

Mar Chrysostom an Overview

The Diocese of Marthandam founded Mar Chrysostom College of Education on 14.12.2006, the auspicious day of the 10th year of installation of the diocese of Marthandam.

Our college is approved by National Council for Teacher Education, Bangalore and affiliated to Tamil Nadu Teachers Education University, Chennai. The primary objective is imparting quality Teacher Education to the youth with innovative teaching, learning experiences.

VISION

Transformation of Society through human resources.

MISSION

Excellence in value based education and research for the development of human resources.

GOALS

- To impart quality education through an innovative learning environment.
- Develop individual potential through participatory teaching and learning strategies.
- To stimulate an interest towards research and technology developments and their application in education.
- To establish a network between the related fields of education and society.

MANAGEMENT

Mar Chrysostom College of Education (B.Ed.) is owned and managed by the Diocese of Marthandam. The founder of the college is Most Rev. Yoohanon Mar Chrysostom, the former Bishop of Marthandam Diocese.

The Trust	: Diocese of Marthandam Trust
Manager & Chairman	: His Excellency Most Rev. Dr. Vincent Mar Paulos.
Trustee	: Msgr. Very Rev. Fr. S. Varghese
	: Rev. Fr. Satheesh
	: Very. Rev. Fr. Sunny

The college is administered with quality and innovative environment owing to the indefatigable and daring efforts of Rev. Fr. S. Varghese, the Correspondent and Secretary and Rev. Fr. Sibi, the bursar of the college.

The college is dedicated to

"SEAT OF WISDOM"

Motto

AMARE ET SERVIRE

(Love to Serve)

தமிழ் தாய் வாழ்த்து

நீராரும் கடலுடுத்த நிலமடந்தை கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பாரத கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திரு நாடும்
தக்கசிறு பிறைநுதலும் தவித்த நறுந் திலகமுமே
அத்திலக வாசனை போல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ் மணக்க இருந்தபெரும் தமிழணங்கே! தமிழணங்கே!
உன் சீரிளமைத் திறம் வியந்து
செயல் மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

மனோன்மணியம் பெ. சுந்தரம் பிள்ளை

உறுதிமொழி

என்னுடைய தாய்நாடு இந்தியா. இந்தியர்கள் யாவரும் என் உடன் பிறந்தவர்கள். என் தாய்த் திருநாட்டை, நான் உளமார நேசிக்கிறேன். வளமும், வேறுபாடும் நிறைந்த, அதன் மரபினை எண்ணி இறும்புதடைகிறேன். அன்னை தன் புகழ்க்கேற்பத் தகுதியுடைய நன்மகனாய் விளங்க நான் என்றும் முயல்வேன்.

அன்புடன் என்னையீன்ற அன்னை, ஆருயிர் தந்தைஔ ஆசிரியப் பெருந்தகை, ஆன்ற முதியோர் அனைவரையும் வணங்குவேன். மாண்புடை அன்னவர் அனைவரையும் நன்னயம் துலங்க நடத்துவேன்.

என் நாட்டிற்கும், என் மக்களுக்கும், என் வந்தனை என்றும் உரியது. என் நாட்டவர் வாழ்வின், நலமும், வளமுமே என் போற்றரும் இன்பமென்று உளம் பூரிப்பேன்.

The 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.

COLLEGE ANTHEM

With laurels and trophies of
Knowledge we have won
Relevance equity and excellence within us
As social rebuilders
An army of teachers we march
Manners of Mar Chrysostom College young life
Always we stand of holding Thy name
Thanking you for perfecting end
 In Mar Chrysostom College of Education
 Safe and the lap of our lady
 Seat of wisdom
 Transforming society
 Through human resource
 That's when am I remember
 We stand with Thy
 Truly we are celebrating thy grace (2)
With each give blessings from
 God in Heaven above
Excel in value based education and research
We may does give value
Our human resource
And when this mission we achieving Him
Humble we stand
Praising thy loving care (2)

