

CRITERION –I
Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

1. Objectives of the college

- to facilitate the all-round teacher personality of the student teachers
- to enable the upliftment of the women folk
- to create job opportunities for women thereby improving their economic status and employment
- to safeguard the citizens from social evils
- to serve as a good liaison between community and school
- to bring desirable social changes and thus contribute in social and national development
- to eradicate illiteracy in the weaker sections by training student teachers
- to anticipate the needs of the society and cater to it accordingly through education
- to develop teachers for the future community
- to provide a conducive learning environment for the students to fulfil the objectives

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Our institution is a constituent college of the Tamilnadu Teachers Education University. So the college does not have the freedom to develop or to bring about needed changes in the curriculum. The University frames curriculum, syllabus, examination scheme, evaluation, result publication, etc But we give our valuable suggestions to the university in the development of curriculum. Freedom is given in selection of elective courses and organizing activities needed to the immediate community. Manually we collect feedback from our student teachers, faculty and alumni regarding the curriculum and send our suggestions to the University for reformation in the curriculum. We also have discussions with academic experts

regarding curriculum revision. We have also developed a database to collect feedback about the programme from student teachers and alumni.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The University frames curriculum including all school subjects and latest concepts in the area of pedagogy. The college is also emphasizing on the analysis of content of school subjects in the beginning of the academic year. The content of the school subject includes the latest advancements in the concerned subjects.

Following are the salient features in reflecting the global trends in teacher education.

i) Educational Technology:

Educational Technology occupies a vital role in today's classrooms. As it is bringing about vast revolution in education and educational process there is a need to train the students in preparing their own package. Computer Certificate course is offered to student teachers in association with institutions offering Computer Education like Fynsoft Solutions, CPRS Computers to gain hands on experience in computing.

ii) AIDS Education:

Our college was affiliated to Madurai Kamaraj University we inaugurated the Red Ribbon Club (RRC) funded by the TANSACS through the NSS unit of the University. Through RRC every academic year we are able to educate 100 student teachers about HIV, AIDS and healthy life practices. Realizing its need of the hour we offered the same to our students even after the college was affiliated to Tamilnadu Teachers Education University without any fund from the University or TANSACS.

Academic Year	Date	Fund from University / TANSACS	Representative/ Resource Person
2006 - 2007	24.03.07	Rs.1500/-	Mrs. Maria Babu, Field Officer
2008-2009	28.07.08 - 30.07.08	Nil	Mr.S.Palanichamy, Field Officer
2009-2010	06.08.09 - 08.08.09	Nil	Mr.S.Palanichamy, District Manager

2010 – 2011	16.08.10- 18.08.10	Rs. 2000/-	Mr.S.Palanichamy, District Manager
2011 – 2012	01.02.12 to 02.02.12	Rs. 2500/-	Mr.S.Palanichamy, District Manager
2012 - 2013	13.08.12- 14.08.12	Nil	Mr.S.Palanichamy, District Manager

iii) Citizenship Training Camp:

Aiming at the overall development and in calculating a self responsible attitude towards the society a citizenship camp was scheduled

CT CAMP 2009-2010

The camp was inaugurated on the 09.01.10 by Dr. Nirmal Kumar with his speech about the duties and responsibilities of the students. After the tea break Mr. Clement Trainer St.Johns Ambulance Service, Madurai highlighted on “Awareness on First Aid and Safety Rules” .Next day 10.01.2009 Dr. Mohammed Rafi led from the front

To conducted the medical camp at chathirapatti . Demonstrating the Acupuncture treatment which was followed by the detailing the methods and profits of acupuncture in the afternoon workshop.

The next day 11.01.2009 Madurai traffic wardens contributed their share in the “Road rules” awareness programmed after which Mrs. Sheela inferred the Designation on the members of the student council who had been elected recently. On 12.01.2009, a Rally was launched for the awareness of Pollutions and health hazards and the dawned of planting trees a cultural programmed was conducting by the students and highlighting the same. Dr. Somasundaram focused on afforestation and his fruitfulness in the seminar conducted in the afternoon. On 13.01.2010 Mr. Ganapathy offered a lecturer on parliamentary systems of government and the same was in acted in the form of the mock Parliament. The Validitory function which included Dr. Jeyaprasham valuable lecturer on the duties of teachers and the responsibilities of the social and the National process obliged the programme and wailed the pattern drawing programme to a close.

CT CAMP -2010 to 2011

MAHATMA GANDHI said “ service to man is the service to god”The reason behind such a thought is provide service to the society and constant awareness of student teachers duties and responsibilities behind this our Institute planned Citizenship camp for this year in the month of August. First week (2.08.2010. to 10.08. 2010 – morning) we planned our students to demonstrate of yoga practice. Now a day’s AIDS spread more due to the ignorance of the people. So we conducted ‘RED RIBBON CLUB’ seminar in our college on 16.08.2010 to 18.08.2010 . Mr. Palaniswamy District manager explained the spread of the AIDS due to the unawareness of the people. Meditation is plays a vital Role of the human beings mental health , regarding this we arranged the “ACEM MEDITATION” on 17.08.2010 to 18.08.2010(afternoon).It conducted by Mr. Jeyaraj and Mrs. Jeyaraj they highlighted the history of ACEM MEDITATION. Mr. Ebenezer chandrasan conducted the Guide camp on 19.08.2010 to 21.08.2010. In this camp our student teachers learned the duties and responsibilities of the citizen and on 12.01.2011, we arranged the “First Aid and Awareness ” in this seminar Mr. Clement from St. Johns Ambulance service ,explained the importance of the learning First Aid.

CT CAMP 2011 – 2012

Focusing on the overall development of our students we conducted the ‘citizenship camp’ on 25. 01 2012 and this camp was inaugurated by Mr. Selvaraj Senior teacher Arul migu Sundararaja high school, Alagarkovil with his speech he explained about the duties and responsibilities of the teachers. The next session Madurai traffic wardens explained the Road rules and how the students should act in any problematic situation. In the afternoon “ Fire service Personalities” Demonstrated on the Usage of Extinguishers. On (26.01.2012) Rublic day was celebrated in our college and in the afternoon session students went to seegupatti for planting trees. On (27.01.2012) Mr. clement, Trainer, St.Johns Ambulance service Madurai explained the awareness about the First Aid. The next day our student teachers and 8 Assistant professors visited the science Exhibition at Latha Mathavan Engineering college Near Alagarkovil, this Exhibition was very useful for students. Afternoon session Advocate Mr. Alaguram jothi discussed “LOKPAL ISSUE” then Er. Thandapani explained about ‘KUDAKULAM ATOMIC PROJECT’ AND

'MULLAIPERIYAR DAM ISSUE'. On 29/01/2012 our college arranged the Medical camp at chathrapatti village. Dr. MohammedRafi and our student teachers help us the successfull of the Medical camp. on 30.01.2012 to 01.02.2012 Mr. Ebenezer Chandrahasan conducted a Guide camp in our college for the overall development of our students.

