



## **PSN COLLEGE OF EDUCATION**

*(Approved by NCTE and Affiliated to Tamilnadu Teachers Education University,*

*Accredited with 'B' Grade by NAAC)*

*Melathediyoor, Palayamkottai Taluk, Tirunelveli District-627152. Phone: 04634 - 279082*

*Email:psncedu@gmail.com, Website:[www.psnce.co.in](http://www.psnce.co.in)*

### **B.ED PROGRAMME LEARNING OUTCOMES**

**Programme Learning outcomes of Two year B.Ed. course are as follows:**

- ✓ To engage the students in the implementation of the curriculum and continuous improvement of the college.
- ✓ To develop teaching competency to understand paradigm shift in teaching learning experiences to select appropriate methods teaching and evaluation for facilitate learning
- ✓ To develop the students to understand and cater to the needs of diverse students and deal with inclusive classroom environment.
- ✓ To impart theoretical and Practical training to prospective teachers with futuristic outlook.
- ✓ To provide hands on teaching experience and inclusion of ICT as a teaching and learning tool.
- ✓ To demonstrate students through various Co-Curricular activities
- ✓ To apply ethical principles code of conduct and norms of the teaching profession
- ✓ Function effectively in Multidisciplinary settings
- ✓ To enable the students to arrive at a deeper self-understanding and personal insights
- ✓ To develop awareness of various organizations and their role in their implementation of the policies and programme
- ✓ To inculcate the real experiences of the classroom

### **M.ED PROGRAMME LEARNING OUTCOMES**

- ✓ To identify and analyze complex educational problems by using the principles of Research.
- ✓ To demonstrate the competencies of teacher educators
- ✓ To be capable of designing and developing curriculum and other learning resources
- ✓ To enable students to understand the Historical and Political Economy of Education in India, Educational Psychology and Curriculum Design and Development
- ✓ To develop interest in Advanced Educational Research and carry out research activities.
- ✓ To understand the philosophical and Sociological perspectives in Education.



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## B.ED COURSE LEARNING OUTCOMES (CLOS)

### B.ED FIRST YEAR

#### COURSE 1: CHILDHOOD AND GROWING UP

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

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

#### COURSE 2: CONTEMPORARY INDIA AND EDUCATION

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

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

#### COURSE 3: LEARNING AND TEACHING

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

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



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### **COURSE 4: LANGUAGE ACROSS THE CURRICULUM**

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

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

### **COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS**

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

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

### **COURSE 6: GENDER, SCHOOL AND SOCIETY**

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

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

### **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,



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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.

## **COURSE 7(a): PEDAGOGY OF ENGLISH**

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

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

## **COURSE 7(a): PEDAGOGY OF TAMIL**

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

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

## **COURSE 7(a): PEDAGOGY OF MATHEMATICS**

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

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



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### **COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE**

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

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

### **COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE**

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

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

### **COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE**

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

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

### **COURSE 7(a): PEDAGOGY OF HISTORY**

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

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



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## **COURSE 7(a): PEDAGOGY OF ECONOMICS**

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

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

## **COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY**

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

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

## **COURSE EPC 1: READING AND REFLECTING ON TEXTS**

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

**Course objectives:** To enable student-teachers:

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

## **COURSE E P C 2: DRAMA AND ARTS IN EDUCATION**

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

**Course objectives:** To enable the student-teachers:

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



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

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

**Course objectives:** To enable the student-teachers:

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



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## B.ED COURSE SECOND YEAR

### COURSE 7 (b) PEDAGOGY OF A SCHOOL SUBJECT – PART II (CONTENT MASTERY)

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

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

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

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

#### Note:

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.

### COURSE 8: KNOWLEDGE AND CURRICULUM

The student teachers will be able to:

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





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### **COURSE 9: ASSESSMENT FOR LEARNING**

On completion of this course, the students will be able to:

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

### **COURSE 10: CREATING AN INCLUSIVE SCHOOL**

The student-teachers will be able to:

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

### **OPTIONAL COURSE: YOGA, HEALTH AND PHYSICAL EDUCATION OBJECTIVES:**

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

1. understand the concepts of Yoga and Asanas
2. comprehend the methods of imparting health education.
3. list out the communicable diseases and life style disorders
4. explain the Physical Education concepts and its scope
5. practice the various physical exercises
6. acquire skills to organise and conduct sports in schools.



