



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174

Affiliated to Tamil Nadu Teachers Education University - Chennai CC:10915

Recognised by SRC (NCTE) New Delhi

web: www.muslimcollegeofeducation.in email id : muslimcollegeofeducation@gmail.com

7598174494, 9442760383

NCTE order No F.SRO/NCTE/APS0 8071/B.Ed./TN/2014-15/ 62329
F.SRO/NCTE / APS09493/M.Ed/TN/2015/65325

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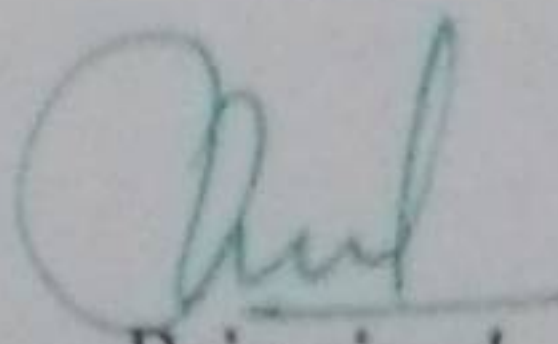
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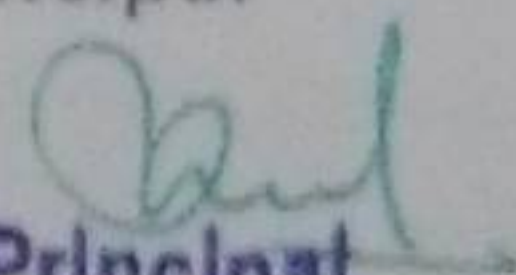
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Report of Value Added Courses

The IQAC Muslim College of Education conducted the inauguration of Value Added Courses on 7/12/2022. During this academic year 14 courses are introduced by our Principal Dr.V.S. Pramod. The various coordinator of the courses gave introductory speech about the courses. Both M.Ed. and B.Ed. students select various value added courses. The certificates were issued for the course completed students.




Principal


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Field Trip to Trivandrum 19/08//2022

A change in the learning space can spark an interest in learning. A field trip or excursion is a journey taken by a group of people to a place away from their usual environment. In education, field trips are defined as visits to an outside area of the normal classroom and made by a teacher and students for purposes of firsthand observation. Field trips are a popular method carried out by students to introduce concepts, experiences, and ideas that cannot be given in a classroom environment. The purpose of the field trip is to give students firsthand experience that cannot be had in the classroom. On field trips, students can see, hear and experience things. Through a field trip, students receive various experiences that are not possible in a classroom setting. Hence, a field trip is an outdoor lesson in action. Thus, a field trip is an effective way to improve pedagogical methodologies.

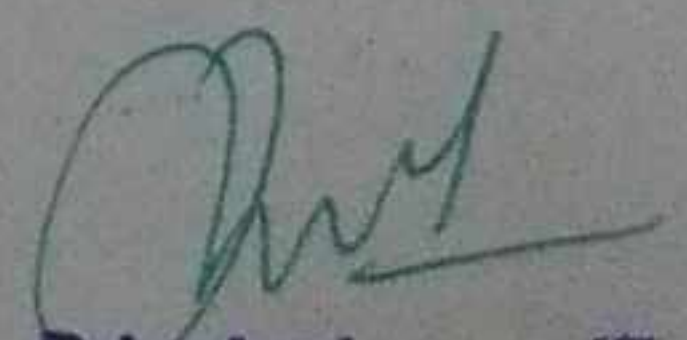
Educational Field Trips can be associated with a variety of benefits for teachers and student teachers. Field trips provide student teachers with developing personalities and professionalism. Educational field trips help student teachers to widen their horizons of knowledge.

As part of the B.Ed. curriculum, student teachers of Science Stream went for a field trip on 19/08/2022. This one-day programme aimed to develop aesthetic sense, imagination and creativity in students. The places visited were Chitralaya Museum, Kochuveli and Lulu Mall.

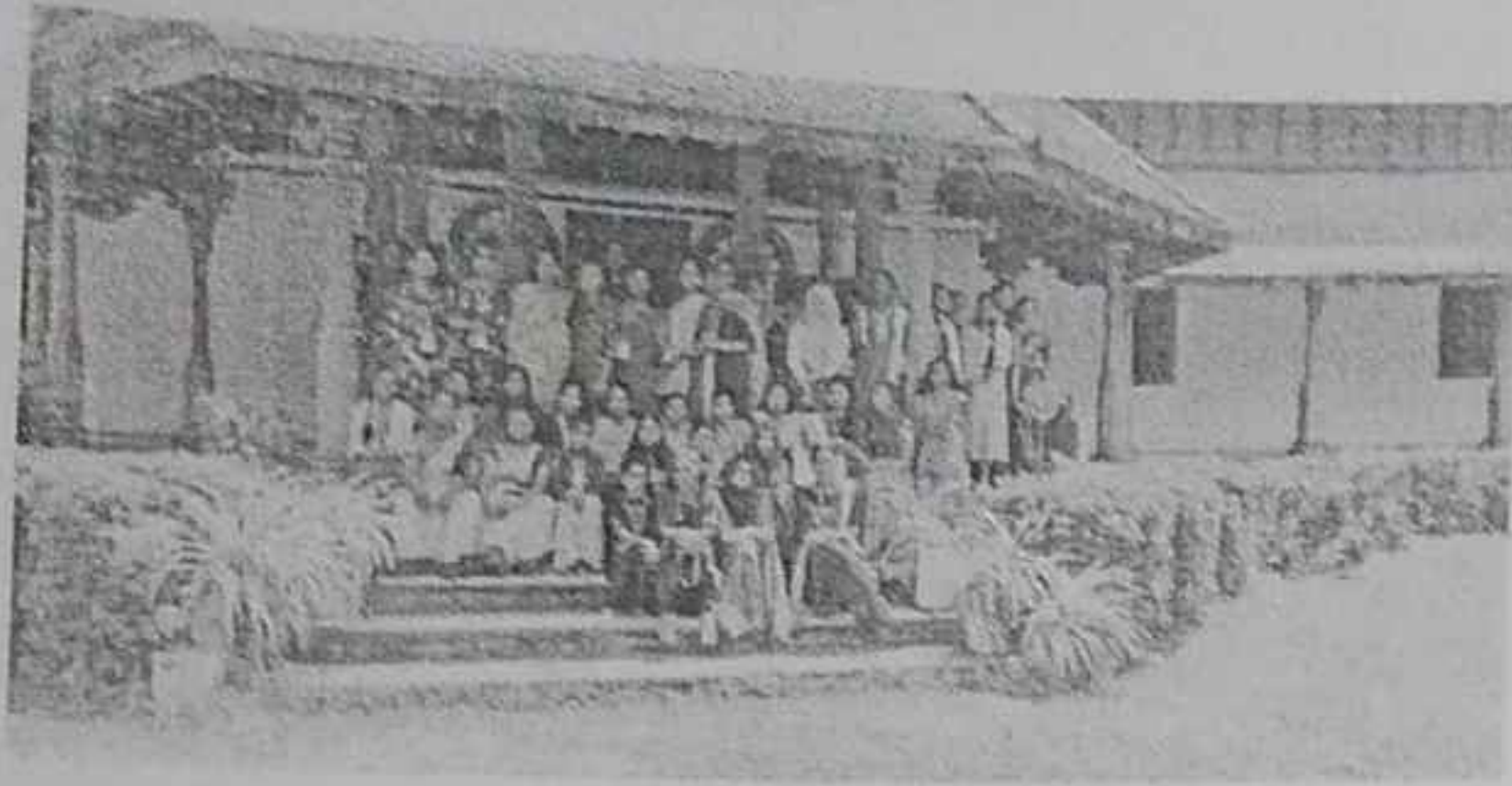
There were around 50 student teachers from each optional - English, Tamil, Mathematics, Physical Science, Biological Science, History and Computer Science. Teachers from each option are also accompanied by the student teachers. Everyone assembled in the college by 6.30 a.m. There was a silent prayer before the journey and then the student teachers as well as the teachers had a wonderful time on the bus.

