

**PAULSONS TEACHER TRAINING
COLLEGE**

**PULICHAPALLAM, VILLUPURAM DISTRICT,
TAMILNADU – 605 109
COLLEGE CODE:13007**

Recognised By NCTE, SRC-Bangalore

**Affiliated to Tamilnadu Teachers Education University,
Chennai**

Accreditation

Self Appraisal Report



Submitted to

National Assessment and Accreditation Council

OCTOBER 2012

Dr. S. R. S. Paul., M.E., Ph.D.,

Chairman

Sam Paul Educational Trust



Sam Paul Educational Trust was established with a single vision of providing quality education to all. Sam Paul Educational Trust started Paulsons Teacher Training College in the year 2004 with the dignified motto of “Love, Knowledge and Discipline”. The institution has set up the objectives to achieve the ultimate aim of “Promoting Social Change for Developing Knowledge Society”.

The institution is offering both graduate and post graduate courses and having nine years of service in the field of teacher education with outstanding performance. The infrastructure facilities such as spacious classrooms, well equipped laboratories, enriched library and play ground act as a boon in promoting and sustaining quality in the instructional process. The infrastructural and instructional facilities are expanded and maintained as per the need of the curriculum and feedback obtained from the stakeholders of this institution. Teaching learning process is well planned and executed dynamically with the enthusiastic leadership of Principal and support of dedicated and sincere staff of our college. Teachers are the soul of any educational system. The management has been taking special care and efforts to select and appoint qualified and resourceful staff who have professional commitment and development.

It gave an immense pleasure that the preparation of this Self Appraisal Report showcase the strength and weakness of this institution which will be helpful to maintain the quality. I appreciate the sincere and tireless work of the Principal, Administrative Officer, Teaching and Non-Teaching staff in the preparation of Self Appraisal Report. I assure that the management will be taking all the possible efforts to strengthen the quality of the institution with utmost sincerity.

S.R. S. Paul

Dr. S. Arokiaraj, M.Sc(Chem),M.Ed.,M.Phil., M.Sc[Psyc],M.B.A.,NET(Edn),
Ph.D[Edn],M.A(Eng),

Principal,

Paulsons Teacher Training College



The Paulsons Teacher Training College is forwarding with a noble vision of “Bringing excellence in teacher education by the way of generating quality teachers, for the empowerment of our nation” and has set up missions and objectives to achieve that vision. The college offers the courses smoothly and efficiently with its two wings of Academic and Administrative Body. It leverages its years of experience in skill analysis and development, curriculum and professional development to help student teachers in initiating and enriching teaching profession in this digital era.

The college runs with the philosophy of “A lamp can never light up another lamp until, it continues to burn on its own flame”. The teacher educators are continuously developing their profession in all dimensions and deliberately guide and facilitate the student’s learning with the optimum utilization of instructional and infrastructural facilities of this institution. Value addition, outstanding teaching learning process, excellent infrastructure facilities, commendable extension activities, promoting communal harmony, citizenship training and research are the prime concerns of this institution.

This Self Appraisal Report [SAR] is prepared by the Internal Quality Assurance Cell. This report stands as an example for our collaborative and team work. I might thank the almighty who gave the spirit and strength to complete this report. I express my sincere thanks to the Chairman, **Dr. S.R.S. Paul** and trust members who support and encourage this report preparation. I thank the Self Appraisal Co-coordinator Dr. G. Rajasekaran who assist and lead this report. I convey my heartfelt thanks to the Vice-Principal, Administrative Officer, Teaching and Non-Teaching Staff for their dedicated involvement in the successful completion of this Self Appraisal Report.

S. Arokiaraj

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PART-I
INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the Institution

Name	: Paulsons Teacher Training College
Address	: Paulsons Nagar, Pulichapallam Vanur Taluk.
City	: Villupuram
District	: Villupuram
State	: Tamil Nadu
Pincode	: 605 109

2. **Website** : www.spet-edu.com

3. For Communication

Office

Name	Telephone Number with STD Code	Fax. No	E-Mail Address
Principal: Dr. S. Arokiaraj	0413- 2677292	0413 – 2677877	Paulsonsbed2004@gmail.com
Vice Principal: Mr. A. Ramesh Babu	0413- 2677292	0413 – 2677877	Paulsonsbed2004@gmail.com
Self-Appraisal Co-ordinator: Dr. G. Rajasekaran	0413- 2677292	0413 – 2677877	Paulsonsbed2004@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal: Dr. S. Arokiaraj	-	09786677377
Vice-Principal: Mr.A.Ramesh Babu	-	07598285461
Self-Appraisal Co-ordinator: Dr. G. Rajasekaran	-	09786655866

4. Location of the college:

Urban	<input type="checkbox"/>
Semi-urban	<input type="checkbox"/>
Rural	<input checked="" type="checkbox"/>
Tribal	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

5. Campus area in acres:

6.05 acres

6. Is it a recognized minority institution?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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7. Date of the establishment of the college:**Month & Year**

MM	YYYY
01	2005

8. University which the college is affiliated

TAMILNADU TEACHERS EDUCATION UNIVERSITY, Chennai
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9. Date of UGC recognition under sections 2(f) and 12 (B) if the UGC Act.

