

CHURCH PARK ANGLO-INDIAN TEACHER TRAINING INSTITUTE, CHENNAI - 6

HISTORY:

Church Park Anglo-Indian Teacher Training Institute was founded by the Irish Presentation Sisters who came to India in the year 1842. The Institute is under the Management of the Presentation Sisters whose founder is Venerable Nano Nagle.

In 1912 the sisters saw the need for trained Anglo – Indian lady teachers and began the Teacher Training Institute at George Town. Later it was shifted to Church Park in 1919 and the present building was occupied in 1925. Permanent recognition under the Code of Regulations for Anglo-Indian schools was received from the Director of Public Instruction; Madras Vide proceedings Dis. No. 1488/26, dated 16.04.1926. It was brought under the Directorate of Teacher Education Research and Training (DTERT), Chennai in the year 1996.

Over the past ninety years, the Institution, one of its kind in the State of Tamilnadu, has built up an outstanding and remarkable tradition of training young women to be committed, competent and dynamic teachers.

GENERAL POLICY:

The policy of Education in Presentation Schools is based on the life of love and mercy of Jesus Christ as revealed in the Gospels and reflected in the life of dedication and charism of their founder Venerable Nano Nagle.

Education in the spirit of the Gospel and of Nano Nagle encompasses the development of a growing consciousness of the human dignity and fundamental right of every person. This enables persons to live in fellowship and mutual helpfulness. Education also includes the development of knowledge and skills enabling a person to be a good citizen of her country and society and thus promoting peace and justice in this world. Holistic and integrated approach is given to the training programme based on the objectives that characterize Presentation Education.

PURPOSE:

The main purpose of the training course is to train young women over a period of two years in the theory & practice of teaching, to equip them to teach children of classes I to V, (age 5 to 9+), the 3Rs as well as the knowledge of subjects and practical skills as laid down in various types of syllabi of English medium schools especially Anglo-Indian Schools.

CURRICULUM AND SYLLABUS FOR DIPLOMA IN TEACHER EDUCATION PROGRAMME IN TAMIL NADU

1. Preamble

The curriculum renewed in the light of NCF 2005, aims at the preparation of committed teachers whose professionalism would enable them to sustain their learning interest throughout their career. The present curriculum has a paradigm shift from the teacher to the learner and from the focus on teaching methods to ways and means of facilitating and enhancing learning by children. Interestingly, the major thrust is given to the different and unique ways in which children learn rather than the existing methods of teaching tried uniformly on children with diverse learning abilities and backgrounds. The curriculum aims at the development of commitment and professionalism among teachers, teacher-community linkages and challenges encountered by children while learning and evolving strategies which would help them address the challenges with confidence. The curriculum and syllabi for various courses are the outcome of a series of workshops in which former vice-chancellors, senior academic consultants, senior professors from RIE, NCERT and Colleges of Secondary Teacher Education, DIET faculty, ABL experts and practicing teachers & teacher educators took active part in the deliberations. The present syllabus comes into effect from the academic year 2008-2009.

2. Objectives

In the light of these perspectives, the following objectives of teacher education at the elementary level are formulated. At the end of the programme the trainees will be able to

- ❖ understand the nature, purpose, problems and issues of elementary education,
- ❖ evolve need-based, community-specific and child-centered pedagogy including indigenous learning systems,
- ❖ understand the nature and maturity level of children for imparting education for their many sided development,
- ❖ to mobilize and manage community resources for the development of school infrastructure,
- ❖ use the constructivist pedagogy and evaluation techniques,
- ❖ develop desire, taste and capacity for life-long learning and make them aware of the latest developments in their areas of specialization and the needed transactional skills,
- ❖ understand the advantages of ICT and use the same for facilitating student learning,
- ❖ develop sensitivity towards the education of the neglected sections of society who are deprived of the rights they are entitled to and
- ❖ participate in the effective management of the school.

3. Duration

Duration of the course is two academic years with 220 working days in a year.