Everyone was filled with a lot of excitement and did not want to go back. On the whole, the trip was awesome. We all had a fantastic time and it was very helpful for developing the aesthetic sense, exploration skills, imagination, and co-operation among the students. The teachers were also happy that everyone reached back safely and there were not many problems during the journey. To conclude, the trip was very informative, effective and at the same time memorable. So, organizing such field trips will be very helpful for students to learn new things through observation, exploration and interaction.




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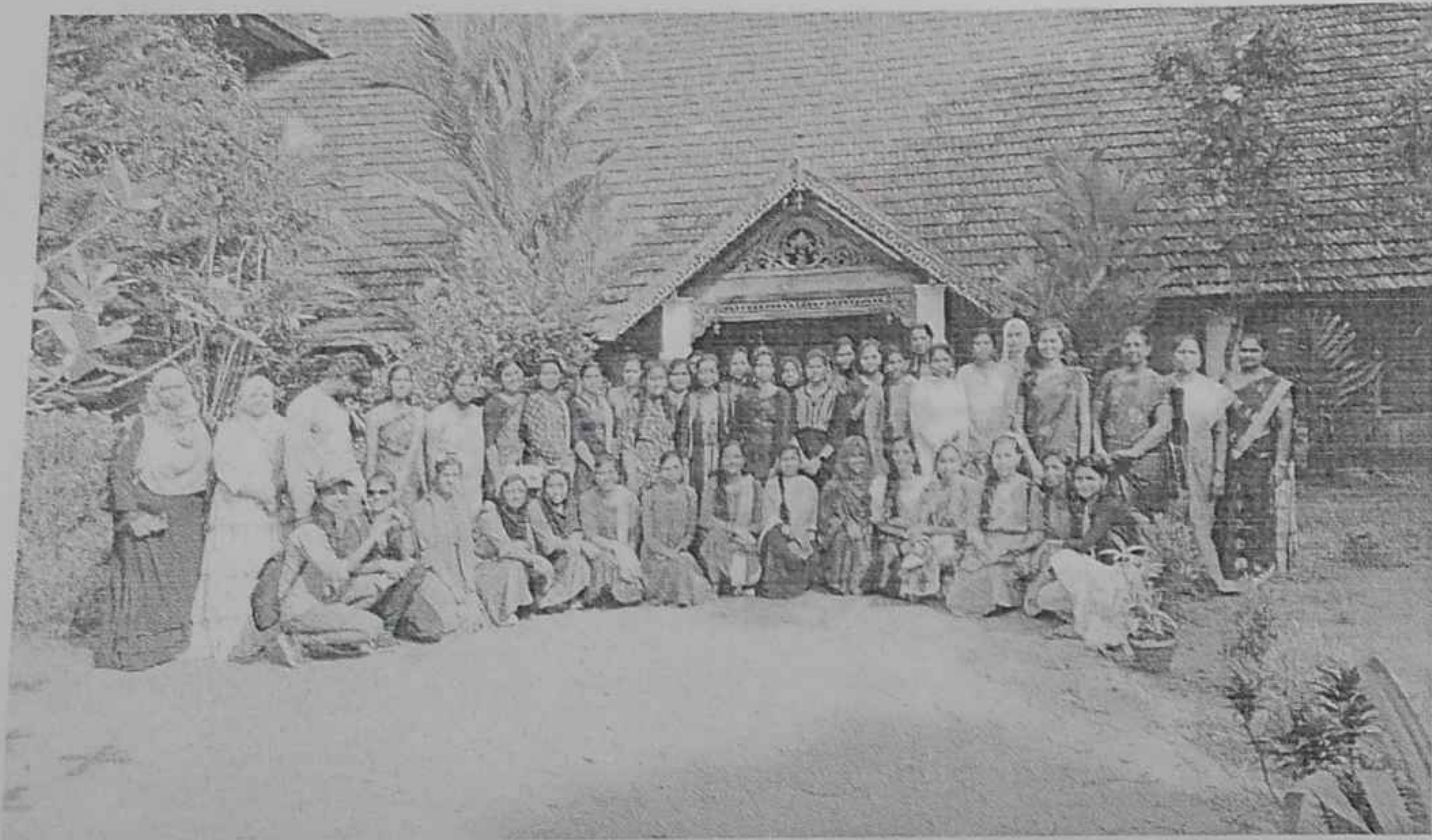
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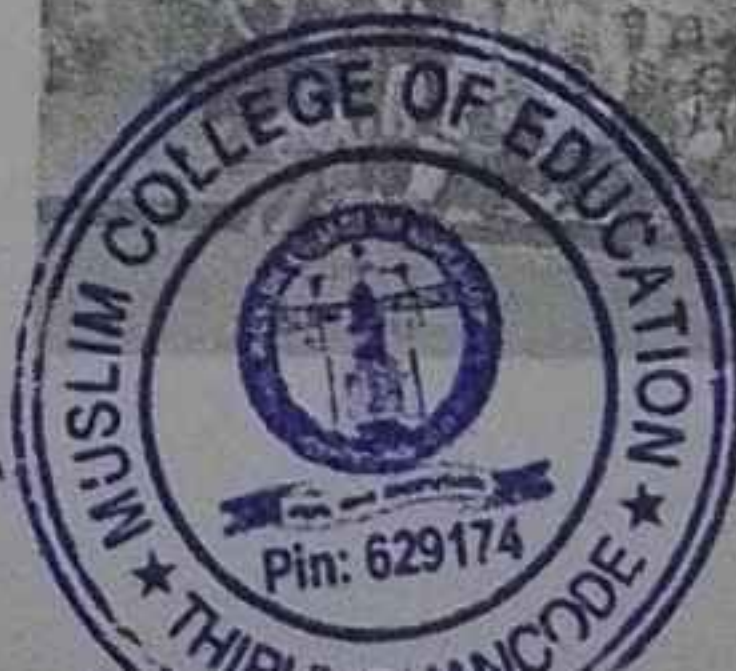
Field Trip to Trivandrum 01/12/2022