	Month and Year
	Month and Year
2(f)	12 (B)

10. Type of Institution

a) By funding	i) Government	<input type="checkbox"/>
	ii) Grant-in-aid	<input type="checkbox"/>
	iii) Constituent	<input type="checkbox"/>
	iv) Self-financed	<input checked="" type="checkbox"/>
	v) Any other (specify and indicate)	<input type="checkbox"/>
b) By Gender	i) Only for Men	<input type="checkbox"/>
	ii) Only for Women	<input type="checkbox"/>
	iii) Co-education	<input checked="" type="checkbox"/>
c) By Nature	i) University Dept.	<input type="checkbox"/>
	ii) RIE	<input type="checkbox"/>

- iii) IASE
- iv) Autonomous College
- v) Affiliated College
- vi) Constituent College
- vii) Dept. of Education of Composite College
- viii) CTE

11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
iii)	Secondary / Sr. Secondary	B.Ed.	B.A/ B.Sc./B. Lit.	Bachelor of EducationDegree	1 year	English & Tamil
iv)	Post Graduation	M.Ed.	B. Ed.	Master of EducationDegree	1 year	English & Tamil

13. Give details of the NCTE recognition.

Level	Programme	Order No.& Date	Valid upto	Sanctioned Intake
Secondary/ Sr. Secondary	B.Ed- Regular	F.TN/SEC/SRO/NCTE/2004- 2005/347 Dt.:31-01-2005	-	100
Post Graduate	M.Ed	F.SRO/NCTE/M.Ed/2006- 2007/12605/ Dt. 04-10-2007	-	25
	Addnl. Intake	F.SRO/NCTE/2010-2011/20675/ Dt. 25-08-2010	-	10



CRITERION-WISE INPUT

B. Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Value	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Does the institution offer self-financed Programme(s)?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes,

a) How many programmes?

02

b) Fee charged per programme

B.Ed

41, 500

M.Ed

46, 000

3. Are there programmes with semester system

No

4. Is the institution representing/participating in the curriculum development/revision process of the regulatory bodies.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

Nil

4. Number of methods/elective options (programme wise)

B.Ed.,

07

M.Ed., (Full time)

02

5. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	-
--------	---

6. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

7. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
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Number	One
--------	-----

8. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

- Academic peers

Yes	✓	No	
-----	---	----	--

- Alumni

Yes	✓	No	
-----	---	----	--

- Students

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

- Employers

9. How long does it take for the institution to introduce a new programme within the existing system?

3 Years

10. Has the institution introduced any new courses in teacher education during the last three years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	One – M.Ed
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11. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	02
--------	----

12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes No

13. Does the institution encourage the faculty to prepare course outlines?

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an Interview
- d) Entrance test and Interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admissions
- | | |
|------|------------|
| B.Ed | 12.08.2011 |
| M.Ed | 07-08-2011 |
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted (2011 – 2012)

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	54	46	100	54	46	100	-	-	-
M.Ed. (Full Time)	27	8	35	27	8	4	-	-	-

4. Are there any overseas student?

Yes No

If yes, how many?

5. What is the 'unit cost' of teacher education programme?

a) Unit cost excluding salary component

14889.2

b) Unit cost including salary component

19959.9

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session.

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	-	-	85.03	41.4
M.Ed. (Full Time)	-	-	80.1	56.5

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory %	Practice Teaching %	Practicum %
B.Ed.	54.54 (720 Hrs)	18.18 (240 Hrs)	27.28(360 Hrs)
M.Ed. (Full Time)	63.63 (840 Hrs)	-	36.37 (480 Hrs)

10. Pre-practice teaching at the institution

a) Number of Pre-practice teaching days	5	Days
b) Minimum number of pre-practice teaching lessons given by each student	2	Lessons

11. Practice Teaching at School

a) Number of schools identified for practice teaching	33	Schools
b) Total number of practice teaching days	40	Days
c) Minimum number of practice teaching lessons given by each student	40	Lessons

12. How many lessons are given by the student teachers in simulation and pre practice teaching in classroom situations?

No. of Lessons in Simulation	No. 05
No. of Lessons Pre-Practice Teaching	No. 02

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal		External
B.Ed.	Theory	20 % (120 Marks)	80 % (480 Marks)
	Practical	-	100 % (400 Marks)

M.Ed. (Full Time)	Theory	-	100% (500 Marks)
	Viva	-	25 % (50 Marks)
	Dissertation	-	75 % (150 Marks)

16. Examinations

a) Number of sessional tests held for each paper	<input type="text" value="5"/>	<input type="text" value="Numbers"/>
b) Number of assignments for each paper	<input type="text" value="3"/>	<input type="text" value="Numbers"/>

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / Courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Video camera with cassettes	✓	
LCD and MS Power point presentations	✓	
OHP and OHP Sheets	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No		Number	<input type="text" value="02"/>
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19. Does the institution offer computer science as a subject?