CT CAMP 2012-2013

Educational Programmes consider all around personality of an individual and cover all aspects of human development regarding this our college planned for CITIZENSHIP CAMP IN THE YEAR 2012-2013 in the month of January. The programme was In augurated by Mr. Selvaraj, Senior teacher Arulmigu sundararaja high school Alagar kovil school with his speech about the duties and responsibilities of the student teacher. Next session conducted by The Medical Officer, Blood Bank Government Rajaji Hospital Madurai explained the importance of donate the Blood, How this donate save many people life and our students and some staff members donate the blood. In the after session Mrs. H. BOBBY Assistant professor of Biological science explained the uses and importance of medicinal herbs then some medicinal herbs planting in our garden. on 09.01.2013 Mr. CLEMENT , Trainer St.john's Ambulance service highlighted "AWARENESS ON FIRST AID AND SAFETY RULES" . the next day seminar on the Importance of "EYE DONATION" this Seminar was conducted by Dr. Ganesan. He explained the importance of the Eye donation. In the after session Advocate Mr. Samythurai explained the Right to Information Act. In his valuable speech he explained how the person to get the information from the Government or Private. On 11.01.2013. Advocate Mr. Alaguramjothi conducted a workshop on the topic "PREMARITAL COUNSELING". IN this workshop he explained elavorabtly what are the problems faced by the men and women in their family life, how it is affect their children, what is the role of women in the family. Next session mr. focused on "PARLIAMENTARY SYSTEM IN INDIA AND FOREIGN DIRECT INVESTMENT(FDI)". ON 12.01.2013our student teachers and staff members visited the OLDAGE HOME . There our students talked with the oldpeople of that home and they conducted the "CULTURAL PROGRAMMES". In the after session the vealedictory function was conducted by Mr. A.Ganapathy as the Chief Guest.

iv) General aspects:

Value added courses are also given to student teachers. It includes Spoke English Classes, Jewellery Designing, Simple Chemical preparation

Refer Criterion I- 1.2, 3

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Since the establishments of the college we offered only two elective subjects namely

- 1) Physical and Health education
- 2) Guidance and counseling

From August 2008 onwards the college is affiliated to Tamilnadu Teachers Education University .The university offers eleven elective courses mentioned below.

1. Human Rights Education
2. Peace and Value Education
3. Environmental Education
4. Guidance and Counseling
5. Perspectives in Special Education
6. Computers in Education
7. Curriculum Development
8. Pre-primary Education
9. Physical and Health Education
10. Library and Information Resource Management
11. Safety and Diaster Management Education

In the academic year 2008-2009 onwards the Tamilnadu Teacher Education offers two more elective courses which are very essential in the current scenario namely

- Environmental Education and
- Computers in Education.

From July 2010 onwards we are offering these two elective courses and a total of four elective courses are offered by our college.

5. Does the institution make use of ICT for curricular planning? If yes give details.

We plan the curriculum for the whole year. We prepare a format for the year plan and the faculties plan the activities accordingly. It is then fed into the computer and referred every week.

ICT is used in preparing the college calendar, time table, downloading syllabus, preparing year plan, lesson plan, browsing for projects and assignments. The time table is prepared and a copy of it is mailed to the mail IDs of faculties. The faculties prepare the year plan and lesson plans for the academic year and a copy is sent to the college mail ID for official use. Our faculties browse the internet and gather more information on various topics to provide enriched curriculum transaction.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The teacher educators' demonstration of lessons in concerned subjects is observed by student teachers. Students are exposed to demonstrations by experienced teachers invited from various schools and professors from colleges and universities. This enables them to grasp the teaching tactics of different teachers. They submit a report on the curriculum transaction, analyze the skills included and prepare a criticism of the teaching they observed. In addition they also get an opportunity to observe the classroom teaching by their mentors in the respective practice teaching schools during the first two days of teaching practice.

Prior to teaching practice student teachers are also exposed to various educational technology to be substituted in curriculum transaction. Student teachers are allowed to view a video showing the different type of teaching aids like charts, flash cards, rotating cards, working and static models and so on. They are also trained in preparation of various teaching aids and ways of handling them.

Transparencies and Power point presentations are prepared by student teachers and utilized during seminar presentation in the classroom. Student teachers are exposed to different teaching methods before internship. The various techniques of teaching lecture, lecture cum demonstration, project and assignment methods are adopted by them in classroom teaching during internship.

Micro teaching skills are practiced by student teachers for a week under the supervision of the faculties.

Classroom management is a very essential skill required for all teachers. Student teachers were taken to the following schools to observe and gain knowledge about Curriculum transaction in real classroom situation.

- (1) Govt Higher. Secondary School at Vallalapatti
- (2) Govt Higher. Secondary School at Chathrapatti
- (3) Arulmigu Sundararaja High school, Alagarkoil and
- (4) Sriram Nallamani Yadava Higher Secondary School, Thirupalai

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Orientation is given to micro teaching skills by faculties substituted by power point presentation followed by demonstration of the skills. The skills are practiced by student teachers for a week under the supervision of the faculties.

Flexibility in curriculum depends upon the subject. The resources available in the library are utilized by student teachers by whom they gain learning experiences. Assignment topics are given to them and they present it in the form of seminar.

Student teachers are given orientation to writing of instructional objectives which is a prior requirement for preparation of lesson plans. Lesson plans preparation is demonstrated by faculties in their respective optional subjects substituted by Power point presentation. The student teachers are also trained in preparing lesson plans which are assessed by teacher educators.

