suggested instructional approaches/methods:

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

Tasks and Assignments:

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

References:

1. Arche, R, L & Lewis, W.J. (1924). *The teaching of geography*. London: A & C Black.
2. Aurora, M.L. (1979). *Teaching of geography*. Ludhiana: Prakash Brother.
3. Bloom, S. Benjamin. (1984). *Taxonomy of educational objectives: Book1: Cognitive domain*. Boston: Addison Wesley Publication.
4. Bruce R. Joyce & Marsha Weil. (1972). *Models of teaching*. Scotts Valley: ETR Association.
5. Basha, Salim S.A. (2004). *Methods of teaching geography*. New Delhi: Discovery Publishing House.
6. Rao, M.S. (2004). *Teaching of geography*. New Delhi: Anmol Publications.
7. Siddiqui, M. H. (2004). *Teaching of geography*. New Delhi: APH Publication.
8. www.geography-site.co.uk
9. www.geographyeducation.org
10. www.tcthankseducation.blogspot.in

COURSE 7(a): PEDAGOGY OF ECONOMICS

(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 Resources for Teaching Economics

Print resources: Newspapers - Journals - Magazines - Economics Encyclopedias.
Audio resources: Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Flash cards - Pictures -Cartoons - Charts - Posters - photograph - maps - models. **ICT resource:** Radio-TV- Internet- Multimedia- Interactive whiteboard. **Community resources:** Exhibitions/fairs - Fieldtrips- Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

(Suggested instructional approaches/methods:

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

Tasks and Assignments:

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

References:

1. Agarwal, J.C. (2005). *Teaching of economics*. Agra: Vinod Pustak Mandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman*. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Model of Teaching*. ETR Association.
4. Siddique Mujibul Hasan. (2004). *Teaching of economics*. New Delhi: Ashish Publishing House.
5. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
6. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.

7. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.
8. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
9. <https://en.wikipedia.org/wiki/Economics>
10. <https://en.wikipedia.org/wiki/Education>.

COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY

(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.

References:

1. Anderson, W. L & Krathwohl. (2008). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Boston: Allyn & Bacon.
2. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives: Book1: Cognitive domain*. Boston: Addison Wesley Publication.
3. Gronlund, N.E. (1970). *Stating behavioural objectives for classroom instruction*. London: MacMillan.
4. Krathwohl et.al,. (1999). *Taxonomy of educational objectives, Hand Book II: Affective domain*. New York: McKay.
5. Kumar, Mahesh. (2004). *Modern teaching of commerce*. New Delhi: Anmol Publications.

6. Raj, Rani Bansal. (1999). *New trends in teaching of commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
7. Rao, Digumarti Bhaskara. (2006). *Methods of teaching commerce*. New Delhi: Discovery Publishing House.
8. <http://ecommerce.about.com>
9. <http://www.manjeetss.com>
10. <http://www.teachervision.com>

COURSE 7(a): PEDAGOGY OF HOME SCIENCE

(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 Home Science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching of Home Science.
5. use various resources in teaching Home Science.

Unit I Aims and objectives of teaching Home Science

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

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on the place of Home Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Home 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 Science for Level I and in Home Science for Level II.
- ii) Prepare a model lesson plan in Science for Level I and in Home Science for Level II.)

Unit III Practising the Teaching Skills in Home 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 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 Home Science

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 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 Home Science.
- (ii) Preparation and presentation of a report on different methods of teaching Home Science.)

Unit V Resources for Teaching Home Science

Print resources: Newspapers -Journals -Magazines - Home Science Encyclopedias. **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 (farm, home and

kitchen garden visits) - Home Science exhibition/fair - Home Science Resource Centre - Home Science Club – Qualities of a good Home science textbook - Qualities of a Home Science teacher.