Yes		No	✓
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph.D. and their percentage to the total faculty strength

Number	05	Percentage	26%
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2. Does the Institution have ongoing research projects?

Yes	✓	No	
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- M.Ed., Research Projects.
- Action Research on “Developing Attitude on Utilising Cyber Resources in Educational Research among M.Ed. Students”

Funding Agency	Amount (Rs.)	Duration (years)	Collaboration, if any
Sam Paul Educational Trust	10,000	1	-

3. Number of completed research projects during last three years

- 105 M.Ed. Research Projects.
- 2 Research Projects related to Integrating ICT in Teaching Learning Process.

4. How does the institution motivate its teachers to take up research in education (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities

- Providing Library resources
- Monitoring Assessment is given to attend seminars

5. Does the institution provide financial support to research scholars?

Yes		No	✓
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6. Number of research degrees awarded during the last 5 years

a. Ph.D.

b. M.Phil

c. M.Ed.

7. Does the institution support student research projects (UG & PG)?

Yes	✓	No	
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8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International Journals		✓	
National Journals – referred papers, Non referred papers	✓		5
Academic articles in reputed magazines/news papers		✓	
Books	✓		1
Any other (specify and indicate)	✓		5

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National Seminars	22	7
International seminars	5	-
State Level Seminars	7	9

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

- Self-instructional materials
- Print materials
- Non-print materials (e.g. Teaching, Aids/audio-visual, multimedia, etc.)
- Digitalized (Computer aided instructional materials)
- Question bank
- Research tools

12. Does the institution have a designated person for extension activities?

Yes	✓	No	
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If yes, indicate the nature of the post.

Full-time Part Time Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes		No	✓
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14. Are there any other outreach programmes provided by the institution?

Yes	✓	No	
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15. Number of other curricular / co-curricular meets organized by other academic agencies/NGOs on Campus.

03

16. Does the institution provide consultancy services?

Yes		No	✓
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In case of paid consultancy what is the net amount generated during last three years.

Nil

17. Does the institution have networking/linkage with other institutions/organizations?

Local Level	✓
State Level	✓
National Level	✓
International Level	-

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. Mts.)

3225 sq. Mts

2. Are the following laboratories been established as per NCTE Norms?

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

25

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs.1,25,000

5. What is the Amount spent on maintenance of computer facilities during the previous academic years?

Rs. 1,48,600

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 2,41,000

7. What is the Budget allocated for campus expansion (building) and upkeep for the current-academic session/financial year?

-

8. Has the institution developed computer-aided learning packages?

Yes	✓	No	
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9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	-	-	11	2
Non-teaching	-	-	6	8

10. Total Number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-teaching	-	-	-	-

11. a) Total Number of posts vacant

(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

Librarian	M	F	M	F
	-	-	-	-

b) Number of temporary / ad-hoc / part-time teachers

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
Readers	M	F	M	F
	-	-	-	-
Professor	M	F	M	F
	-	-	-	-

C) Number of teachers from same state

13

Other states

Nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:14
M.Ed. (Full Time)	1: 7

13. a) Non-teaching staff

14

	Open		Reserved	
	M	F	M	F
Permanent	-	-	6	8
Temporary	-	-	-	-

b) Teaching Assistants

	Open		Reserved	
	M	F	M	F
Permanent	-	-	-	-
Temporary	-	-	-	-

14. Ratio of Teaching – non – teaching staff

1:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

69.39

16. Is there an advisory committee for the library?

Yes	✓	No	
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17. Working hours of the library

On working days

9.00 A.M – 5.00 P.M

On holidays

9.30 A.M – 12.30 P.M

During examinations

9.00 A.M – 5.00 P.M

18. Does the library have an Open access facility?

Yes	✓	No	
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19. Total collection of the following in the library

a. Books

5515

- Text books

4992

- Reference books

523

b. Magazines	5
c. Journals subscribed	14
- Indian journals	13
-Foreign journals	1
d. Peer reviewed journals	-
e. Back volumes of journals	262
f. Online Journals/e-journals	15
-CDs/ DVDs	180
-Databases	-
-Video Cassettes	80
-Audio Cassettes	103

20. Mention the

Total carpet area of the library (in. Sq.mts.)	159.6
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services/facilities are provided in the Library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>