First Year

4 Days of Child Observation and doing Case Study	20 Hrs.
4Days of School Visit	20 Hrs.
40Days of Internship	200 Hrs.
172 Days of Class work (Theory and Practicum)	860 Hrs.
Total	1100 Hrs.

Second Year

8 Days of Project Related Work	40 Hrs.
40 Days of Internship	200 Hrs.
172 Days of Class work (Theory and Practicum)	860 Hrs.
Total	1100 Hrs.

4. Eligibility for Admission

A pass with 50% in Higher Secondary (+2) or any equivalent examination conforming to the norms set by NCTE / State Government, if any.

5. Taught Courses

First Year

- I. The Learning Child
- II. Facilitating and Enhancing Learning –I
- III. Teaching of Tamil/Telugu/Urdu/Malayalam/ECCE –I
- IV. Teaching of English –I
- V. Teaching of Mathematics –I
- VI. Teaching of Science –I
- VII. Teaching of Social Sciences -I

Second Year

- I. Indian Education System
- II. Facilitating and Enhancing Learning –II
- III. Teaching of Tamil/Telugu/Urdu/Malayalam/ECCE–II
- IV. Teaching of English –II
- V. Teaching of Mathematics –II
- VI. Teaching of Science –II
- VII. Teaching of Social Sciences –II

Note: Ref. G. O. No. 82, Dated: 17.06.2002. Only those students who have taken Tamil as their second language in the Higher Secondary are eligible to take Tamil as their subject under Language Education. According to the Government Order, students who have taken Tamil in the Teacher Training as their subject have greater job opportunities, as they are eligible for appointment in all the schools run by the Tamil Nadu Government. Those students who have taken French, Hindi, Sanskrit, etc., as their second language in the Higher Secondary have to study Early Childhood Care and Education in place of Tamil Language Education. Such students are eligible to be appointed only in Anglo-Indian and Matriculation Schools.

6. Practicum

6.1 Subjects taught under practicum

Trainees will do the following practicals under practicum.

First Year

- VIII. Observing Children and doing Case Study
- IX. School Visit
- X. Story Telling
- XI. Physical Education, Health Education & Yoga
- XII. Self- Development workshop
- XIII. Teaching Learning materials

Second Year

- VIII. Self- Development workshop
- IX. Teaching Learning materials
- X. Physical Education, Health Education & Yoga
- XI. Art Education & Work Experience
- XII. Educational Computing
- XIII. Projects

6.2. A brief note on practicum

6.2.1 Observing Children

This practice gives trainee teachers excellent opportunities to understand how children learn in various settings. They develop the skills of interviewing children and observing them. Recording their observations and reflecting on them helps, them to understand various learning styles of children.

6.2.2 School Visit

School Visit helps the trainees to acquire a thorough understanding on the structure and functioning of schools, to know about indicators of school development and to appreciate and mobilize community participation for activities.

6.2.3 Story Telling

Trainee teachers identify their own skills of storytelling and pick out stories relevant and interesting that children enjoy at different age levels. Groups of students will critically reflect on story presentations. Professional story presentations. Professional story tellers could be invited to recount stories in Tamil and English.

6.2.4 Health Education and Yoga

The knowledge of Health Education and yoga helps the trainees to understand the concept of total health and to know about the advantages of practicing yoga.

6.2.5 Self Development Workshops

These workshops are conducted in both the 1st and 2nd year under the getting help from professionals. They help teacher-trainees develop soft skills and integrated personality. These workshop shall help trainees respect individual differences and resolve conflicts in a collaborative way.

6.2.6 Teaching Learning Materials

It is obvious that Audio-Visual aids maximize learning. TLM helps students associate content knowledge with the learner. The development of Educational Technology ensures improvisation of TLM. Each TLM has its own advantages. Students need to be given adequate exposure to the optimum utilization of locally available resources.

6.2.7 Physical Education

Physical Education is related to the overall sense of wellbeing and self-worth. This subject ensures a healthy development of sports, culture and sportsmanship. Trainee teachers tend to learn to observe rules for playing games. Sports and games develop team spirit and enables the students to play for the Institute, the State and later the Nation. It also helps students develop good physique and lead a disciplined life.