In education, field trips are essential, to get practical knowledge and to have some relax. Social science can be learnt early in the physical environment than in the classroom. With this aim the history students and lecturers from Muslim college of Education, Thiruvithancode, organized a field trip to the historical places,

The students of B. Ed history along with the lecturer started their journey from the campus at 7.00 a.m on 01/12/2022.



Veli Beach, Trivandrum



[Signature]

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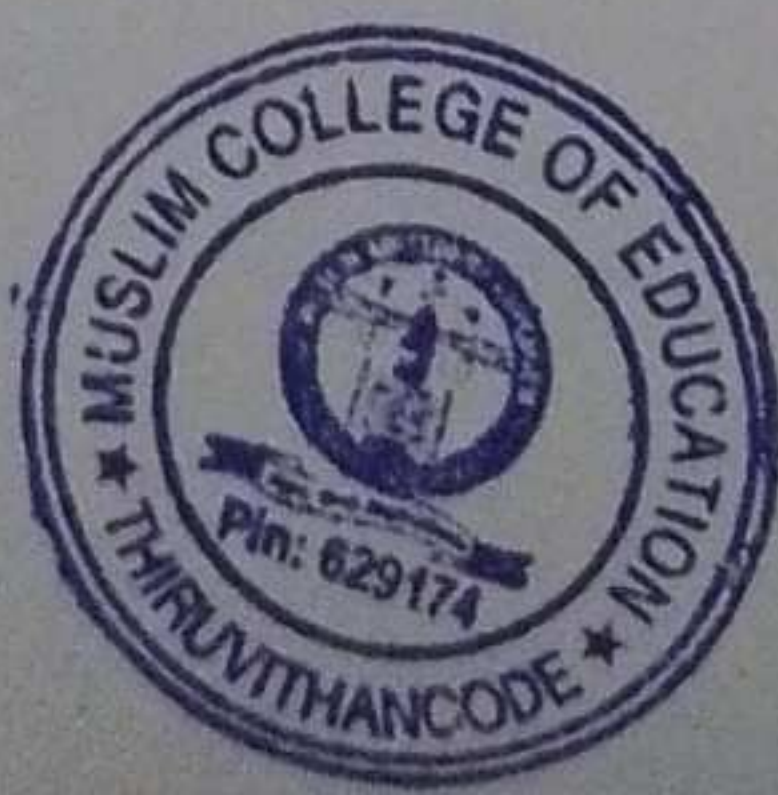
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Date: 2.2.22

File No:

Value added Courses for the Academic Year 2022 - 2023

S. No.	Course Code	Title of the Value-Added Course	Semester	Name of the Course Coordinator
1	VAC01	Child Rights Education	II	Mrs. Subi
2	VAC02	Communicative Applications in English	I	Mrs. Razia
3	VAC03	Counseling Skills	III	Mrs. Merlin Jeya
4	VAC04	Human Rights Education	III	Mrs. Sheeba
5	VAC05	Life Skills	III	Dr. Rajan
6	VAC06	Research Skills	III	Dr. Pramod
7	VAC07	Data Analysis and fundamental in Excel, SPSS	I	Mrs. Sreeja
8	VAC08	Thirukkural Koorum Vizhumangal	I	Mrs. Albah Grace
9	VAC09	Yoga and Empowerment	III	Mrs. Derinoji
10	VAC10	Art & Craft	I	Mrs. Benzy
11	VAC11	ICT	I	Mrs. Johny
12	VAC12	Tailoring	I	Mrs. Jenisha Beaurtrace
13	VAC13	Vegetable Carving	I	Mr. Shanu
14	VAC14	Disaster Management	II	Mr. P. Ramaswamy



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B.Ed - Semester - I

CHILD RIGHTS EDUCATION

30 Hours

Objectives

After the completion of the course the Prospective Teacher Educators will be able to

- i. Gain knowledge about the children based on their age and background of the children, and Understand the various myths existing in the society about children
- ii. Understand the historical background of human rights - Classify various rights of the children
- iii. Reflect on the contemporary issues related to the children - Various strategies of implementing mechanisms of rights from village level to state level child protection commission
- iv. Gain knowledge about promotion, protection and benefits of child rights among children - Know about various rights of varied type of children
- v. Gain knowledge about violation of rights against children in media, ensuring child friendly environment /approaches to teachers in institution.

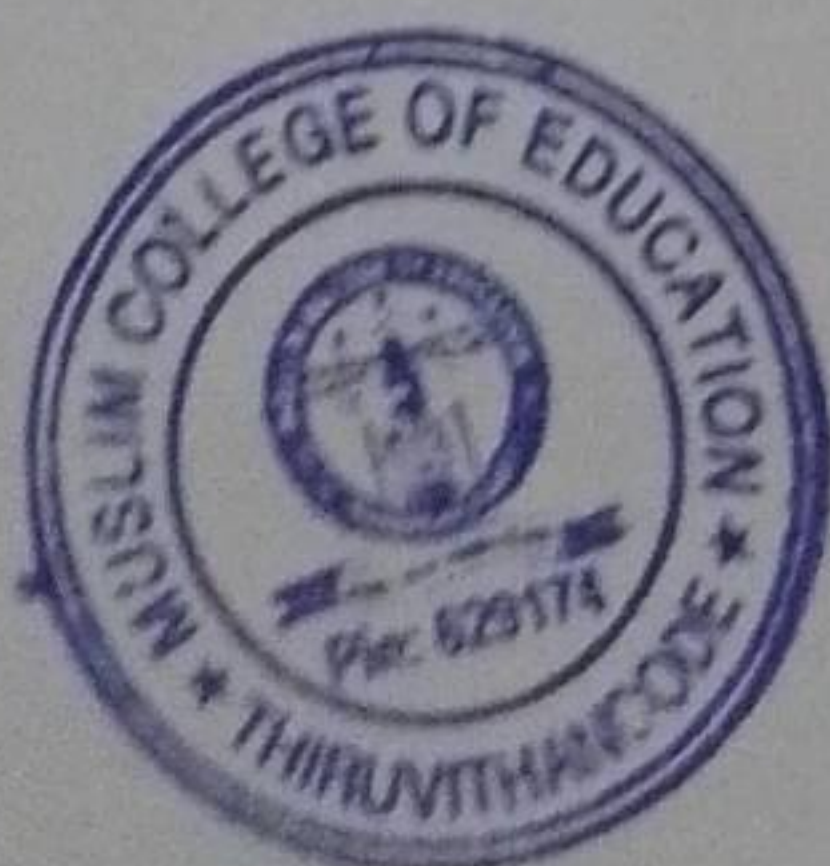
Unit - I Understanding Children: Age wise & Background of child: Region, Religion, Caste, Economic and condition - Myths about children.