The teacher educators' demonstration of lessons in concerned subjects is observed by student teachers. Students are exposed to demonstrations by experienced teachers invited from various schools and professors from colleges and universities. This enables them to grasp the teaching tactics of different teachers. In addition they also get an opportunity to observe the classroom teaching by their mentors in the respective practice teaching schools during the first two days of teaching practice.

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Student teachers gain learning experiences in the field during internship from the respective practice teaching schools. The student teachers undergo practice teaching for 40 working days. During this period 20 lessons are taught in each optional subject chosen by them. Apart from these psychology experiments are also conducted with the school students as the subject and results are interpreted. Experiments in Science are also demonstrated by student teachers. In the school students are provided opportunities for mini projects and seminars.

Case study is conducted by student teachers in the respective practice teaching schools by identifying any one problem student of their class. knowledge in research is developed in students by conducting action research in the school.

Field experience is also gained through participation in community work. Community development programmes are organized in the neighboring villages Seekupatti, Azhagarkoil and Kadavur. Programmes on health awareness, hygiene, tree plantation, literacy, AIDS awareness programme, preparation of nutritious diet and Parthenium eradication.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

Value added courses are introduced in the college to develop specific skills among student teachers. Some of such courses introduced for the student teachers in our college are specified below.

Sl. No.	Value added course	Name of the Organization	Duration of course
1.	Certificate course on PGDCA	(i) Edserv, (ii) CPRS Computers, Alanganallur, Madurai	60 days

2.	Certificate course on Jewellery Designing	Dhan Foundation, Madurai	2 days
3.	Certificate course on Simple Chemical Preparation	Dhan Foundation, Madurai	2 days
4	Certificate course on Yoga and Meditation	Sivananda Yoga Vendanta Meenakshi Ashram	5 days
5	Certificate course on Phonetics and Communication	Prof. P. Iyadurai, Professor(Rtd), St.John's College, Palayamkottai	7 days
6	Life skill training	Dr.S.Vincent, Professor(Rtd) Arulanandar College, Karumathur	1 day
7	Certificate in Smart Pro	Fynn Soft Solutions, Bangalore	90 days
8	Certificate Course on Yoga		5 days

Certificate copy -Enclosed

No fee is collected from student teachers for the value added courses except for Certificate course in PGDCA and Certificate in Smart Pro.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/Multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**
- v. School experience / internship**
- vi. Work experience /SUPW**
- vii. Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated).

(i) Interdisciplinary Aspects

PSYCHOLOGY	GUIDANCE AND COUNSELLING
Unit VI Intelligence and creativity Unit VIII Personality and Assessment Unit IX Mental health and Hygiene Unit X Guidance and counseling	UNIT VIII Unit I&2

CORE I	CORE III
Chapter 4 NPE 1986 Navodaya school Chapter 5 SSA, Chapter 7 Distance education, Open University, Floating University Unit III Educational Thinkers	UNIT II

Core I	Human Rights Education
Unit VII Agencies of Education	Unit X Agencies to Human rights Education

CORE I	PERSPECTIVES IN SPECIAL EDUCATION
Unit VIII Problem of Indian society	Special Education for the challenged Units I, II, III, IX

CORE I	PRE PRIMARY EDUCATION
Unit IV Levels and Aims of Education UNIT VIII Problems of Indian Society	Unit II pre primary Education UNIT IX Special children

CORE I	PHYSICAL AND HEALTH EDUCATION
Unit X Health Education Unit VII Health Education Unit X Communicable Diseases Common Communicable Diseases UnitX Nutrition Unit IX Food and Nutrition	Unit IX Food and Nutrition

In this syllabus no Environmental Education Headings included.

GUIDANCE AND COUNSELLING	PRE PRIMARY EDUCATION
Unit X Gifted, Physically handicapped, Mental Retardation	Unit IX

SUBJECTS	COMMON TOPICS
TAMIL ENGLISH MATHS PHYSICAL SCIENCE Biological science HISTORY COMMERCE COMPUTER SCIENCE	MICRO TEACHING MEASUREMENT AND EVALUATION EDUCATIONAL TECHNOLOGY

Elective

Many new elective courses are added in the electives courses. The electives papers added to the curriculum are listed below.

(ii)Multi skill development

Micro teaching skills are practiced by student teachers for a week under the supervision of the faculties. The teacher educators' demonstration of lessons in concerned subjects is observed by student teachers. Students are exposed to demonstrations by experienced teachers invited from various schools and professors from colleges and universities. This enables them to grasp the teaching tactics of different teachers.

Few days before the commencement of internship student teachers are allowed to practice the teaching of one lesson in each optional subject under the supervision of concerned teacher educator in the college. Following this suggestions are given for improvement of their teaching performance.

Student teachers gain learning experiences in the field during internship from the respective practice teaching schools. The student teachers undergo practice teaching for 40 working days. During this period 20 lessons are taught in each optional subject chosen by them. Apart from these

psychology experiments are also conducted with the school students as the subject and results are interpreted.

In order to cope-up with the current educational scenario student teachers are provided with Computer Training Programme in association with the organizations: Ed Serv, Fynn Soft Solutions and CPRS Computers. Thus our student teachers gain hands on experience in Computer operations.

Student teachers are also involved in community development programmes Community Development in the neighboring community in association with an international organization CESCO and Tamilnadu State Aids Control Society(TANSACS). Parthenium eradication programme is also organized by students in the community.

Many seminars and workshops are also organized for the benefit of student teachers.

Refer Criterion: V, 5.1- 2

(iii) Inclusive Education

Inclusive education is included in the following papers of the B.Ed curriculum
Core paper – I Education in Emerging Indian Society
Core – II Psychology of Learning and Human Development
Elective - Guidance and Counseling

(iv) Practice teaching:

The following aspects are included in all the Optional papers of the B.Ed curriculum:

- (i) Micro teaching
- (ii) Bloom's Taxonomy of Educational objectives
- (iii) Lesson Plan
- (iv) Methods of Teaching

Micro teaching is included in all the optional papers of B.Ed curriculum. Orientation is given to micro teaching skills by faculties substituted by power point presentation followed by demonstration of the skills. The skills are practiced by student teachers for a week under the supervision of the faculties.

Student teachers are given orientation to writing of instructional objectives which is a prior requirement for preparation of lesson plans. Lesson

plans preparation is demonstrated by faculties in their respective optional subjects substituted by Power point presentation. The student teachers are also trained in preparing lesson plans which are assessed by teacher educators.