6.2.8 Art Education and Work Experience

Dramatics and education are inter related. Drama is one of the natural ways for learning, Trainee teachers are encouraged to use the techniques of drama, not exactly drama as such, for enhancing teaching learning process. This enables trainees to explore their capacity to perform different kinds of activities (*e.g*) Role Play. This develops the confidence and overall personality development of students.

6.2.9 Educational Computing

Use of Information Technology in Education improves the quality of learning. Trainees will be exposed to basic computing skills in preparing education related inputs using 'Word' 'Excel' 'Power Point' 'Paint' 'Internet' and 'e-mail'. Trainees will be trained in project based approach in teaching using computers related skills.

6.2.10 Projects

Projects develop the process of reflective enquiry through classroom based research. They prepare the interns for reflective practices. Projects make learning an enjoyable experience. Small projects on misuse analysis, error analysis, Children's outstanding of specific concepts, will create teachers oriented towards probing into children's learning process to improve class room process.

7. Internship

Each student-teacher will have an intensive practice in observation-cum-teaching in an identified Government / Aided School for a period of 40+8 days each year. Internship will be preceded by student-teacher preparation in the respective Teacher Training Institute.

8. Transaction Duration

The suggested time allocation for each Course is as follows. 3 hours per course per week will be allotted for taught courses and one hour per course per week for Practicum excluding practicals VIII (Observing Children and doing Case Study), IX (School Visit) in the first year and XIII (Projects) in the second year:

First Year		
<i>Course</i>	<i>Title</i>	<i>Time in Hours</i>
Taught Courses		
I	The Learning Child	100
II	Facilitating & Enhancing Learning-I	100
III	Teaching of Tamil/Urdu/Malayalam/Telugu/ECCE-I	100
IV	Teaching of English-I	100
V	Teaching of Mathematics-I	100
VI	Teaching of Science-I	100
VII	Teaching of Social Science-I	100
Practicum		
VIII	Observing Children and doing Case Study	20
IX	School Visit	20
X	Story Telling	40
XI	Physical Education, Health Education & Yoga	40
XII	Self- Development Workshop	40
XIII	Teaching Learning Materials	40
Total ..		900
Second year		
<i>Course</i>	<i>Title</i>	<i>Time in Hours</i>
I	Indian Education System	100
II	Facilitating & Enhancing Learning-II	100
III	Teaching of Tamil / Urdu/Malayalam/Telugu/ECCE-II	100
IV	Teaching of English-II	100
V	Teaching of Mathematics-II	100
VI	Teaching of Science-II	100
VII	Teaching of Social Science-II	100
Practicum		
VIII	Self- Development Workshop	40
IX	Teaching Learning Materials	20
X	Physical Education, Health Education & Yoga	40
XI	Art Education & Work Experience	20
XII	Educational Computing	40
XIII	Projects	40
Total ..		900

9. Evaluation

There will be internal assessment as well as external examination in each year.

9.1 External Examination

External examination in the first seven taught Courses will be conducted by the Director of Government Examinations under the supervision of the Principal of the DIET of the District concerned utilizing the services of faculty members of DIET and TTIs.

First Year

<i>Course</i>	<i>Title</i>	<i>Marks</i>
Taught Courses		
I	The Learning Child	100
II	Facilitating & Enhancing Learning-I	100
III	Teaching of Tamil/Urdu/Malayalam/Telugu/ECCE-I	100
IV	Teaching of English-I	100
V	Teaching of Mathematics-I	100
VI	Teaching of Science -I	100
VII	Teaching of Social Science-I	100
Total ..		700

Second year

<i>Course</i>	<i>Title</i>	<i>Marks</i>
I	Indian Education System	100
II	Facilitating & Enhancing Learning-II	100
III	Teaching of Tamil/Urdu/Malayalam/Telugu/ECCE-II	100
IV	Teaching of English-II	100
V	Teaching of Mathematics-II	100
VI	Teaching of Science-II	100
VII	Teaching of Social Science-II	100
Total ..		700