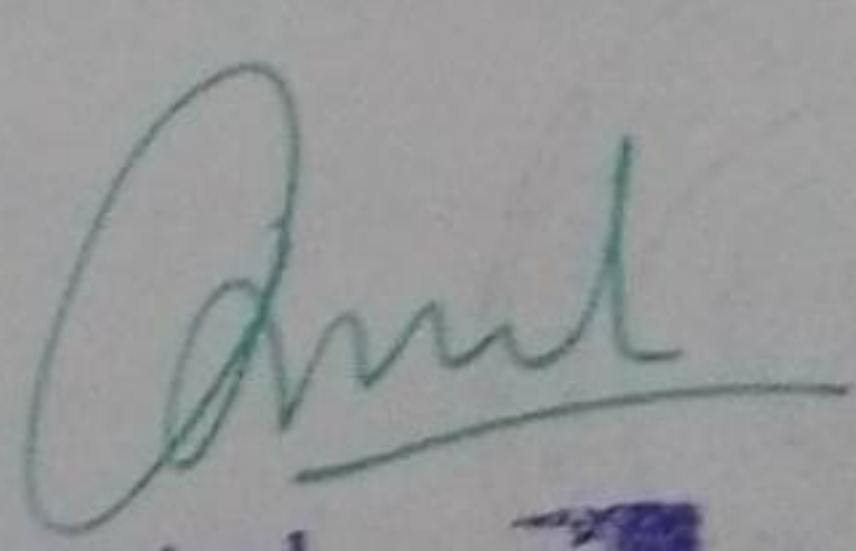
Unit - II Right & Child Rights: Historical Background of Human Rights - Types of Rights: Right to live, Protection, Development and Participation.

Unit - III Contemporary issues related to child - Types of Violence & Abuse: Physical, Emotional, Sexual, Neglect and Technological: Online. Mechanism of Rights: Village level child protection commission to State level child protection commission.

Unit - IV Promotion, Protection and benefits of child Rights among teachers, Girl child rights, adolescent, disabled children, single parent child.

Unit - V What are the violation of Rights against children in media - print & electronic - Ensuring Child friendly environment/approaches to teachers in institutions- child protection policy and creating child right based culture.




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COMMUNICATIVE APPLICATIONS IN ENGLISH

Course: Value-added

COURSE OBJECTIVES

On completion of this course, the prospective teacher educator will be able to:

1. use English for interpersonal and international communication.
2. engage in all kinds of communication activities – informal, formal/business related and academic.
3. enrich vocabulary through various strategies and techniques.
4. perform well in language tests and competitive examinations.
5. enhance creative writing and presentation skill of report/academic writing.

UNIT – I: LISTENING AND SPEAKING SKILLS

Variations of modern English: British, American, and Indian – Basic sounds – Deviations in British and American and other varieties.

UNIT – II: VERBAL COMMUNICATION

Conversation – Basic techniques – How to begin, interrupt, hesitate and end – How to express time, age, feelings and emotions – How to respond – Using language in various contexts/situations – Talking about oneself and others – Attending an interview – Addressing an audience – Using ICT and audio-visual aids – Compering – Group discussion.

UNIT – III: NON-VERBAL COMMUNICATION

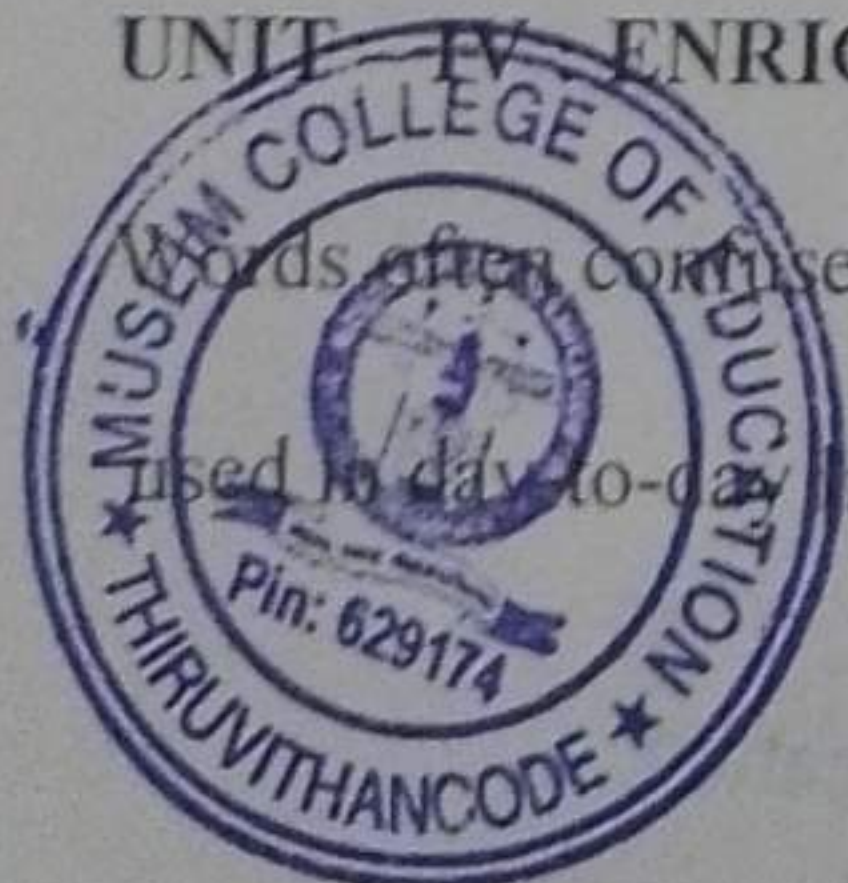
Body language and postures – Orientation – Eye contact – Facial expression – Dress code – Self-concept – Self-image – Self-esteem – Attitudes.