The teacher educators' demonstration of lessons in concerned subjects is observed by student teachers. Students are exposed to demonstrations by experienced teachers invited from various schools and professors from colleges and universities. This enables them to grasp the teaching tactics of different teachers. The different methods of teaching are also discussed in the classroom. Few days before the commencement of internship student teachers are allowed to practice the teaching of one lesson in each optional subject under the supervision of concerned teacher educator in the college. Following this suggestions are given for improvement of their teaching performance.

(v) School Experience/ Internship

The student teachers undergo practice teaching for 40 working days. During this period 20 lessons are taught in each optional subject chosen by them. Apart from these psychology experiments are also conducted with the school students as the subject and results are interpreted. Experiments in Science are also demonstrated by student teachers. In the school students are provided opportunities for mini projects and seminars.

Case study is conducted by student teachers in the respective practice teaching schools by identifying any one problem student of their class. Knowledge in research is developed in students by conducting action research in the school. Thus they gain experience in solving the immediate problems in school.

(vi) Work experience /SUPW

Student teachers are trained in preparing Socially Useful Productive things by faculties. Some of the items prepared by them are, Wall hanging, Pot painting, Flowers, Pom-pom, Office file, Greeting cards, Glass painting and so on. A Certificate course on Jewellery Designing and a Certificate course on Simple Chemical Preparation were provided to student teachers in association with Dhan Foundation, Madurai. Thus our student teachers are skillful in preparing Necklace,

Pearl Chain, Bracelet, anklet, etc. of various designs. Student teachers are skilled in preparing ink, bleaching powder, Phenyl preparation, soap making and so on.

(vii) Any Other

Student teachers are actively involved in participating in community related activities. Social service is given prime importance and lot of community services are done by students in the neighbouring community is association with organizations like CESCO, TANSACS, etc

The activities incorporated include

- Visit to old age home
- Visit to destitute home
- Visit to special schools
- Tree plantation

Organizing awareness campaigns to the neighbouring villages on

- Health and Hygiene
- AIDS
- Literacy
- Deforestation
- Parthenium eradication
- Government election
- Educating the village people to prepare simple nutritious diet.

1.3 Feedback on curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

Feedback analyzed and the areas of improvement in the curriculum are identified. Changes are required in the following areas:

- (1) Curriculum for Core I is too vast
- (2) Some concepts in unit 8 of Core I can be discarded.
- (3) Some concepts are repeated in Core I and Core III

Eg: Distance Education, Supervision, etc

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes. At the end of the year a staff meeting is conducted to discuss about the sufficiency of curriculum for the development of teacher personality. The suggestions given by faculties are taken into consideration and sent to the university when they invite suggestions for curriculum revision.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

The institution is affiliated to Tamilnadu Teachers Education University. We follow the curriculum prescribed by the University. No staff of our institution is a member of BOS. The staff is not able to involve in curriculum development. But we provide our timely suggestions for updating the curriculum to the University and one such suggestion was accepted and included in the curriculum.

Date: 10.06.09

During revision of curriculum by Tamilnadu Teachers Education University in the year 2009, Educational Technology was given under weightage in practical component. We sent a suggestion to the university stating that Educational Technology should be given more weightage. This suggestion was taken into consideration by the university and the same was implemented.

(Copy is enclosed)

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

During the past five years major curriculum revision has been done in the following subjects

Core I syllabus (2006-2008) MKU and TNTEU (2009 onwards)

Philosophy and Education vedic Budhistic Islam;ic Education, Educational Thinkers Values , Teachers role, Indian education C0mmissions, Education for social change, Article 46, International understanding, Distance Education.

The following topics are deleted from the previous syllabus:

Educational Thinkers (Plato, Rousseau, Paulo friar Ivan), Dimensions in Classroom situations, Islamic Education, British Education, Macaulay's Minutes, woods dispatch, Hunter commission, challenges in Secondary Education, Challenges in Higher Secondary Education, Ishwarbhai Patel committee.

Core I Syllabus: 2009-10

Following topics are added

Indian Education Policies, Levels of Education, Statutory Bodies in the field of Education, Problems of Indian society and Education, Social values and dthe Teacher, Emerging Trends in society.

The following topics are deleted from the previous syllabus:

Advent of Information and Technology, Statutory Boards of Education, CBSE, ICSE, State Boards, Matriculation and Anglo Indian Boards, Higher Education, Organisational Structure, Autonomous Institutions, Institutional Autonomy.

Education in the Emerging Indian Society: Value Education The concept of values – Democracy, Socialism, Secularism, Non-violence, Integration, National and International Value Education in schools. Teachers personal values and code of conduct for teachers, personal development of the teachers.

CORE - III

Curriculum Designing And Management - 2008

The entire paper had been changed as Educational innovations and Technology during the year 2008-2009. Instructional strategies and techniques were added in this paper.

“Teaching as communication in classroom” is introduced in this paper. Instructional media like Hardware and software CAI, Educational video and Interactive video are added in this paper. Image technology, Virtual classroom

teaching Internet, website, E-mail Teleconference were included as Information Technology”.

Curriculum unit is included to describe the principles of curriculum development. Also this paper includes the determinants of curriculum. Types of Educational Management is introduced. Institutional planning and Action research were included in this paper.

Educational Innovations and Technology 2008-2009

The new topic “Innovation’ was introduced in the year 2008-2009 (TNTEU) In this paper Innovation and conditions for the emergence of innovations were explained. Educational philosophies and experiments also included in this paper. Emerging trends in Education has been introduced in this paper to know about the entire school system. Instructional media and Image technology has been modified as educational technology. “System approach in Education” is introduced in this syllabus. “Modern methods and approaches to teaching” is also newly introduced in this paper.

Educational Innovations And Management 2009 Onwards

During the year 2009-2010 Core III paper has been modified as Educational Innovations and Management. This paper consist of 10 units. First five units deals with Educational Innovations and second five units deals with “Management”

Following topics are deleted in the year 2009-2010

Educational philosophic and Experiments, Technology units were modified as ICI in Education, Innovation in Evaluation was newly introduced in this paper, Management has given much importance by adding five units in this area, System approach and school complex were not included in this paper.

Instead “Innovations in Teaching and learning Process” is included in this paper to deal with the basic concepts of some learning methods and individualized instructional methods.