(Suggested instructional approaches/methods:

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

Tasks and Assignments:

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

References:

1. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives - Book1: Cognitive domain*. Boston: Addison Wesley Publication.
2. Devadas, R. P. (1989). *Methods of teaching home science*. New Delhi: NCERT.
3. Jha, J.K. (Ed). (2001). *Encyclopaedia of teaching of home science*, Vol. I&II. New Delhi: Anmol Publications.
4. Nivedita, D. (2004). *Teaching of home science*. New Delhi: Dominant Publishers and Distributors.
5. Shah, A., Joshi, U., & Chandra, A. (1990). *Fundamentals of teaching home science*. New Delhi. Sterling Publishers.
6. Shalool, Sharma. (2002). *Modern methods of teaching of home science*. New Delhi: Sarup & Sons.
7. Yadav, S. (1997). *Teaching of home science*. New Delhi: Anmol Publishers.
8. <http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html>
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
10. <http://www.nwlink.com/~donclark/hrd/bloom.html>

COURSE 7(a): PEDAGOGY OF SOCIAL SCIENCE
(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 Social Science
2. formulate instructional objectives for a lesson
3. gain mastery of the teaching skills
4. apply various methods in teaching Social Science
5. use various resources in teaching Social Science.

Unit I Aims and Objectives of Teaching Social Science

Social Science: Meaning - nature – scope - Aims and objectives of teaching Social Science in schools – need and significance of teaching Social Science - Values of teaching Social Science.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Expert talk on the place of Social Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Social 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 Social Science at Levels I & II.
- ii) Prepare a model lesson plan in Social Science lessons for Levels I & II).

UNIT III Practising the Teaching Skills in Social 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 (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 Social Science

Teacher-centered methods: Lecture method, Demonstration method, Dramatization method - Team Teaching –Source method. **Learner-centered methods:** peer tutoring / teaching by students - project method, individual activities – laboratory method - experimental learning, teacher-guided learning problem- solving method, small group / whole class interactive learning: student seminar and group discussion and 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 / Expert talk on different methods of teaching Social Science at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching Social Science.)

Unit V Recourses for effective Social Science Teaching

Print resources: News Papers - Journals – Magazines - Reference books, and Social Science Encyclopedia, **Audio resources:** Radio talk- audio tapes - DVDs / CDs. **Visual resources:** cartoons - charts – comics - flash cards - graphs – maps - photographs - pictures, posters - diagrams - models - puppets - specimens: **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips – museum - Archives - library - excavated archeological sites and monuments- Social Science exhibition - social science resource centre - social science club - characteristics of a social science text book - Qualities of a Social Science teacher.

(Suggested instructional approaches/methods:

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

Tasks and Assignments:

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

References:

1. Batra, P. (Ed 2010). *Social science learning in schools: Perspective and challenges*. New Delhi: Sage Publications.
2. Bining, A.C. & Bining, D.H. (1952) . *Teaching of social studies in secondary schools*, Bombay: Tata McGraw Hill Publishing.
3. Edwin, Fenton (1967) . *The new social studies in secondary schools – An inductive approach*. New York: Holt Binchart and Winston.
4. Kochhar, S.K. (1988). *Teaching of social studies*. New Delhi: Sterling Publishers.
5. Martorella, Peter. M. (1976). *Social studies strategies – Theory into practice*, New York: Harper and Row Publishers.

6. Mechlinger, M. D. (1981) .*UNESCO handbook of teaching social studies*. London: Croom Helm.
7. <http://www.pbs.org/teachers>
8. <http://www.theteacherscorner.net/>
9. <http://www.4teachers.org>
10. <http://www.funlessonplans.com/>

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. வரதராசன், மு. (1979). *கல்வி*. சென்னை: பாரி நிலையம்.
2. அமனஷ்வீலி. (2006). *குழந்தைகளின் எதிர்காலம்*. சென்னை: அறிவுப் பதிப்பகம். (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: நியூசெஞ்சுரி பக்ஹவுஸ் (044 - 2625 8410).