UNIT – III: READING AND WRITING SKILLS

Skimming and scanning – Writing short messages – E-mails – Preparing notes and reports based on visuals, graphs and diagrams – Official/business related letters – Preparing agenda, minutes - Curriculum Vitae – Describing persons, places, incidents and events – Short argumentative essays.

UNIT – IV: ENRICHING VOCABULARY

Words often confused and misused-Synonyms-Antonyms-Idioms phrases and phrasal verbs used in day-to-day life – Corresponding British and American expressions.



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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

VALUE ADDED COURSE – Semester III

SYLLABUS

COUNSELLING SKILLS

Course Objectives:

1. To understand emerging concept of Counseling
2. To know the various skills in Counseling
3. To acquaint students with the stages of Counseling Process
4. To identify the need of ethics in Counseling
5. To sensitize the importance of theories in Counseling.

Unit: I Introduction

(6 hours)

Meaning, Definition, Elements, Principles and Types of Counselling – Goal and Purpose of Counselling – Qualities of a good Counsellor – Micro skills of Counsellor – Benefits of Counselling.

Unit: II Basic Counselling Skills

(6 hours)

Attending Skills – Listening Skills and its types – Inquiry Skills – Observation Skills – Clarifying Skills – Paraphrasing, reflection and summarizing – Confrontation Skills – Self disclosure – Immediacy – Silence – Empathy – Goal Setting – Feedback.

Unit: III Counselling Process

(6 hours)

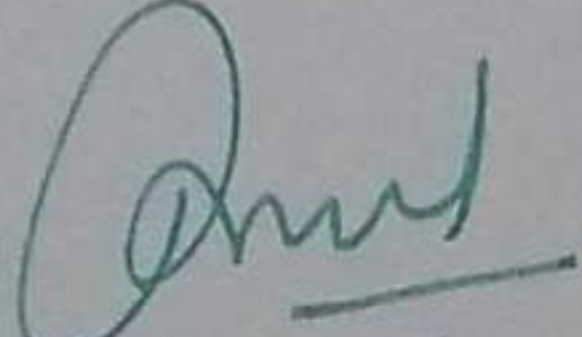
Stage 1: Initial disclosure – Relationship Building, Stage 2: In-depth Exploration – Problem Assessment, Stage 3: Commitment to Action – Goal Setting, Stage 4: Counselling Intervention – Stage 5: Evaluation, Termination or Referral.

Unit: IV Ethics in Counselling

(6 hours)

Ethic of Client Autonomy - Strengths – Ethic of Client Autonomy - Limitations – Fidelity – Autonomy – Beneficence – Non-maleficence – Justice – Self-respect – Confidentiality –




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Privileged Communication – Ethical Principles – Relationship with Counselee – Relationship with Community – Relationship with colleagues in the Profession .

Unit: V Theories of Counselling and Psychotherapy

(6 hours)

Sigmund Freud's: Psycho-analysis theory – Human Personality Development – Defence Mechanism – Stages of Personality development – Goal of Counsellor in Psycho-analytic theory – Advantages and Disadvantages of Psycho-analytic theory – Existential Theory: Contribution and Limitations.

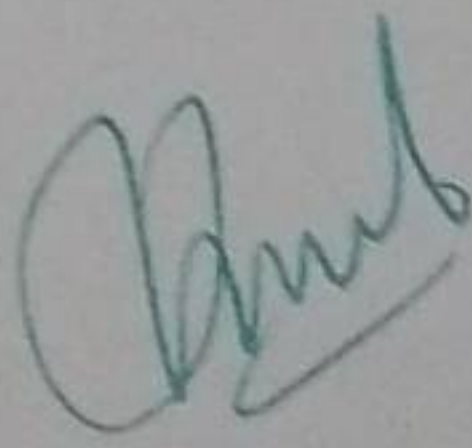
Course Outcomes

1. Understand emerging concept of Counseling.
2. Utilize the stages of Counseling in the Counseling Process.
3. Critically analyze the need of ethics in Counseling
4. Inculcate the theories of Counseling to a fresh Counselor
5. Implement Skills in Counseling Process.

References

- Richard Nelson-Jones. (2021). Basic Counselling Skills. SAGE Publications India Pvt Ltd.
- Samuel T Gladding & Promila Batra. (2018). Counselling – Pearson Education.
- Richard Nelson-Jones. (2012). Theory and Practice of Counselling and Therapy. SAGE South Asia.
- Andrew Reeves. (2018). An Introduction to Counselling and Psychotherapy. SAGE Publication Ltd.
- Lewis Patterson & Elizabeth Welfel. (2004). The Counselling Process: A Multitheoretical Integrative Approach. Brookes Publication.
- Elizabeth Reynolds Welfel. (2009). Ethics in Counseling And Psychotherapy: Standards, Research and Emerging Issues. Cengage Publication.




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B.Ed – Semester – II
Human Rights Education

Objectives

After the completion of the course the prospective Teacher Educators will be able to

- i. gain knowledge about the historical evolution of human rights, understand the concepts of human rights
- ii. gain knowledge about the fundamental rights and duties mentioned in the Indian constitution.
- iii. Understand the functions of human rights institutions at National, state and Local level.
- iv. Understand the history of human rights education and ideologies
- v. Gain knowledge about the policies, pedagogy and practices of human rights education in India.

Unit I – Introduction to Human Rights

Historical Evolution of Human Rights – Concept of Human Rights: Definition, Classification and the Principles of Human Rights – Understanding Basic Terminology in Human Rights – Universal Declaration of Human Rights (UDHR) 1948. (7 Hrs)

Unit II – Human Rights and Duties in Indian Constitution

Indian Constitution and Its Structure – The Preamble – The Fundamental Rights (Right to Equality (Articles 14-17), Right to Freedom (Articles 19-22), Right against Exploitation (Articles 23 -24), Right to Freedom of Religion (Articles 25-28), Cultural and Educational Rights (Articles 29-30), Directive Principles of State Policy (Articles 36 to 51), Fundamental Duties (Article 51 (A)), Right to Constitutional Remedies (Article 32) – Comparison between the UDHR and Fundamental Rights – Directive Principles in the Constitution (7 Hrs)