சிறப்புத்தமிழ்

சேர்க்கப்பட்டது

(MKU வில் சேர்த்துக்கொள்ளப்பட்டது)

சிலப்பதிகாரத்தில் இசை

சங்க காலத்தில் இசை

இலக்கண வரலாறு

எழுத்து சொல் யாப்பு அணி.

சங்க காலத்தில் பாத்திர படைப்பு

தலைவன் தலைவி தோழி

இலக்கணப்பயிற்சி

அணி இலக்கணம் யாப்பு

கட்டுரை வகைகள்

உரைநடை ஆசிரியர்கள்

உரையாசிரியர்கள்

தமிழில் அண்மைகால வளர்ச்சி

தேர்வும் செய்முறைக் குறிப்பும்

பாடக் குறிப்புகள் எழுதுதல்

கற்பித்தல் நோக்கங்கள்

நுண்ணிலைக் கற்பித்தல்

நிரல் வழிக் கற்பித்தல்

கற்பிக்கும் முறைகள்

நீக்கப்பட்டது

மொழி கலைத்திட்டம்

திறனாய்வு இயல்தமிழ் மொழிக் கல்வியில் மாணவர் செய்யும் பிழைகள் சமூகவியலும் மொழியும் மொழியியல் திறனாய்வு.

TNTEU 2008 – 2009 (MKU வில் இருந்து நீக்கப்பட்டது)

தமிழ்மொழி வரலாறு

பேச்சு மொழி

கிளை மொழி

சிறப்பு மொழி

பண்பு மொழி

கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம்

தமிழ் ஒலிகளின் பிறப்பு பேச்சுறுப்புகளும் அவற்றின் பயன்களும் (படம்)

அடைப்பொலி உரசொலி முக்கொலி ஆடொலி மருங்கொலி ஒலியனியின் கொள்கைகள் நைடா கூறும் விதி

சமூகவியலும் மொழியும்

மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகள் கல்வி மேனாட்டார்

தமிழறிஞர் விளக்கம் கற்பனை உணர்ச்சி வடிவம் பாடு பொருள்

ஆகியவை உள்ளுறை உவமம் அணி இறைச்சி புதுக்கவிதை

மொழிக்கல்வியில் இசை பெறுமிடம்.

தொல்காப்பியத்தல் இசைத்தமிழ்க் கூறுகள்

பக்திப்பாடல்களில் இசை

நாட்டுப்புறப் பாடல்களில் இசை

தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு

சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள்

நாடகத்தின் அமைப்பு வகைப்பாடு இக்கால நாடகங்கள்

எழுத்துநாடகங்கள் வானொலி நாடகங்கள் வட்டார மொழி நாடகங்கள்

செய்யுளை நாடகமாக்கி

கற்பித்தல் உத்திகள்

இலக்கியத் திறனாய்வு

தமிழ்மொழி வளர்ச்சி நிலை

சேர்த்துக்கொள்ளப்பட்டது

தேசிய இயக்கங்கள் கல்வி நோக்கம் ஒலியன்கள் ஒலிப்பு முறைகள் ஆகியவற்றின் பயன்கள் செய்தித் தொடர்பின் பங்கு பல்வேறு வகைகள் தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியின் பல்வேறு மாறுபாடுகள் வடமொழியும் மேல்நாட்டு மொழியின் தாக்கமும் சங்க காலத்தில் நாடகத்தின் தோற்றமும் வளர்ச்சியும்

TNTEU 2009 – 2010 (MKU& 2008& 2009 TNTEU வில் இருந்து நீக்கப்பட்டது)

மொழி அமைப்பு முறை

தேசிய இயக்கங்களின் கல்வி நோக்கம்

ஒலியன்கள் ஒலிப்பு முறைகளின் பல்வேறு வகைகள்

புலன் உணர் உறுப்புகள் இயங்கும் உறுப்புகள் பேச்சு உணர்

உறுப்புகள் மொழிதொடர்பான கற்றல் கொள்கைகள் குழந்தை

வளர்ச்சியும் மொழிக் கற்றலும்

தொல்காப்பியம் சிலப்பதிகாரம் பத்துப்பாட்டு எட்டுத்தொகை திருக்குறள்

போன்ற நூல்களில் உரையாடல்களின் தனிநடை ஆற்றல்

சங்க இலக்கியம் சிலப்பதிகாரம் தேவாரம் இசை பெறு வடிவம்

தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியின் பல்வேறு மாறுபாடுகள்

தமிழ் மொழி வளர்ச்சிக்கு தேவைப்படும் உயிர் ஒலிகள்

நலிவுற்ற பிரிவினருக்குச் சுயவாய்ப்பு அளித்தல்

ஊனமுற்றோருக்கான கல்வி

கலைக்கல்வியின் இன்றியமையாமை

பெண்கல்வி

சங்ககாலம் தற்காலம்

பெண்சமத்துவத்திற்கான கல்வி

பெண்களின் அடிப்படை மாற்றம் ஏற்படுவதற்கான கல்வி

பெண்கள் முன்னேற்றத்தை விரைவு படுத்த செயல்திட்டம்

சேர்க்கப்பட்டது

மொழிபெயர்ப்பு

மொழிவளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு

செம்மொழி தமிழ்

திறனாய்வு

திறனாய்வின் தோற்றம்

திறனாய்வின் இன்றைய நிலை

திறனாய்வின் வகைகள்

பாத்திரப்படைப்பு

சங்க காலத்தில் நாடகம்

மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகள்

பொதுத்தமிழ்

(MKU & TNTEU 2008 – 2009)

நீக்கப்பட்டது

வகுப்பறையின் அளவு
மாணவன் எண்ணிக்கை
மாணவன் தரம்

நேரம்

தொகுத்துக் கற்பித்தல் (MKU)

பகுத்துக் கற்பித்தல் கண்டறிமுறை ஊடகம் கணிப்பொறி பணிமனை
களஆய்வு வரலாற்று அணுகுமுறை
மொழியாற்றும் வேலைகள் (TNTEU)

துணைக்கருவிகள் (MKU)

மொழியாசிரியர் தகுதிகள்

கட்டுரைப்பாடம்

மொழிக்கற்பித்தலில் நுட்பவியல்

சேர்க்கப்பட்டது

சரவண ஆறுமுக முதலியார் கூறிய கருத்து

உற்றுநோக்கல் (MKU)

தொல்காப்பியம் பயிற்று முறை

நன்னூல் பயிற்று முறை

ஒப்பந்த முறை

கோவிந்தராசன் கருத்து

ப்ளுமின் வகைப்பாடு

மொழியாற்றும் வேலைகள் (MKU)

துணைக்கருவிகள் (TNTEU)

மொழியாசிரியர் தகுதிகள் (TNTEU)

நுண்ணிலைக் கற்பித்தல் (TNTEU)

எழுதும் போது வரும் பிழைகள்

தமிழ் வளர்த்த பெரியார் MKU& TNTEU 2008-2009 இல்லை.