MEMBERS OF THE TEACHING FACULTY

Sl.No.	Name and Designation	Contact Numbers
1	Dr. J.S.Angel Felix M.Sc.(Bio.Tech.)M.Sc.(Bot.), M.Phil. (Bot.), M.Ed.,Ph.D	9442028464
2	Dr. Rose Pesiya S.T M.Sc., M.Ed., M.Phil., Ph.D (Assistant Professor of. Biological Science)	9486680498
3	Mrs. Padma Rekha R.S M.Sc., M.Ed., M.Phil., Ph.D NET,SET(Assistant Professor of Mathematics)	9486663470
4	Mrs. Lurdu Mary T M.Sc.(Bot), M.Sc.(Psy), Ph.D (Assistant Professor of Psychology)	9486114546
5	Dr. Catharin Shirly B.S M.A., M.Ed., M.Phil., Ph.D (Assistant Professor of Tamil)	9489884111
6	Mr. Aldas Ani Sundar M.A., M. Ed., Ph.D (Assistant Professor)	9787003026
7	Mr. Ramesh Kumar P M.A., M.Phil., M.Ed., Ph.D (Assistant Professor of History)	7598660847
8	Mr. Satheesh H M.Sc., M.Ed., (Assistant Professor of Education)	9751706050
9	Mr. Sahaya Dasan M. P. Ed., M. Phil. (Director of Physical Education)	9994768159

MEMBERS OF THE NON TEACHING STAFF

Sl.No.	Name and Designation	Contact Numbers
1	Rev. Sr. Susan , Superintendent	9488254472
2	Mrs. Anitha P , Clerk/Accountant	9487690393
3	Mr. Maria Dhas N , Office Assistant	9443489167
4	Mrs. Johnsy Rani Y.J , Librarian	8903535857
5	Mr. John , Security	9486679382
6	Mr. Anil.S , Driver	9894064874
7	Mr. Dasayyan.C , Gardener	9943757752
8	Mrs. Maheswari.K , Sweeper	8760203548
9	Mr. Stephen.M , Conductor	7598099603
10	Mr. Panka Raj.M , Security	9498409406

B.Ed. 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

Sl.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.

WRITTEN EXAMINATIONS

The first year written examinations will be conducted for six and a half theory courses by 11 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

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 12 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
Total	- 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
Total	- 16 weeks

ACADEMIC CALENDAR -2019 - 20**JULY - 2019**

Date	Day	Particulars	II -Year	I- Year
1	Monday		-	-
2	Tuesday		-	-
3	Wednesday		-	-
4	Thursday		-	-
5	Friday		-	-
6	Saturday		-	-
7	Sunday		-	-
8	Monday	II - year reopening	-	-
9	Tuesday		-	-
10	Wednesday		-	-
11	Thursday	I- year opening	-	-
12	Friday	Fresher's day	-	-
13	Saturday		-	-
14	Sunday		-	-
15	Monday	Commencement of Bridge Course and Spoken English for I-Year	01	-
16	Tuesday		02	-
17	Wednesday		03	-
18	Thursday		04	-
19	Friday	Innovative school visit for II- Year	05	-
20	Saturday	PTA Meeting	06	-
21	Sunday			-
22	Monday	Demonstration class by teacher educator & experts	07	-
23	Tuesday	Practice teaching Level- I	08	-
24	Wednesday		09	-
25	Thursday	Practice teaching Level - II	10	-
26	Friday	Collection of syllabus from their respective School	11	-
27	Saturday		-	-
28	Sunday			-
29	Monday	Lesson plan preparation	12	-
30	Tuesday	Lesson plan preparation	13	-
31	Wednesday	Lesson plan preparation	14	-

"Education is the cheap defense of nations"-Edmund Burks

ACADEMIC CALENDAR -2019 – 20

AUGUST - 2019

Date	Day	Particulars	II Year	I Year
1	Thursday	Commencement of School Internship -For II-Year	15	
2	Friday		16	
3	Saturday		17	
4	Sunday		-	
5	Monday		18	
6	Tuesday		19	
7	Wednesday		20	
8	Thursday		21	
9	Friday	Bakrid celebration	22	
10	Saturday		-	
11	Sunday		-	
12	Monday	Bakrid	-	
13	Tuesday	-	23	
14	Wednesday	Independence day celebration	24	
15	Thursday	Independence Day	-	
16	Friday		25	
17	Saturday	2	26	
18	Sunday		-	
19	Monday	Commencement of Classes -For I-Year	27	01
20	Tuesday		28	02
21	Wednesday	1	29	03
22	Thursday	Handwriting Class	30	04
23	Friday	Krishna Jayanthi	-	-
24	Saturday	-	-	--
25	Sunday		-	-
26	Monday		31	05
27	Tuesday		32	06
28	Wednesday		33	07
29	Thursday		34	08
30	Friday		35	09
31	Saturday		36	10
Total Number of Working Days			14+22=36	10