Question Paper pattern for External Examination for Taught Course I in the First Year

Part A	Short Answer Questions (about 100 words) no choice 8 questions will be from the Units in Part A 'Child Development' and 7 questions from the Units in Part B 'Learning'.	15X2	30 marks
Part B	Paragraph Answer Questions (about 200 words) 10 out of 12 6 questions will be from the Units in Part A "Child Development" and 6 questions from the Units in Part B "Learning"'. 10X4	40	Marks
Part C	Essay Question (about 500 words) 3 with internal choice First question will be from the Units in Part A 'Child Development' Second question will be from the Units in Part B 'Learning'. 3X10	30	Marks
	Third question will be one from the Units of Part A 'Child Development' and the other from the Units of Part B 'Learning'.		
Total ..		100	marks

Question Paper pattern for External Examination for Taught Course-I in the second year and Taught Course II in the both first and second years

Part A Short Answer Questions (about 100 words) no choice	15X2	30 marks
Part B Paragraph Answer Questions (about 200 words) 10 out of 12	10X4	40 marks
Part C Essay Questions (about 500 words) 3 with internal choice	3X10	30 marks
Total	..	100 marks

Question Paper pattern for External Examination for Taught Courses III to VII in both the first and second years.

There will be two sections in these papers. Section A will test the content part of the syllabus and Section B, the Methodology Part

Section-A Content

Part A Short Answer Questions (100 words) no choice	10X2	20 marks
Part B Paragraph Answer Questions (200 words) 5 out of 8	5X4	20 marks

Section-B Methodology

Part A Short Answer Questions (about 100 words) no choice	10X2	20 marks
Part B Paragraph Answer Questions (200 words) 5 out of 8	5X4	20 marks
Part C Short Essay Questions (500 words) internal choice	2X10	20 Marks

9.2 Internal Assessment

Internal Assessment will be made under the following three heads.

- a. Taught Courses
- b. Practicum
- c. Teaching Practice

9.2.1 Internal Assessment for Taught Courses

There will be continuous internal assessment for Taught Courses (I to VII-All 7 Subjects)

Taught Courses I and II (General Subjects)

Practicals suggested in the units	..	5
Subject-specific tasks other than suggested in the units	..	5
Test	..	5
Seminar	..	5
Review of Two books	..	5
Total	..	25

Taught Courses III to VII (5 Teaching Subjects)

Practicals suggested in the units	..	5
Subject-specific tasks other than suggested in the units	..	5
Test	..	5
Seminar 2	..	5
Preparation of question banks containing all types of questions (objective subjective) in each unit in the school syllabus and one unit in the course syllabus		5
Total	..	25

First Year

<i>Sl.No.</i>	<i>Taught Courses</i>	<i>Internal Assessment Marks</i>
I	The Learning Child	25
II	Facilitating & Enhancing Learning-I	25
III	Teaching of Tamil/Urdu/Malayalam/Telugu-I/ECCE	25
IV	Teaching of English-I	25
V	Teaching of Mathematics-I	25
VI	Teaching of Science-I	25
VII	Teaching of Social Science-I	25
Total ..		175

Second Year

<i>Sl.No.</i>	<i>Taught Courses</i>	<i>Internal Assessment Marks</i>
I	Indian Education System	25
II	Facilitating & Enhancing Learning-II	25
III	Teaching of Tamil/Urdu/Malayalam/Telugu-II/ECCE	25
IV	Teaching of English-II	25
V	Teaching of Mathematics-II	25
VI	Teaching of Science-II	25
VII	Teaching of Social Science-II	25
Total ..		175

9.2.2 Internal Assessment for Practicum

The following practical subjects will be assessed for a maximum of the marks noted against each practical. Grades should be given for each practical.