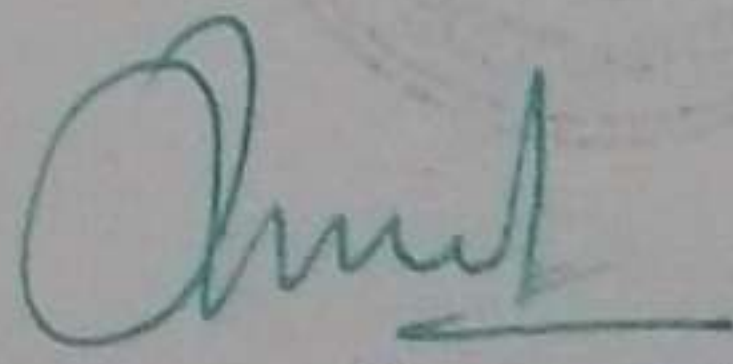
Unit III – Human Rights Institutions at National, State and Local Levels

National Human Rights Institutions: History and International Principles – The NHRIs in India: NHRC, NCW, NCM, NCSC, NCST, NCPCR, CIC, NCPWDs, NCSK – State Human Rights Institutions in India and those with specific reference to Tamil Nadu such as SHRC, SCW, SCM, SCPCR and SIC – Functions, Powers and Complaints Handling under all N/SHRIs to Human Rights Violations – Introduction to District Level Institutions such as Child Welfare Committees, District Child Protection Units, Child Line Foundations, Nirbhaya Centres, District Legal Services Authority (6 Hrs)

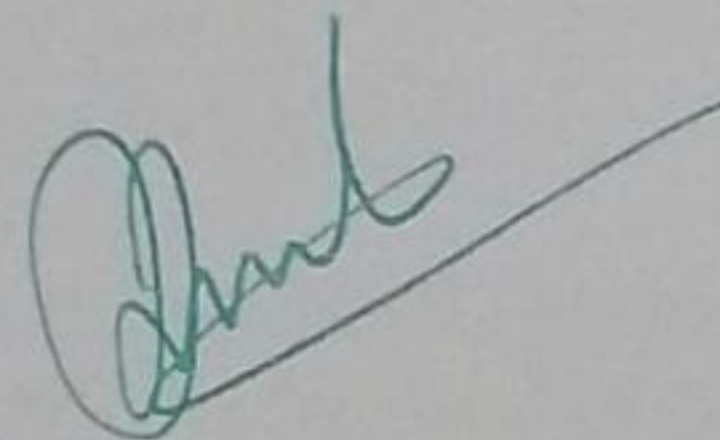
Unit IV- Human Rights Education (HRE): Definition, History and Ideologies

United Nations (UN) Decade for HRE (1995-2004)- UN Declaration on HRE and Training (2011) - World Program for HRE (Dec 2004)- First Phase (2005-2009)- Second Phase (2010-2014)- Third Phase (2015-2019)- Fourth Phase (2020-2024) (5 Hrs)




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Unit V - HRE in India: Policy, Pedagogy and Practice
National Level Initiatives in HRE- UGC, NCTE, NCERT, NHRC- HRE beyond classrooms and
into the community- Evaluating Human Rights Training Activities. (5 Hrs)



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CERTIFICATE COURSE IN LIFE SKILLS

Objectives:

1. To define the meaning, characteristics and scope of life skills.
2. To define theories of life skills and Life skills education.
3. To develop an understanding of the theoretical foundations of life skills.
4. To create Self Awareness and Empathy
5. To develop Thinking Skill
5. To evaluate of life skills training.

Unit 1: Concept of Life Skills (6 Hours)

- a) Concept of Life Skills.
- b) Life Skills, Survival Skills and Livelihood Skills.
- c) Models of life Skills. (WHO Model, 4 H Targeting Life Skills Model)

Unit 2: Theoretical Foundations of Life Skills (6 Hours)

- a. Theories of Self (Looking Glass Self, Self Determination Theory)
- b. Theories of Emotions and coping (Psychological Stress- Lazarus, Broaden and build theory of emotions- Fredrickson)
- c. Theory of Risk and Resilience (Masten, Luther, Becker)

Unit 3: Skills of Self Management and Empathy (6 Hours)

- a) Self Awareness (Self Concept, Self Esteem, Self Image, Techniques for enhancing Self Awareness) and Empathy (Meaning and techniques to enhance empathy)
- b) Coping with emotions (Meaning of emotions, Expressing emotions, Coping with negative emotions, Cultivating positive emotions)
- c) Coping with stress (Types of stress, signs and symptoms, strategies to manage stress)

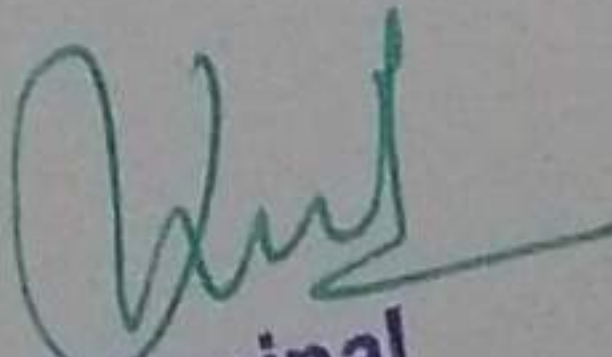
Unit 4: Thinking Skill (6 Hours)

- a) Creative thinking (Process and Strategies for enhancing Creative thinking) , Critical thinking (Process and Strategies for enhancing Critical thinking)
- b) Problem Solving (Stages of problem solving, Models of problem solving, Enhancing problem solving skills)
- c) Decision making (Process, Barriers, Techniques, Decision making in a group)

Unit 5: Methods of Life Skills Training and Evaluation (6 Hours)

- a) Approaches of Life Skills Training (Preventive Approach, Competency Based Approach, Issue Based Approach.




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b) Methods for Life Skills Training (Group discussion, Debates, Role Play, Storytelling, Situation Analysis, Case Studies, Community Service

c) Evaluation (Surveys, Questionnaires, Check list and Focus group discussions)and Reporting (Writing a Report, Frame Work, Executive Summary) of Life Skills Training

Course Outcomes:

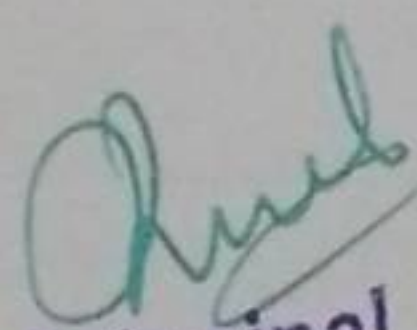
- The students once they complete their academic projects, shall get an adequate knowledge on life skills.
- During their research career, they can get hands-on training on life skills. This provide further way for developing their idea or innovations

References

Adkins, W.R. (1973). Life skills education for adult learners. Adult Leadership, 22, (2), 55-58.

Burton, J. (1996). Career development series at the Ft. George Head Start Center. New York, NY: Institute for Life Coping Skills.