“Character is like a tree and deputation a shadow-The shadow is what we think of it, the tree is the real flung”-Abraham Lincon

ACADEMIC CALENDAR -2019 – 20

SEPTEMBER – 2019

Date	Day	Particulars	II Year	I Year
1	Sunday		-	-
2	Monday	Vinayagar Charthurthi	-	-
3	Tuesday		37	11
4	Wednesday		38	12
5	Thursday	Teachers Day Celebration	39	13
6	Friday		40	14
7	Saturday		41	15
8	Sunday		-	-
9	Monday	Onam Celebration	42	16
10	Tuesday	Muharrum	-	-
11	Wednesday	Onam	-	-
12	Thursday		43	17
13	Friday		44	18
14	Saturday		45	19
15	Sunday			
16	Monday	Micro Teaching starts	46	20
17	Tuesday		47	21
18	Wednesday		48	22
19	Thursday		49	23
20	Friday		50	24
21	Saturday		51	25
22	Sunday		-	-
23	Monday		52	26
24	Tuesday		53	27
25	Wednesday		54	28
26	Thursday		55	29
27	Friday		56	30
28	Saturday		57	31
29	Sunday		-	
30	Monday		58	32
Total Number of Working Days			36+22=58	10+22=32

“Education is not the filling of a bucket, but the lighting of a flame”-

W.B.Yeats

ACADEMIC CALENDAR -2019 – 20**OCTOBER – 2019**

Date	Day	Particulars	II Year	I Year
1	Tuesday		59	33
2	Wednesday	Gandhi Jayanthi	-	-
3	Thursday		60	34
4	Friday		61	35
5	Saturday	-	62	36
6	Sunday	-	-	-
7	Monday	Pooja Holiday	-	-
8	Tuesday	Vijaya Dasami	-	-
9	Wednesday	I- Internal Exam begins for I- Year	63	37
10	Thursday		64	38
11	Friday		65	39
12	Saturday		66	40
13	Sunday		-	
14	Monday		67	41
15	Tuesday		68	42
16	Wednesday		69	43
17	Thursday		70	44
18	Friday	Arts and Science Club Activity	71	45
19	Saturday		72	46
20	Sunday		-	
21	Monday	Community based Camp Programme	73	47
22	Tuesday		74	48
23	Wednesday		75	49
24	Thursday		76	50
25	Friday		77	51
26	Saturday	-	-	-
27	Sunday	Deepavali	-	--
28	Monday		78	52
29	Tuesday		79	53
30	Wednesday	Educational Tour	80	54
31	Thursday		81	55
Total Number of Working Days			58+23=81	32+23=55

“A teacher affects eternity; he can never tell where his influence stops” -Henry B.Adams

ACADEMIC CALENDAR -2019 - 20**NOVEMBER - 2019**

Date	Day	Particulars	II Year	I Year
1	Friday	Eco club Activity	82	56
2	Saturday		83	57
3	Sunday		-	-
4	Monday		84	58
5	Tuesday		85	59
6	Wednesday		86	60
7	Thursday		87	61
8	Friday		88	62
9	Saturday		-	-
10	Sunday	Milady Nabi	-	-
11	Monday	National Education day	89	63
12	Tuesday		90	64
13	Wednesday		91	65
14	Thursday		92	66
15	Friday		93	67
16	Saturday	Red Cross Activity	94	68
17	Sunday		-	-
18	Monday		95	69
19	Tuesday		96	70
20	Wednesday		97	71
21	Thursday		98	72
22	Friday	Innovative School Visit for I-Year	99	73
23	Saturday		100	74
24	Sunday		-	-
25	Monday		101	75
26	Tuesday		102	76
27	Wednesday		103	77
28	Thursday		104	78
29	Friday	World AIDS Day Awareness Programme	105	79
30	Saturday	Closing of School Internship -For II-Year	106	80
Total Number of Working Days			81+25=106	55+25=80