First Year

<i>Sl.No.</i>	<i>Courses</i>	<i>I Year</i>
VIII	Observing Children and doing Case Study	125
IX	School Visit	100
X	Story Telling	100
XI	Physical Education, Health Education & Yoga	100
XII	Self-Development Workshop	100
XIII	Teaching Learning Materials	100
Total ..		625

Second Year

<i>Sl.No.</i>	<i>Courses</i>	<i>II Year</i>
VIII	Self-Development Workshop	100
IX	Teaching Learning Materials	75
X	Physical Education, Health Education & Yoga	100
XI	Art Education & Work Experience	75
XII	Educational Computing	150
XIII	Projects	125
Total ..		625

9.2.3 Internal Assessment for Teaching Competency:

Teaching practice in each subject will be assessed in each year as per the pattern given. The allotment of marks for teaching practice and observation in each subject will be as follows:

Details	Marks
Teaching Practice in Schools	30
Teaching Practice in the DIETs/TTIs	20
Observation	10
Total	60

Grade should be given for each subject.

10. Grades for Internal Assessment

Internal assessment marks for Practical Courses and Teaching Competency should be converted into

Percentage of Marks	Maximum Marks					Grade
	60	75	100	125	150	
75 and above	45 and above	56 and above	75 and above	93 and above	125 and above	A
60-74	36-44	45-55	60-74	75-92	90-124	B
50-59	30-35	37-44	50-59	62-74	75-89	C
Below 50	Below 30	Below 37	Below 50	Below 62	Below 75	D

grades as follows:

Minimum for a pass is 50% in external examination as well as in internal assessment in papers I to VII and 'C' Grade for Practicum and teaching competency.

Those who fail in the external examination should appear for the examination in the subsequent year in the month of May/June. Students who fail in the internal assessment should appear before the practical Board of Examiners in the subsequent years at DIET of the District concerned irrespective of the TTI where the student has undergone the course in the District.

11. Review Board and Conduct of Internal Assessment Examination

A Board of Examiners for reviewing the internal assessment, in various courses will be appointed by the DIET Principal, as per orders to be issued by the Director, State Council of Educational Research and Training (SCERT). This board will consist of four members drawn from DIET/Government and Government Aided TTIs of the District concerned. The senior most DIET faculty member in the Board will be the Chairperson. The chairperson should monitor the entire proceedings of the internal assessment. The Board will review the performance and records maintained for internal assessment relating to Taught Courses, Teaching Practice and Practicum not exceeding 50 students on a day. The Board will finalize the marks awarded to the students for various practical courses and teaching practice in grades and the marks for the continuous internal assessment in taught courses and submit the final mark lists and grade sheets in a sealed cover to the DIET Principal who constituted the Board. The DIET principal should send all the Mark statements and the Grade Sheets of the entire district with the consolidated abstract to the Director of Government of Examination (DGE), keeping a confidential source copy. Remuneration shall be given based on the work done by each board member *i.e.* No. of students assessed conforming to the norms prescribed by the DGE. The DIET Principal of the respective District should undertake surprise visits during the Internal Assessment Examination of the Teacher Training Institutes.

12. Format for Mark Statement and Grade Sheet:

The Mark Statement and the Grade Sheet will be in the format given below:

First Year Part A Theory (Taught Courses)

<i>Paper.</i>	<i>Subject.</i>	<i>Internal</i>	<i>External</i>	<i>Total Pass/Fail</i>	
		<i>(Max 25)</i>	<i>(Max 100)</i>	<i>(Max 125)</i>	
(1)	(2)	<i>Marks Scored.</i>	<i>Marks Scored.</i>	<i>Marks Scored.</i>	
		(3)	(4)	(5)	(6)
	I	The Learning Child			
	II	Facilitating & Enhancing Learning-I			
	III	Teaching of Tamil/Urdu/Malayalam/Telugu-I/ECCE			
	IV	Teaching of English-I			
	V	Teaching of Mathematics-I			
	VI	Teaching of Science-I			
	VII	Teaching of Social Science-I			

Part B Practicals

<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)
VIII	Observing Children and doing Case Study		
IX	School Visit		
X	Story Telling		
XI	Physical Education, Health Education & Yoga		
XII	Self-Development Workshop		
XIII	Teaching Learning Materials		