உரையாசிரியர் உரைநடையாசிரியர் MKU வில் உள்ளது TNTEU வில் இருந்து நீக்கப்பட்டுள்ளது.

TNTEU 2009-2010

நீக்கப்பட்டது

உரையாசிரியர் உரைநடை ஆசிரியர் சாதனைத் தேர்வு தேர்வின்

இன்றியமையாமை தேர்வின் வகைகள் குறையறி முன்னறி சோதனை.

துணைக்கருவிகள்

பிளானல் பலகை

காந்தப்பலகை

பவர்பாய்ண்ட்

பழமொழிகள் தொடக்கநிலையில் பேச்சாற்றல்

மொழிபெயர்ப்பு

கடிதம் கடித வகைகள்

சொல்லாட்சித் திறன்

தொல்காப்பியம் நன்னூலில் கூறப்பெறும் பண்டைய முறைகள்

சேர்த்துக்கொள்ளப்பட்டது

மொழியாசிரியர் தகுதிகள்

செய்யுள் உரைநடை கட்டுரைப்பாடம்

நான்கு திறன்கள்
வாய்மொழிப்பயிற்சி
கல்வி ஏற்பாடு
பாடநூல் பாடத்திட்டம் துணைக் கருவிகள் மதிப்பீடு அளவீடு

ஒப்புநோக்கல்

History

கல்வியில் தொழில்நுட்பம்
கணிப்பொறி வழிக் கற்பித்தல்
இணைய தளம்

மதிப்பீடு

தேர்வின் கோட்பாடுகள்
மையப்போக்கு அளவை
வினாத்தாள்

Optional - English (Language)

Following topics were added in 2012-2013 compared with 2002-2003 MKU syllabus. Scope of the B.Ed English course – Scope of ;the B.ed English course – Teaching English as a skill rather than a knowledge subject – Contribution of Linguistics and psychology to the Teaching of English – Criteria for selection of Reader – Teacher Educator – observation and Demonstration Grammar translation – Design – computer assisted Language Learning – power point presentation. Eclectic approach. Difference between measurement and Evaluation, concept of evaluation – Types of Evaluation, different types of test – Achievement test, Aptitude test, Proficiency test and diagnostic test – Item analysis – Item difficulty Discriminative Index – Statistics – Sub skills of Listening, Listening for perception – Comprehension – Three phases of listening – Listening material – Listening to specific information – for general understanding to deduce meaning , to infer opinion and attitude and using a tape recorder. Listening activities dictation, following a route, listening to a telephone call, Listening to commentaries, Listening to instructions. Jigsaw listening. Communication game – Debate – Interview – Extempore speech – Barriers for Effective communication – Aims of teaching reading – process involved in reading – testing speaking – types of reading – reading aloud – silent reading – methods of teaching phonetic method – word method – phrase method – sentence method. Reading for perception – Reading for comprehension – Testing reading – sub skills in writing – Mechanical skills – Grammatical skills – Judgement skill – Discourse skill –

Characteristics of good handwriting – distinctiveness – legibility – simplicity
conformity – spacing – capitalization – punctuation – speed.

Following topics were deleted:

Barriers of learning English Language – readability of a text writing – types of composition – controlled – guided – free exercises – correction work – Interpretation of test result - Need for continuous evaluation and cumulative record – curriculum Designing – development – content selection – skill based – structure based – situation based – logical and psychological – continuity and sequence -0 DIET – SCERT – ELT 0, English curriculum – Assessment of different school curricula – state – matric Anglo Indian – CBSE, ICSE.

An analysis of the teaching terms presented in standard VI to X in Tamil Nadu School syllabus transcription – accent – stress – pause – intonation- ESP – comparative study of English and Regional languages – Skill based teaching competence based teaching – Diagnosis and remedial teaching.

Optional - English

Following topics were added in 2012 – 2013 compared to 2008-2009

The scope of the B.Ed English course, Macro teaching – Grammar – composition – Aims and procedure for teaching Intensive reader and Extensive reader – Eclectic approach – Recent trends in the teaching of English – Difference between measurement and evaluation. Concept of evaluation types of evaluation formative and summative. Different types of test – Achievement tests – oral test – written test – teacher made test – standardized test – objective tests - one word answer – Fill in the blanks – Matching – multiple choice – Error recognition written test – short answer type – paragraph type. Essay type – construction of a good test – preparation of blue print – scoring key – marking scheme – Item analysis – Item difficulty – Discriminative Index. Listening comprehension – sub skills of listening – Listening comprehension –sub skills of listening – Listening for perception listening for comprehension. The three phases of listening – listening materials – Listening to specific information for general understanding , to deduce meaning to infer opinion and attitude and using a tape recorder.

Learning activities – dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.

Speaking skill - techniques in teaching speaking – the conversation class, the topic based discussion class – task centered fluency practice – tasks for developing speaking skill – Individual, pair and group work – Improving oral fluency – parallel sentences – conversation- dialogue – roleplay – dramatization – play reading Group discussion – story telling – Narration – Description –Communication Game – Debate – Interview – Extempore speech – Barriers for effective communication – testing speaking – Aims of teaching reading – process involved in reading – symbol, sound, sense. Intensive reading – extensive reading – reading for perception – reading for comprehension – strategies to develop reading – testing reading – mechanics of writing – sub skills in writing – visual perception- syntax – organization – grammar – content purpose – relevance. Characteristics of good handwriting – Developing good handwriting.

Following topics were deleted

Testing grammar and usage, Oral practice in new language items – types of drills – repetition drills – substitution tables – matching tables – substitution drills – manipulation drills. Pronunciation – Elements of English phonetics – sounds – stress – rhythm intonation – teaching of vocabulary – Active and passive vocabulary – content words and structural words – principles of selecting vocabulary – types of composition exercises – controlled guided and free – oral composition – group work – mixed ability grouping – marking code.