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VALUE ADDED COURSE SYLLABUS

RESEARCH SKILLS

(30 Hrs)

Unit – I - SKILL OF IDENTIFYING A RESEARCH PROBLEM

Specifying a problem - Justifying it - Suggesting the need to study it for audiences

Unit – II – SKILL OF REVIEWING THE LITERATURE

Locating resources - Selecting resources - Summarizing resources

Unit – III – SKILL OF SPECIFYING A PURPOSE FOR RESEARCH

Identifying the purpose statement - Narrowing the purpose statement to research questions or hypotheses

Unit – IV - SKILL OF COLLECTING DATA

Selecting individuals to study - Obtaining permissions - Gathering information

Unit – V – SKILL OF ANALYZING AND INTERPRETING DATA

Breaking down the data - Representing the data - Explaining the data

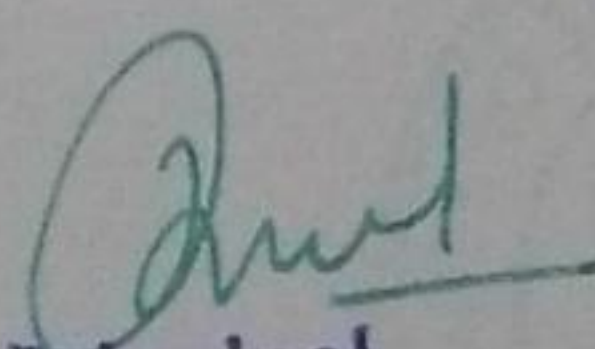
Unit – VI – SKILL OF REPORTING AND EVALUATING RESEARCH

Deciding on audiences - Structuring the report - Writing the report sensitively

❖ ASSIGNMENT

❖ Course end exam (50 marks)




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M.Ed – Semester – III

Data Analysis and Fundamentals in Excel, SPSS

Objectives

After the completion of the course, the students will be able to

1. Know to create databases using SPSS and other DBMS softwares, define the variables and labels.
2. Plot various graphs and charts for various types of data
3. Analyse descriptively using the data available in SPSS
4. Gain knowledge to use various parametric tests using SPSS
5. Apply various non-parametric tests and regression analysis using SPSS

Unit I – Introduction about SPSS : Introduction – starting SPSS - creating of data bases using SPSS – MS Excel or exporting from other data bases- variable view – data view- variable type - Naming and defining of variables for various measures of scales – Opening and saving of SPSS files

Unit II – Graphs & Charts

Creating graphs – types of charts – 3D charts – bar – pie -histogram – line – space – inserting legends – values – axes.

Unit III – Descriptive analysis

Descriptive statistics : Mean, Median, Mode, Skewness and Kurtosis – Percentage analysis – Percentiles – Standard deviation – quartile deviation – Grouping of data.

Unit IV – Parametric Tests

Critical ratio(t) – Analysis of Variance(ANOVA) – Post ANOVA - ANOCOVA – MANOVA- MANOCOVA.

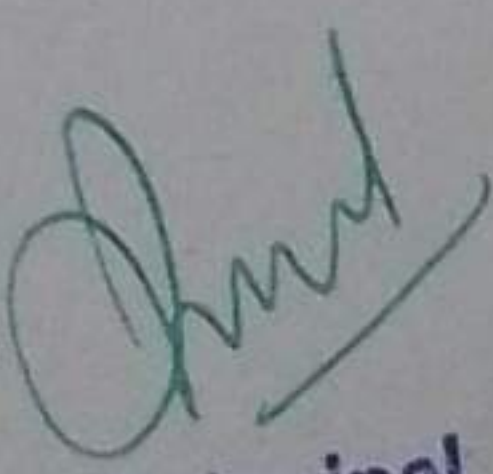
Unit V – Non Parametric Tests

KS test - Z, X, T - Chi Square test – Correlation – Bivariate & Multivariate - Regression Analysis – Multiple Regression.

References

1. Multivariate Data Analysis using SPSS and AMOS, R.Shanthi, MJP publishers, New Delhi.
2. IBM SPSS for Introductory Statistics: Use and Interpretation, Fifth Edition Paperback . George A. Morgan (Author), Nancy L. Leech (Author), Gene W. Gloeckner (Author), Karen C. Barrett (Author), Routledge Publishers, 2014.
3. Advanced Educational Statistics , Henry . E . Garret .




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SYLLABUS

Thirukkural koorum Vizhumangal

Objectives

- To identify the different type of wealth
- To guide to attain all of prosperity and wealth
- To create the interest in learning Thirukkural
- To enhance the vocabulary words in Thirukkural
- To understand the subtle meaning of Thirukkural

Unit I- Steps to get the money wealth – analysis the various factors of education wealth. Relations between education wealth and wisdom wealth.. Clarity about the money, education, wisdom

Unit II - Details of practicing body wealth. Consequence of practising the recommended principle about body wealth - pros and corn of body wealth – Importance of questioning and hearing.

Unit III - Details of gaining discipline and characters through friendship. Procedure to gain the strengths through contacts and friendship- - advantage of gaining discipline and characters.

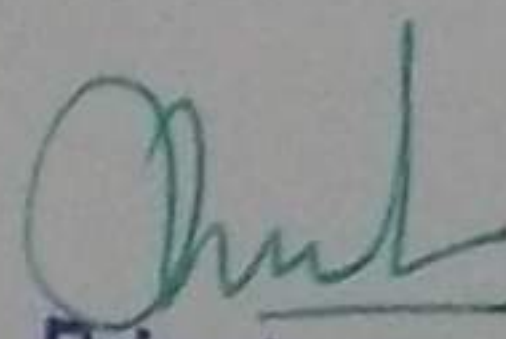
Unit IV - Differnece between fame, popular and familiar. Importance of virtue wealth and benevolence wealth – Techniques to gain the virtue wealth .understand the benefits of benevolence wealth.

Unit V - Importance of children in the family life – Various factors about enjoying benefits of wealth gained in the life frequently asked questions about children development and wealth usage

Learning Outcomes

- Recall the Thirukkural regarding wealth management
 - Critically analysis the Thirukkural meaning
 - Describe the benefits of wealth management
- Increase the flawless of Thirukkural thoughts




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VALUE ADDED COURSES
YOGA AND EMPOWERMENT
Syllabus

Objective:

Total Hours : 30

Providing the value education to improve the Students – Good Character – Understanding yogic life and physical health – maintain youthfulness – Moderation in five aspects of life.

Cultivating good qualities and eliminating bad ones – Learning introspection practices including Analysis of thoughts, Moralisation of desires, Neutralisation of anger and Eradication of worries – Realising one's responsibilities – Understanding the reasons behind the diversity in men – Yogasanas.