Part C Teaching Competency

<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)
XIV	Teaching of Tamil/Urdu/Malayalam/Telugu-I		
XV	Teaching of English-I		
XVI	Teaching of Mathematics-I		
XVII	Teaching of Science-I		
XVIII	Teaching of Social Science-I		

Second Year

Part A

Theory (Taught Courses)

<i>Paper.</i>	<i>Subject.</i>	<i>Internal Assessment (Max 25)</i>	<i>External Assessment (Max 100)</i>	<i>Total (Max 125)</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)	(5)	(6)
I	Indian Education System				
II	Facilitating & Enhancing Learning-II				
III	Teaching of Tamil/Urdu/ Malayalam/Telugu-II/ECCE				
IV	Teaching of English-II				
V	Teaching of Mathematics-II				
VI	Teaching of Science-II				
VII	Teaching of Social Science-II				

**Part B
Practicals**

<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)
VIII	Self-Development Workshop		
IX	Teaching Learning Materials		
X	Physical Education, Health Education & Yoga		
XI	Art Education & Work Experience		
XII	Educational Computing		
XIII	Projects		

**Part C
Teaching Competency**

<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)
XIV	Teaching of Tamil/Urdu/Malayalam/Telugu-II		
XV	Teaching of English-II		
XVI	Teaching of Mathematics-II		
XVII	Teaching of Science-II		
XVIII	Teaching of Social Science-II		

ELIGIBILITY FOR ADMISSION:

1. The candidate should have studied in the medium of English from Std. I – XII only in Tamilnadu.
2. Minimum 50% of marks in the Higher Secondary Examination (Std. XII) from Tamilnadu.
3. Central Board of Secondary Education
(All India Senior School Certificate Examinations)

All applicants must appear for a panel interview with the Principal and all the members of the teaching Staff.

In addition they will have to appear for an entrance Examination in English, Mathematics, General Science, History, Civics and Geography at High School level and General Knowledge and Current Events. The date of interview and entrance exam will be the same and will be intimated soon after receiving the candidate's application form duly filled in and signed.

Since this Institution still holds the identity of 'Anglo-Indian', preference will be given to the Anglo-Indian community. However, admission is bound by the stipulated norms and rules of SCERT (Directorate of State Council of Educational Research and Training, Chennai 6) and the decision of the Management.

I OTHER CONDITIONS FOR ADMISSION:

- a. The applicant should not have exceeded 30 years as on 31st July
- b. The applicant should verify whether the application is completely filled in and whether all the annexures have been enclosed with the application form before submitting it.
- c. Candidates will have to produce the original certificate at the time of admission for verification.
- d. All the entries in the application form should be written legibly by the candidate.
- e. The candidate should ensure that all information including the marks in the qualifying examination furnished by her in the application and the enclosures are correct.

II ENCLOSURES ALONG WITH THE APPLICATION:

1. Photocopies of the following certificates (Original certificates should not be enclosed):
 - a. Transfer certificate from the Institution last studied (In the case of college TC, the candidate should submit a copy of the XII TC also).
 - b. Mark Sheets of Std. X & XII.
 - c. Community certificate from the Thasildhar.
 - d. Conduct certificate (obtained from the Head of the Institution last studied if conduct is not mentioned in the Transfer Certificate).
 - e. Residence certificate/Nativity certificate issued by an officer not lower than the rank of Deputy Thasildhar of the Revenue Department.
 - f. Medical Fitness Certificate from a Government Gazetted Medical practitioner.
 - g. If there is any change in the name or initial of the applicant a copy of the government gazette notification confirming the above change should be enclosed.
 - h. Aadhar card.
 - i. Income Certificate.
 - j. A 'No Objection' letter for the educational tour from the parent/guardian of the applicant.

- III
 - a. Candidates will be admitted only after ascertaining the genuineness of the certificate produced by them along with the filled in application form.
 - b. All required original certificates should be produced at the time of admission.

The Last date for receipt of application

The last date for receipt of completed application form will be intimated to you through Whatsapp.
Applications received after the due date will not be accepted under any circumstances.