5. சுவாமி விவோனந்தர். (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 ஜன்ஸ்டீன்*. சென்னை: அறிவுப் பதிப்பகம். (044 -2848 244/2848 2973).
9. ஜெயசீலன், சூ.ம.(2015). *இது நம் குழந்தைகளின் வகுப்பறை*. சென்னை: அரும்பு பதிப்பகம். (94870 36865 / 90429 82821)
10. குப்புசாமி.பி.ச.(2015). *ஓர் ஆரம்பப் பள்ளி ஆசிரியரின் குறிப்புகள்*: கோவை: விஜயா பதிப்பகம், (0422-2382614).
11. நடராஜன் ஆயிஷா. (2013). *இது யாருடைய வகுப்பறை?* சென்னை: புகள் .:பார் சில்ரன், (044 -2433 2424).
12. சுவாமி முர்த்தானந்தர். வி.(2015) *ஆசிரியர்களே அச்சாணிகள்*. சென்னை: ஸ்ரீராமகிருஷ்ண மடம் (email: mail@chennaiath.org).
13. இறையன்பு.வெ. (2008). *ஏழாவது அறிவு*. சென்னை: நியூசெஞ்சுரி புக்ஹவுஸ் (044 - 2625 8410 / 2625 1968).
14. கமலா கந்தசாமி. (2012). *சீனத்து ஞானி கன்.:புவியஸ் சிந்தனைகள்*. சென்னை: நர்மதா பதிப்பகம், (98402 26661).
15. தோப்பில் முஹம்மது மீரான். (2013). *துறைமுகம்*. புத்தாந்தம்: அடையாளம்: (044332 -273 444).
16. ஸ்ரீதர். (2015). *ஒரு பிடி மண்*. சென்னை: விஜயா பப்ளிகேஷன்ஸ் (044-2481 0501).
17. Allen, James. (2016). *As a man Thinketh*. Noida, UP: Om Books International. (+911 20477 4100).
18. Arden, 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).
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(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 protract /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.



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MINI-TEACHING PRACTICE: INTEGRATION OF TEACHING SKILLS

ASSESSMENT BY PEERS / TEACHER-EDUCATOR

Note: Put a tick mark (✓) against the appropriate mastery level of the skill.

Score Value: Average = 1 Good = 2 Very Good = 3

Name of the Student-teacher:

Duration: 20 Minutes

Teaching Skills	Average	Good	Very Good	Total
Introducing				
Explaining				
Questioning				
Varying the Stimulus				
Non-verbal cues				
Reinforcement				
Closure				
Fluency in communication				
Total				

Range of Score: 8 - 24

OVERALL ASSESSMENT OF MINI-TEACHING

Average Good Very Good

Interpretation of scores:

Average : 8

Good : 9 -16

Very Good : 17 -24

Signature of the Observer



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PRACTISING MINI-LESSON INTEGRATING THE STEPS IN TEACHING

ASSESSMENT BY PEERS / TEACHER-EDUCATOR

Note: Put a tick mark (✓) against the appropriate mastery level of the teaching steps.

Score Value: Average = 1 Good = 2 Very Good = 3

Name of the Student-teacher:

Duration: 20 Minutes

Teaching Steps	Average	Good	Very Good	Total
Motivation				
Presentation				
Interaction				
Reflection				
Summing up				
Total				

Range of score: 5 -15

OVERALL ASSESSMENT OF TEACHING STEPS

Average Good Very Good

Interpretation of scores:

Average : 5

Good : 6 -10

Very Good : 11 -15

Signature of the Observer



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THE STRUCTURE OF LESSON PLAN

Date:

Name of the Student-teacher:

Subject :

Class / Section and session:

Unit :

Name of the School :

Topic :

Instructional Objectives: 1

2

3

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Instructional Resources

Required :

Previous Knowledge of

Learners :

Content / Concept	Specification of Behavioural Objectives	Learning Experiences (Teacher / Learner activities)	Evaluation

Follow up Activities (if any):

Signature of the Guide

Signature of the Student-teacher

(Note: To be used by student-teachers for preparing 30 (Level I) & 30 (Level II) Lesson Plans during 16-week internship programme in the second year).