OPTIONAL- PHYSICAL SCIENCE EDUCATION

Topics included in MKU Syllabus

Methodology is classified as instructional strategies and learning strategies. This unit is modified as Modern method of Teaching Physical sciences. Curriculum Designing is given importance during the year 2008-2009 in MKU syllabus. But 2009 onwards it is not included. Recent trends in physical science education are given in MKU syllabus. Afterwards it is not included in TNTEU syllabus.

OPTIONAL- MATHEMATICS EDUCATION (2008-2009) and (2009 onwards)

Following topics are added:

Nature and development of mathematics – Aims and objectives of mathematics – preparation for macro teaching – methods of Teaching Mathematics – Evaluation and statistics – Individual Differences in mathematics.

Following topics were deletion

Mathematics curriculum – Item analysis – Graphical representation of data.

2006-2008 MKU and (2009 onwards)

Following topics are added

Nature and structure of mathematics, Aims objectives and values of teaching mathematics – methods – microteaching – Evaluation – A.V.Aids in teaching Mathematics – content – contribution of piaget, Gagne and Bruner.

Following topics were deleted

Methods of teaching – Lecture, Drill, Illustrations, Team teaching – Mathematics teacher characteristics and roll – Accuracy and speed in mathematical work – Group learning inside the classroom – CAI , Computer games, Group learning outside the class room – fieldtrips, surveys, Individual learning outside classroom – Home assignments, Everyday competitions, work book – Assignments. Instructional materials – need and importance. Evaluation - Cumulative Record card - Curriculum designing in mathematics – Equipments and resources for mathematics – A.V.Aids in teaching mathematics,Space for computer and video programme Improvised aids - Recent trends in mathematics education – Integrated treatment of subject matter – new mathematics – A new book in mathematics.

OPTIONAL – BIOLOGICAL SCIENCE

Following topics were added during curriculum revision by TNTEU in the year 2008-2009

Recent trends in biological science

Following topics were deleted

Laboratory stock registers, School science garden

Following topics were added in the year 2009-10

Maintenance of Aquarium, vivarium, terrarium, Improvised aids, Classroom interaction analysis, Skewness, Kurtosis, Quartile Deviation, Normal Probability Curve, Text Book Review.

Optional - COMPUTER SCIENCE (2009-10) onwards

Following topics were added in the curriculum during 2010-11

Computer Assisted Instruction (CAI), Modes of CAI, benefits of CAI, limitations of CAI, role of teachers in CAI-CMI. Text books, Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of computer science text book – value of the computer science library.

Assignment and Review

Assignment – types – need – characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson.

Following topics were deleted

Ms – windows – introduction – start, leave operate MS windows – window elements – control menu – program manager – to run program from programe manager – File Manager – working with files – Disk Menu – view Menu – options menu – window menu – control panel – print manager – clip Board viewer – paint Brush write terminal Notepad – calendar – calculator – clock Ms-word, Ms-Excel.

Ms work- Introduction – entering text, making a paragraph, getting help – moving and copying searching and replacing – formatting character and paragraph – tables and foot notes – tables of codntents and sorting formatting sections and documents.

MS – EXCEL The excel environment – entering and changing information and formula functions – copying, moving and deleting information – Names and Arrays saving worksheet – Loading and printing – Number formatting – working with rows and columns – Display calculation – protecting the work charts.

ELECTIVE -COMPUTER'S IN EDUCATION

Following topics were added during revision of syllabus in the year 2008-2009

Windows and word processing. Hands on training, multimedia, spread sheet (Hands on Training). Internet - Webpages and web designing HTML – Basics of computer networking.

Following topics were deleted

Notepad – uses of notepad – floppy drive – mycomputer – Explorer – Ms Office. Excel – FoxPro and; visual FoxPro preparation of slides – preparation of lesson plans using MS word. Entering Achievement scores – Frequency polygon – Bar graph – pie chart FoxPro – Ms Visual. FoxPro – on to floppy voice chat – voice mail.

Following topics were added in the year 2012 -2013:

Computer Hardware – Definition – Input devices keyboard, mouse, Joystick, touch screen touch pad, magnetic Ink character reader optical mark reader, bar code reader, scanner web camera, output devices : Primary storage devices: RAM, ROM, and its types secondary storage devices: FDD, HDD, CD, DVD. PEN drive (USB).

Computer's in Education – Computer application in educational institutions – academic, administrative and research activities.

ICT's pedagogy in Teacher Education Integrating ICT's in Teacher Training New needs of Teachers – Motivation of teachers integration in teacher education. ICT's for improving quality of teacher training. Enhancing quality to teacher training – ICT's for improving educational management.

Following topics were deleted

Floppy, CD, CD(R/W) – Computer Accessories.

ELECTIVE: GUIDANCE AND COUNSELLING

Following topics were added in the TNTEU syllabus during revision of syllabus

Government movement in India, Guidance services in schools, How to administer and score tests. Gandhian techniques of conflict resolution, Action research

Following topics were deleted

Theories of guidance and counseling, Agencies available for getting trained in counselling and career guidance.

Following topics were added in the year 2010

Group guidance and group counseling, Theories of vocational choice., Guidance for exceptional children. Gifted, Backward Mental retardation orthopedically handicapped, visually impaired deaf and dumb juvenile delinquents.

Following topics were deleted

Gandhian technique of conflict resolution , Action research.

OPTIONAL- HISTORY EDUCATION

Following topics were added during revision of syllabus in TNTEU

Values of teaching history

History teaching and National integration

History teaching and International understanding.

Web learning – social science laboratory, Historical fiction.

Following topics were deleted

Learning strategies Assignment, model preparation, Collection of specimens. Theories influencing selection of materials, curriculum revision, improvement, enriched curriculum, Assessment of different systems of curricula.

RESOURCES: Collateral reading books, Guest lecture by eminent scholars. pedagogical analysis of the content prescribed for classes VIII to XII by the Tamil Nadu text book society with regard to curriculum structure, content loading major historical landmark. Evaluation of history in terms of social and economic unity.