“Education is the most powerful weapon which you can use to change the world” - Nelson Mandela

ACADEMIC CALENDAR -2019 – 20

DECEMBER - 2019

Date	Day	Particulars	II Year	I Year
1	Sunday	World AIDS Day	-	-
2	Monday	Red Ribbon Club Activity	107	81
3	Tuesday		108	82
4	Wednesday		109	83
5	Thursday		110	84
6	Friday		111	85
7	Saturday		112	86
8	Sunday			-
9	Monday		113	87
10	Tuesday		114	88
11	Wednesday		115	89
12	Thursday	II Internal Exam for I Year begins	116	90
13	Friday		117	91
14	Saturday		-	-
15	Sunday		-	-
16	Monday	I Internal Exam for II Year begins	118	92
17	Tuesday		119	93
18	Wednesday		120	94
19	Thursday		121	95
20	Friday		122	96
21	Saturday		123	97
22	Sunday			-
23	Monday	Christmas Celebration	124	98
24	Tuesday	-	125	99
25	Wednesday	Christmas	-	--
26	Thursday	Short Term Vacation	126	100
27	Friday		127	101
28	Saturday		-	-
29	Sunday		-	-
30	Monday		-	-
31	Tuesday		-	-
Total Number of Working Days			106+21=127	80+21=101

“Education is the ability to listen to almost anything without losing your temper or self-confidence”
 – **Robert Frost**

ACADEMIC CALENDAR -2019 - 20

JANUARY – 2020

Date	Day	Particulars	II year	I year
1	Wednesday	New Year Day	-	
2	Thursday		128	102
3	Friday		129	103
4	Saturday	Sports day	130	104
5	Sunday		-	-
6	Monday		131	105
7	Tuesday		132	106
8	Wednesday		133	107
9	Thursday	District Level Sports Meet	134	108
10	Friday		135	109
11	Saturday	PTA Meeting	136	110
12	Sunday		-	-
13	Monday	Pongal Celebration	137	111
14	Tuesday	Pooja Holly day		
15	Wednesday	Pongal	-	-
16	Thursday	Thiruvalluvar Day	-	-
17	Friday	Uzhaver Thirunal	-	-
18	Saturday	-	138	112
19	Sunday	-	-	-
20	Monday	International Seminar	139	113
21	Tuesday		140	114
22	Wednesday		141	115
23	Thursday		142	116
24	Friday		143	117
25	Saturday	Alumni Association & Republic Day celebration	144	118
26	Sunday	Republic Day		-
27	Monday	Zonal Level Sports Meet	145	119
28	Tuesday		146	120
29	Wednesday		147	121
30	Thursday		148	122
31	Friday	State Level Sports Meet	149	123
Total Number of Working Days			127+22=149	101+22=123

When educating the mind of our youth we must not forget to educate their hearts”

– Dalai Lama

ACADEMIC CALENDAR -2019 – 20

FEBRUARY – 2020

Date	Day	Particulars	II year	I year
1	Saturday		150	124
2	Sunday		-	-
3	Monday	Commencement of 4 Week - Practical Components internship for I-Year	151	125
4	Tuesday		152	126
5	Wednesday		153	127
6	Thursday		154	128
7	Friday	Arts day	155	129
8	Saturday		-	-
9	Sunday		-	-
10	Monday		156	130
11	Tuesday		157	131
12	Wednesday		158	132
13	Thursday		159	133
14	Friday		160	134
15	Saturday		161	135
16	Sunday		-	-
17	Monday		162	136
18	Tuesday		163	137
19	Wednesday		164	138
20	Thursday		165	139
21	Friday	Model viva	166	140
22	Saturday		167	141
23	Sunday		-	-
24	Monday	Commencement of Practical Examinations for II-Year	168	142
25	Tuesday		169	143
26	Wednesday		170	144
27	Thursday		171	145
28	Friday		172	146
29	Saturday		173	147
Total Number of Working Days			149+2	123+24