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### **OPTIONAL COURSE: ENVIRONMENTAL EDUCATION**

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

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

### **OPTIONAL COURSE:VALUES AND PEACE EDUCATION**

The student teachers will be able to:

1. understand the concept of values education.
2. explain the role of values.
3. understand the concepts and importance of Peace education.
4. discuss the ways of fostering culture of peace through education.  
identify and apply the practices for value inculcation and clarification

### **COURSE EPC 4: UNDERSTANDING THE SELF**

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

#### **OBJECTIVES:**

To enable the student-teachers:

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



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## M.ED – COURSE LEARNING OUTCOMES (CLOS)

### M.ED FIRST YEAR

#### FMPA- HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

##### Course Objectives:

The prospective teacher-educators will be able to:

1. acquire knowledge on education and its agencies
2. develop understanding about the educational system of ancient India
3. develop understanding about the educational system of medieval India
4. list out the educational contributions of Christian Missionaries and the East India Company
5. analyse the major recommendations of various educational committees and commissions during the British rule
6. develop understanding about the educational provisions spelt out in the Indian constitution
7. analyse the major recommendations of various educational committees and commissions after India independence
8. recognise the important role of education in promoting nationalism and international understanding
9. examine the Indian political policy of education
10. critically evaluate the changing economic policy in developing education.

#### FMPB- ADVANCED EDUCATIONAL PSYCHOLOGY

##### Course Objectives:

The prospective teacher-educators will be able to:

1. understand the various schools and methods of psychology
2. understand adolescent's growth, development and their problems
3. acquaint with the significance of learning and the various theories of learning
4. understand the biogenic and sociogenic motives and different theories of motivation
5. understand the concepts and theories of intelligence and creativity
6. understand the theories of personality and its measurement
7. identify the different types of adjustment mechanisms
8. differentiate the concept of mental health from mental hygiene



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9. describe the various types of groups and leadership styles familiarize with various psychological testing procedures.

### **FMPC- CURRICULUM DESIGN AND DEVELOPMENT**

#### **Course Objectives**

The prospective teacher-educators will be able to:

1. acquire the knowledge of the nature of the curriculum
2. understand the determinants of curriculum design
3. comprehend the various principles involved in curriculum design
4. understand phases of curriculum process
5. recognise models of curriculum development
6. analyse the approaches of curriculum organization
7. understand the models of curriculum implementation
8. understand the factors influencing effective teaching
9. recognise the various approaches and models of curriculum evaluation
10. comprehend the strategies and models of curriculum change.

### **FMTC- BASICS IN EDUCATIONAL RESEARCH**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire knowledge of research in the field of education
2. understand the process of research
3. comprehend the research design and research plan
4. recognize the research problem
5. understand the formulation of hypothesis
6. understand the sampling technique
7. understand the scaling techniques
8. recognize the psychological theories and inventories
9. understand the interview and observation techniques
10. understand the different types inquiry forms and social scaling.



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### **FMTE- TEACHER EDUCATION IN INDIA: ELEMENTARY**

#### **LEVEL**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire the knowledge on the origin of teacher education programme in the Indian context
2. develop the understanding about the development of elementary teacher education system in India
3. Comprehend the structure of elementary teacher education in India
4. compare and contrast the salient features of elementary teacher education programmes of Russia, USA, Japan, Germany and India
5. analyse the elementary teacher education curriculum and its transaction modes
6. list out the District, State, National and International organizations related to elementary teacher education
7. critically evaluate the major issues in elementary teacher education
8. take a stock of the elementary school teachers status and the avenues for their professional growth
9. recognize the various modes of evaluation adopted in elementary teacher education programme
10. develop research attitude in teacher education.