OPTIONAL - COMMERCE

In MKU there is no Teaching of commerce and Accountancy paper II

Following topics were added to the previous syllabus of TNTEU

Commerce and Accountancy Higher secondary syllabus. Teaching aids – classifications – two dimensional and three dimensional – projected and non projected – teaching aids for preparation, presentation and feedback – importance of teaching aids.

Topics deleted:

Unit plan.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

Our college is affiliated to Tamilnadu Teachers Education University, Chennai. So we don't have the freedom to revise the curriculum. But we give our suggestions regarding curriculum to the university.

1.5 Best practices in Curricular Aspects.

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

In our college most of the classroom lectures are supported by educational technology. Softwares are prepared by faculties in the respective papers and LCD projection is made without any restriction. Some of the lectures are also supported by Over Head Projection.

Student teachers are also motivated to prepare power point presentations and transparencies for seminars in the classroom.

Various guest lectures are being arranged to provide varied learning experiences to student teachers. The following are the guest lecturers invited from other colleges and universities.

Name	Designation	Topic
Dr.Vincent.S	Retd. Prof.	Teaching Methodology, Teaching of English
Dr.Ramakrishnan	Asst Professor, Thiagarajar College of Preceptors	Micro teaching
Dr. Meenakshi Sundaram	Professor, Lakshmi College of Education, Gandigram.	Psychology Experiments
Dr.L.Saraswathy	Principal, Thiagarajar College of Preceptors, Madurai.	Teaching Methodology
Mr. Ganapathy.A	Principal, Yadava college of Education, Madurai	Demonstration of lesson in Biology
Mrs. Meena Kumari	Asst. Prof, Fatima College, Madurai	Demonstration of lesson in Computer Science

Every academic year student teachers are taken on field trip in their concerned subject.

Year	Place Visited	No. of Days	Major
2006	Trichy	1 day	All students
2006-2007	Tamilnadu Agriculture University, Madurai	1 day	Biological Science
	Thirumogur Temple Thiruvadavur Temple	1 day	History & Tamil
2007-2008	Eco Tech Park , Kadachanendal	1 day	Biological Science
2008-2009	Rameswaram	1 day	Tamil History Commerce
	Tirumalainayakkar Mahal, Meenakshiamman Temple, Jain Caves	1 day	Mathematics
	Sugar Factory, Alanganallur	1 day	Physical Science
	Eco Tech Park , Kadachanendal	1 day	Biological Science
2010-2011	Kodaikanal	1 day	All students
	Alagarkoil	1 day	All students
2011-2012	Airport, Madurai Aavin Dairy Industry Paper Factory Gandhi Museum	1 day	All students

The student teachers residing in the college hostel maintain a Cumulative Record of students of Al Mumin KTMS Haamed Sahib Children's Home located within the campus.

Students are provided with mini projects in their major subject. Some of the projects are listed below.

Optional	Project
Biological Science	Preparation of Vermicompost Medicinal Herbs and its medicinal value. Polythene Pollution inside the Crescent Campus Maintaining Herbal Garden Video lesson- " Medicinal Plants"
Physical Science	Preparing Solar Cooker
Tamil	Preparation of Tamil Magazine
Mathematics	Maintenance of the Crescent General store
English	

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

Team teaching is also done by our faculties which is a co-operative venture of our faculties. The time table is adjusted for conducting team teaching. Team teaching is organized on the following topics:

Topic	Team
Micro teaching	Ms. S.Mahdoom Ariffa, Principal Ms. H.Bobby, Asst Professor of Biological Science Education Ms. Manohari, Asst Professor of Physical Science Education Ms. R.Kavitha, Asst Professor of Mathematics Education Ms. Vimala Karthiyayini, Asst Professor of History Education Ms. R.Sudha, Asst Professor of Computer Science Education Ms. B.Daisy Rani, Asst Professor of Tamil Education
Educational Evaluation	Ms. H. Bobby, Asst Professor of Biological Science Education, Ms.R.Kavitha, Asst Professor of Mathematics Education, Ms.V.Geetha, Asst Professor of Commerce Education
Psychology Experiments	Ms.V.Geetha, Asst Professor of Commerce Education Ms. S.Mahdoom Ariffa, Principal
Growth and Development	Ms.V.Geetha, Asst Professor of Commerce Education Ms. S.Mahdoom Ariffa, Principal Ms. H.Bobby, Asst Professor of Biological Science Education
Creativity	Ms. S.Mahdoom Ariffa, Principal Ms. H.Bobby, Asst Professor of Biological Science Education
Learning Theories	Ms.V.Geetha, Asst Professor of Commerce Education Ms. S.Mahdoom Ariffa, Principal
Philosophy	Ms. S.Mahdoom Ariffa, Principal Ms. H.Bobby, Asst Professor of Biological Science Education

Educational Philosophers	Ms. H.Bobby, Asst Professor of Biological Science Education Ms. S.Mahdoom Ariffa, Principal
Defense Mechanism	Ms. H.Bobby, Asst Professor of Biological Science Education Ms. S.Mahdoom Ariffa, Principal
ICT in Education	Ms. K.Manohari, Asst Professor of Physical Science Education Ms. S.Vimala Karthiyayini, Asst Professor of History Education
Modules of Teaching	Ms. K.Manohari, Asst Professor of Physical Science Education Ms. S.Vimala Karthiyayini, Asst Professor of History Education

Thus student teachers gain knowledge about this teaching method and they also come to know about the knowledge and skill of various teachers in the particular subject area.

At the beginning of the academic year staff meeting is conducted and the various activities to be incorporated during the academic year is discussed. The duty allotment and papers to be handled by the faculties are discussed. In addition the various records and files to be maintained by them for the academic year is planned.

Three unit tests are conducted for improving the academic performance of student teachers. One unit test is conducted before the students go to the school for internship. Two unit tests are conducted after they return back from internship. We also conduct two revision exams and one model examination for the benefit of student teachers.

The date and units for test is planned by discussing with student teachers and faculties. The evaluated answer scripts are to be submitted within seven days of completion of exam. The performance of student teachers in the examination is reviewed now and then and marks are sent to their parents through post. The low achievers are identified and their performance is reviewed and special care and attention is paid to those students. The parents of low achievers meet the Principal and subject staff and the performance of their wards is discussed. Moreover the low achievers are also permitted to stay in the college hostel. Supervised study is arranged for student teachers one hour per day after the college hours from 4.20pm to 5.20 pm.