“Education is not preparation of life, Education is life itself”

-John Dewey

ACADEMIC CALENDAR -2019 - 20**MARCH - 2020**

Date	Day	Particulars	II- year	I-year
1	Sunday		-	-
2	Monday		174	148
3	Tuesday		175	149
4	Wednesday		176	150
5	Thursday		177	151
6	Friday	Closing of Practical Examinations for II-Year	178	152
7	Saturday		179	153
8	Sunday		-	-
9	Monday		180	154
10	Tuesday		181	155
11	Wednesday		182	156
12	Thursday		183	157
13	Friday	Femila Azionore	184	158
14	Saturday		-	-
15	Sunday		-	-
16	Monday		185	159
17	Tuesday		186	160
18	Wednesday		187	161
19	Thursday		188	162
20	Friday		189	163
21	Saturday		190	164
22	Sunday		-	-
23	Monday		191	165
24	Tuesday		192	166
25	Wednesday	Telungu New Year	-	-
26	Thursday	III Internal Exam for I Years begins	193	167
27	Friday		194	168
28	Saturday	II Internal Exam for II Years begins	195	169
29	Sunday		-	-
30	Monday		196	170
31	Tuesday		197	171
Total Number of Working Days			173+24=197	147+24=171

“Education is what remains after one has forgotten what one has learned in school”

-Albert Einstein

ACADEMIC CALENDAR -2019 - 20**APRIL - 2020**

Date	Day	Particulars	II- Year	I -Year
1	Wednesday		198	172
2	Thursday		199	173
3	Friday	Last working day for II -Year	200	174
4	Saturday		-	175
5	Sunday		-	-
6	Monday	Mahaveer Jayanthi	-	-
7	Tuesday		-	176
8	Wednesday		-	177
9	Thursday		-	178
10	Friday	Good Friday	-	-
11	Saturday		-	-
12	Sunday	Easter	-	-
13	Monday		-	179
14	Tuesday	Tamil New year	-	-
15	Wednesday		-	180
16	Thursday		-	181
17	Friday	College day	-	182
18	Saturday		-	183
19	Sunday		-	-
20	Monday	Model Exam for I Year begins	-	184
21	Tuesday		-	185
22	Wednesday	Model Exam for II Year begins	-	186
23	Thursday		-	187
24	Friday		-	188
25	Saturday		-	189
26	Sunday		-	-
27	Monday		-	190
28	Tuesday		-	191
29	Wednesday		-	192
30	Thursday		-	193
Total Number of Working Days			192+8=200	171+22=193

“Education is the manifestation of the perfection already in man”-**Swami Vivekananda**

ACADEMIC CALENDAR -2019 - 20

MAY - 2020

Date	Day	Particulars	II Year	I Year
1	Friday	May Day	-	-
2	Saturday		-	-
3	Sunday		-	-
4	Monday		-	194
5	Tuesday		-	195
6	Wednesday		-	196
7	Thursday		-	197
8	Friday		-	198
9	Saturday		-	199
10	Sunday		-	-
11	Monday	Last Working day for I-Year	-	200
12	Tuesday		-	-
13	Wednesday		-	-
14	Thursday		-	-
15	Friday		-	-
16	Saturday		-	-
17	Sunday		-	-
18	Monday		-	-
19	Tuesday		-	-
20	Wednesday		-	-
21	Thursday		-	-
22	Friday		-	-
23	Saturday		-	-
24	Sunday		-	-
25	Monday		-	-
26	Tuesday		-	-
27	Wednesday			
28	Thursday		-	-
29	Friday		-	-
30	Saturday		-	-
31	Sunday		-	-
Total Number of Working Days			200	193+7=200

“The roots of education are bitter but the fruit is sweet” - Aristotle

Personal Records

Internal Assessment Marks: Please keep record of your marks for your ready reference

First Year

Internal Exam		Subject Marks						Total Marks
		Cours 1	Cours 2	Course 3	Course 4	Course 5	Course 6	
I	Test							
	Assignment							
	Seminar							
II	Test							
	Assignment							
	Seminar							
III	Test							
	Assignment							
	Seminar							
IV	Test							
	Assignment							
	Seminar							

Second Year

Internal Exam		Subject Marks					Total Marks
		Course 8	Course 9	Course 10	Course 11	Course 7(b)	
I	Test						
	Assignment						
	Seminar						
II	Test						
	Assignment						
	Seminar						
III	Test						
	Assignment						
	Seminar						
IV	Test						
	Assignment						
	Seminar						

First Year Syllabus

COURSE 1: CHILDHOOD AND GROWING UP

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.