UNIT-1: PHYSICAL HEALTH & STRENGTHENING LIFE FORCE Hours : 6

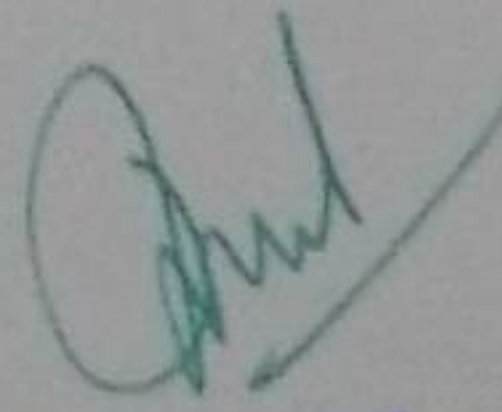
1. SKY – Introduction – Education as a means for youth empowerment – Greatness of education – Yoga for Youth Empowerment
2. Simplified Physical Exercise: Explanation – Hand, Leg, Breathing and Eye exercises – Kapalabathi – Makarasanam – Massaging, Acupressure and Relaxation practices – Benefits
3. Philosophy of Kayakalpa - Kayakalpa practice – Benefits
4. Yogasanas - 1: Pranamasanam – HasthaUddhanasanam – Padahasthasanam – Chanchalanaasanam – Thuvi pada hasthachanchalanaasanam – Ashtanga namaskaram – Bhujangasanam – Athamukthasanam – Aswachanchalanasanam – Padahasthaasanam – HasthaUddasanam – Pranamasanam
5. Pranayamam: Nadisuddhi – Clearance – Explanation – Benefits

UNIT – 2: WELLNESS OF MIND

Hours : 6

1. Classification of mind waves – Beta, Alpha, Theeta, Delta – Agna meditation – Benefits




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2. Shanthi meditation – Benefits

3. Thuriya meditation – Benefits

4. Blessing and its benefits

UNIT-3: VIRTUES

Hours : 6

1. Individual Virtues - Societal Virtues – Morals

2. Cultural values - Social Values

3. Management Techniques

UNIT-4: PHILOSOPHY OF LIFE

Hours : 6

1. Philosophy of life - Five duties - Safeguarding the Natural resources

2. Analysis Of Thoughts - Moralisation of Desires - Neutralisation of Anger - Eradication of worries

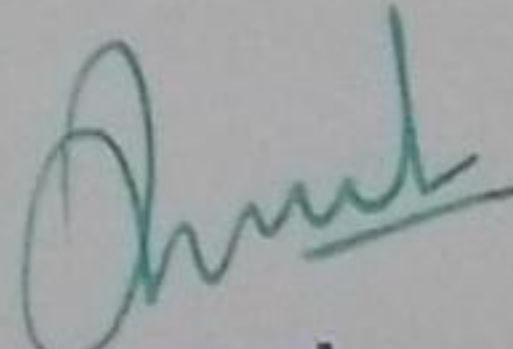
UNIT-5: YOGASANAS-2

Hours : 6

1. Dandasana – Chakrasana (sideways) - Vrichasana (Ekapada asana) -Trikonasana – Vajrasana

2. Padmasana - Yoga mudra – Maha mudra - Ustrasana – Vakrasana –Savasana




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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:

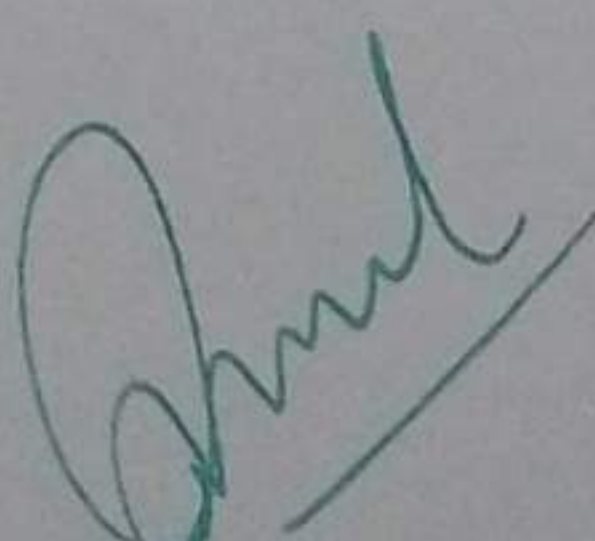
1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning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

Mode of Transaction of the Course

The teachers in Colleges of Education should:

1. Engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink. with fine arts experts,
2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as



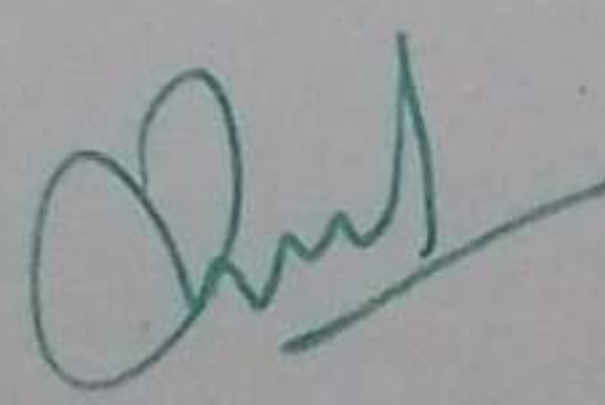

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- completely segregated social environments, bounded by caste, class, religions or gender, etc).
5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
 6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
 7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
 8. Motivate the student-teachers to use drama as a '**critical pedagogy**' moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
 9. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
 10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.




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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.

Mode of Transaction of the Course

The teachers in Colleges of Education should train the student- teachers:

1. To operate /use various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video -conferencing.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.
3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.
4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.



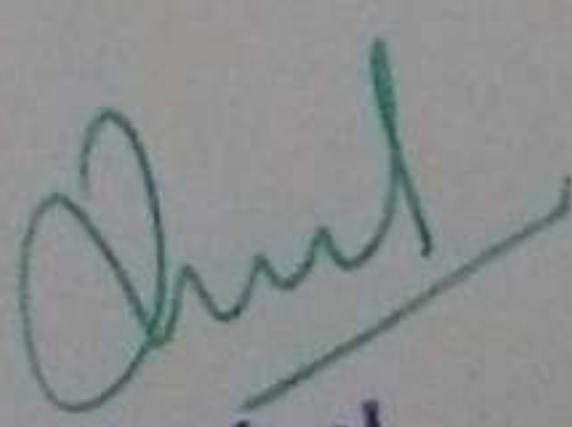
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5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).
6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.
7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.
10. To create educational blogs(edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.




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