### **FMSC- CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY**

#### **LEVEL**

#### **Course objectives:**

The prospective teacher-educators will be able to:

1. understand the basic features of curriculum
2. understand the process knowledge construction
3. comprehend the organization of knowledge in schools
4. understand school curriculum
5. recognise the curriculum planning
6. analyse the issues in curriculum alignment
7. understand the educational theories in pedagogy
8. understand the planning and management of instruction
9. recognise the instructional support practices
10. understand the techniques assessment for learning.



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### **FMSA-PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. explain the concept of elementary education
2. describe the development of elementary education in Pre-independent India
3. summarise the development of elementary education in Post -independent India
4. compare the Indian elementary education system with other countries
5. spell out the elements of educational planning
6. state the importance of institutional planning
7. categorise the agencies of educational administration at elementary level
8. distinguish the concept of inspection, supervision and administration in education
9. discuss the implications of five year plans on elementary education
10. evaluate the different schemes for quality enhancement of elementary education.

### **FMSB- EARLY CHILDHOOD CARE AND EDUCATION**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. know the historical development of early childhood education
2. review the various committees and commissions suggestions on early childhood education
3. know the different aspects of child development
4. understand the principles involved in the planning of pre-school programmes
5. know the various management process of the pre-school programmes
6. analyse the methods of teaching to pre-school children
7. find out the behavioural problems of the pre-school children
8. get awareness about the common diseases and ailments of the pre-school children
9. interact and know about the involvement of parents and community regarding the nutrition and health of the pre-school children
10. explore the objectives, types and techniques in evaluating the early childhood education programmes.



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### M.Ed FIRST YEAR: PRACTICAL COMPONENTS

Sl. No	ACTIVITIES
1.	<p><b>Field Immersion with Co-operative Schools (2 Weeks)</b></p> <p>The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare reflective reports upon the administration, curriculum transaction, mode of evaluation and student – teachers’ curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examination.</p>
2.	<p><b>Field Visit (2 Weeks)</b></p> <p>The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc.</p>
3.	<p><b>Dissertation Preliminary Work</b></p> <p>Problem identification, selection/construction of tool/instrument, conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examination.</p>
4.	<p><b>Communication Skills: Expository Writing</b></p> <p>The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same shall be submitted during the Practical Examination.</p>
5.	<p><b>Self-Development : Yoga</b></p> <p>The prospective teacher educators shall demonstrate and conduct five sessions of yoga to the students of the co-operative schools. The procedures of these activities have to be recorded and submitted during the Practical Examination.</p>



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**M.Ed. II Year**

## **SMPA-PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. acquire the knowledge of the concepts and meaning of philosophy and education
2. describe the philosophy of Indian schools of thought
3. describe the philosophy of Western schools of thought
4. analyse the educational contributions of Indian and Western thinkers
5. explain the basic concepts of sociology of education
6. explain the relationship between social system and education
7. analyse the role of education in cultural change
8. explain various agencies of education
9. identify the role of education in promoting the national integration and international understandings
10. discuss the diverse trends in education.

## **SMPB-ADVANCED TECHNIQUES OF INSTRUCTION**

The prospective teacher-educators will be able to:

1. understand mobile learning
2. use whiteboard for teaching
3. design instructional games
4. apply peer tutoring
5. explain active learning methods
6. describe teaching- learning process model
7. use student-centred teaching methods
8. understand the psychological perspectives in teaching
9. apply the neuro linguistic programming in education
10. use the technological trends in teaching and learning





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### **SMTC-ADVANCED EDUCATIONAL RESEARCH AND STATISTICS**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. understand the process of conducting research
2. acquire knowledge about the quantitative research designs
3. understand the different types of qualitative research designs
4. understand the mixed methods of research
5. acquire knowledge about the action research
6. know the process of collecting, analyzing, interpreting quantitative data
7. know the process of collecting, analyzing, interpreting qualitative data
8. recognise the different types of parametric tests
9. comprehend the different types of non-parametric tests
10. comprehend the various components in the research report