Unit II Stages and dimensions of development

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

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).

Unit IV Socializing agencies of child development

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

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.

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.

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

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

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

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.

COURSE 2: CONTEMPORARY INDIA AND 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.

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.

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.

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.

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.

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).

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.

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.

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.

Unit X Emerging trends in education

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

COURSE 3: LEARNING AND TEACHING

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.

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.

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.

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).

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.

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.

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.

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.

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.

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.

COURSE 4: LANGUAGE ACROSS THE CURRICULUM

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.

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.

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.

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.

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.

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

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’ side as on disciplinary knowledge and curriculum – Relationship between school subjects and academic discipline

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

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.

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

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.

COURSE 6: GENDER, SCHOOL AND SOCIETY

Unit I Gender roles in society

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

Unit II Gender identity and socialization process

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - 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.

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.

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.

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.

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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.

Second Year Syllabus

Knowledge and 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.

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.

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 three concepts: activity, discovery and dialogue relating to child-centered education.

Unit IV .Nationalism, Universalism, Secularism and Education

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

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.

Unit VI Meaning and nature of curriculum

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

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, text books and

co-curricular activities – a critical analysis of various samples of text books, children's literature and teachers' handbook.

Unit IX Curriculum implementation

Curriculum as an enabled 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 from the 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.

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.

Assessment for Learning

Unit I Basics of assessment

Meaning and definition – measurement, assessment and evaluation- Role of Assessment in Learning –as learning, for learning, of learning- Formative and Summative assessment- Purpose of Assessment- Principles of Assessment practices – principles of related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings.

Unit II Assessment for learning in classroom

Student evaluation in transmission- reception (behaviourist) model of education- drawbacks- Changing assessment practices- assessment in constructivist approach Continuous and Comprehensive evaluation- projects, seminars, assignments, portfolios: Grading- Types of assessment- practice based, evidence based, performance based, examination based-Practices of assessment –dialogue, feedback through marking, peer and self- assessment, formative use of summative tests.

Unit III Tools and techniques for classroom assessment

Tools and techniques for classroom assessment – observation, self reporting, anecdotal records, checklists, rating scale, types of tests- Rubrics – meaning, importance- assessment tools for affective domain- Attitude scales, Motivation scales- interest inventory- types of test items- principles for constructing test items.

Unit IV Issues in classroom assessment

Major issues- commercialization of assessment, poor test quality, domain dependency, measurement issue, system issues- reforms in assessment- open book and online-examination reform report.

Unit V Assessment in inclusive practices

Differentiated assessment- culturally responsive assessment- use of tests for learner appraisal-Achievement test, Diagnostic test construction scoring key- marking scheme-

question wise analysis- Quality of good test- Ensuring fairness in assessment- assessment for enhancing confidence in learning- Relationship of assessment with self confidence, self esteem, motivation.

Unit VI Assessment for inclusive school

Assessing the disabled and performance outcomes of diverse learners – assessment and feedback- Process of feedback.]

Unit VII Philosophical and educational underpinnings of assessment

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

Unit VIII Participatory assessment

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

Unit IX Prevalent practices of assessment

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

Unit X Reporting quantitative assessment of data

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

Creating an inclusive school

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, multiple disability.

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.

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, rehabilitation model.

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.

Unit V Policies and programmes of inclusive education

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

Environmental Education

Unit I Environmental education

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

Unit II Natural resources, problems and solutions

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

Unit III International efforts for environmental protection

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

Unit IV Management and protection of environment

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

Unit V Environmental education in school curriculum

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