### **SMTE-TEACHER EDUCATION IN INDIA: SECONDARY LEVEL**

#### **Course Objectives:**

The prospective teacher-educators will be able to:

1. understand the historical background of secondary teacher education in India
2. understand the objectives and structure of secondary teacher education
3. analyse the commissions and committees recommendations on secondary teacher education
4. compare the Indian secondary teacher education programme other countries
5. analyse the functioning of various agencies of secondary teacher education
6. understand the major issues in secondary teacher education
7. analyse the secondary teacher education curriculum and its transaction mode
8. understand the importance of preparing special education teachers
9. understand the status of teachers working at secondary education level
10. understand the need for research on secondary teacher education.



# PSN COLLEGE OF EDUCATION

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*Melathediyoor, Palayamkottai Taluk, Tirunelveli District-627152. Phone: 04634 - 279082*

*Email:psncedu@gmail.com, Website:[www.psnce.co.in](http://www.psnce.co.in)*

## **SMSC-CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. differentiate the curriculum and syllabus
2. understand the theoretical perspectives of curriculum
3. understand the models of curriculum theory
4. understand the models of curriculum design
5. understand the implication of educational theories for today's classroom teachers
6. understand the influence of views of educational pioneers on today's school
7. analyse the various pedagogical approaches
8. understand the different types of assessment techniques
9. recognize the different methods of curriculum evaluation
10. understand the future directions for curriculum development.

## **SMSA-PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. understand the structure of secondary education in India
2. comprehend the development of secondary education in India
3. compare the Indian secondary education system with other countries
4. understand the role and functions of governing agencies of secondary education in India
5. critically evaluate the planning of secondary education in India
6. suggest the areas for research in secondary education
7. discuss the implications of five year plans on secondary education
8. analyze the need for technology integration in planning and administration of secondary education
9. describe the emerging trends in secondary education and
10. understand the need for quality enhancement of secondary education.



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## **SMSB-TRENDS IN INDIAN HIGHER EDUCATION**

### **Course Objectives:**

The prospective teacher-educators will be able to:

1. understand the historical background of the Indian Higher Education
2. get familiarised with the various committees and commissions on Higher Education
3. understand the role of various regulatory agencies in Higher Education
4. comprehend the knowledge on Indian Higher Education and Workforce development
5. analyse the need for access and equity in Higher Education
6. understand the quality assurance mechanism in Higher Education
7. analyse the various issues and challenges in Higher Education
8. compare the Indian Education system with other countries
9. know about the importance of research and development in Higher Education
10. envisage the Indian Higher Education: Vision 2030.



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### M.Ed. SECOND YEAR: PRACTICAL COMPONENTS

Sl. No.	ACTIVITIES
1.	<p><b>a) Dissertation</b></p> <p>The dissertation includes: Appropriate title/topic, statement of the problem, scope and limitations, objectives, operational definition of variables, hypotheses, need and importance of the study, review of related studies, method of study, analysis and interpretation of data, results, discussion and conclusion, bibliography and appendices.</p> <p><b>b) Viva-voce</b></p> <p>The prospective teacher educators should submit the data collection materials, master table, analysis output and the completed dissertation during the Viva voce Examination.</p>
2.	<p><b>a) Field-based Internship in the Co-operative Schools (1 Week)</b></p> <p>The prospective teacher educators shall observe the teaching and other co- curricular activities of student - teachers both at Level I &amp; II in the co-operative schools and submit their reflective records during the Practical Examination.</p> <p><b>b) Field based Internship in the Teacher Education Institutions (3 Weeks)</b> Each prospective teacher educator should be attached with their Parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions affiliated to TNTEU, offering B.Ed programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institution, where he/she is attached with and the same should be submitted at the time of Practical Examination.</p>



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3.	<b>Communication Skills: Academic Writing</b> Presentation of one research article related to the dissertation title/topic of the prospective teacher educators in the research colloquium of the respective Teacher Education Institution and the same should be submitted during the Practical Examination.
4.	<b>Hands on Training</b> The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any relevant software. The output of the data should be submitted during the Viva-voce Examination.