Photocopying

Computer and Printer

Internet

Online access Facility

Inter-library borrowing

Power back up

User orientation /information literacy

23. Are students allowed to retain books for examination?

Yes	<input checked="" type="checkbox"/>
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No	<input type="checkbox"/>
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24. Furnish information on the following**Average number of books issued/returned per day**

B.Ed.: 30

M.Ed.: 20

Maximum number of days books are permitted to be retained

By students

7 days

By faculty

15

Maximum number of books permitted for issue

For students

B.Ed.: 2

M.Ed.: 3

For faculty

05

Average number of users who visited/consulted per month

1800

Ratio of library books (excluding text books and book bank facility) to the number of students enrolled

4:1

25. What is the percentage of library budget in relation to total budget of the institution

1.3%

26. Provide the number of books / journals / periodicals that have been added to the library during the last three years and their cost

	I 2009-10		II 2010-11		III 2011-12	
	Number	Total Cost (In Rs.)	Number	Total Cost (In Rs.)	Number	Total Cost (In Rs.)
Text Books	710	28,000	201	19,900	168	30,100
Other books	111	9,250	66	9,100	43	18,700
Journals/ Periodicals	1	750	-	-	1	1200

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1 09 - 10	Year 2 10 - 11	Year 3 11 - 12
B.Ed.	Nil	Nil	Nil
M.Ed. (Full Time)	Nil	Nil	Nil

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, how many students are under the care of a mentor/tutor?

14

3. Does the institution offer Remedial instruction?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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4. Does the institution offer Bridge courses?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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5. Examination Results during past three years (provide year wise data)

	B.Ed			M.Ed		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Pass percentage	69.69%	85%	79.59%	40%	71.42%	25.71%
Number of first classes	59	81	56	6	15	5
Number of distinctions	15	12	22	Nil	Nil	Nil

Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-
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6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

Competitive Exam	2008-2009	2009-2010	2010-2011	2011-12
NET	-	1	1	-
SLET/SET	-	-	-	-
TRB exams	1	1	-	3

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
	2009 -10	2010 - 11	2011 - 12
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	2	3	3
Loan facilities	-	-	-
Govt. Scholarship for SC & BC	46	110	52

8. Is there a Health Centre available in the campus of the institution?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
---------	-----	--------------------------	----	-------------------------------------

Non-teaching staff	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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10. Does the institution provide Hostel facility for its students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, number of students residing in hostels

Men	-	Women	-
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11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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13. Availability of rest rooms for men

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Is there transport facility available?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓
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No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	✓	-	5
Inter-university	-	-	-	-	-	-
National	-	-	-	✓	-	2
Inter-collegiate Quiz Competitions	✓	-	1	✓	-	1

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

Level	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	6	-
National	2	2
International	-	-

18. Does the institution have an active Alumni Association?

Yes	✓	No	
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If yes, give the year of establishment

2008 - 09

19. Does the institution have a Student Association/Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2009-2010 (%)	2010-2011 (%)	2011-2012 (%)
Higher studies	25%	20%	28%
Employment (Total)	75%	80%	72%
Teaching	60%	63%	55%
Non teaching	15%	17%	17%

23. Is there a placement cell in the institution?

Yes No

If yes, how many students were employed through placement cell during the past three years.

2009-2010	2010-2011	2011-2012
15	10	13

24. Does the institution provide the following guidance and counseling services to students?

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Once in a month
Staff council	Once in a month
IQAC/or any other similar body/committee	Once in two months
Internal Administrative Bodies contributing to quality improvement of the institutional processes. 1. Extension and outdoor activities committee. 2. Discipline committee. 3. Academic committee.	Once in a month Once in 7 days Once in a month

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Transport facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

2009 – 10	2010 – 11	2011 - 12
1	2	1

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

3

b. Number of teachers who were sponsored for professional development programmes by the institution

National	0	0	5
International	0	0	2

c. Number of faculty development programmes organized by the Institution:

0	0	3
---	---	---

d. **Number of Seminars/ workshops/symposia on curricular development, Teaching- learning, Assessment, etc. organised by the institution**

0	0	3
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Seminar = 2, Workshop =1

e. **Research development programmes attended by the faculty**

0	1	5
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f. **Invited/endowment lectures at the institution**

0	1	1
---	---	---

6. **How does the institution monitor the performance of the teaching and non-teaching staff?**

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	✓
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□

7. **Are the faculty assigned additional administrative work?**

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

5 hours per week

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	Nil
Fees	57,60,000
Donation	-
Self-funded courses	-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	50,00000	55,00000
% spent on the salary of faculty	79.79	69.36
% spent on the salary of non-teaching employees	3.6	6.26
% spent on books and journals	0.7	0.96
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	2.5	2.9
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	10.18	11.56
% spent on maintenance of equipment, teaching aids, contingency etc.	5.7	4.8
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.11	0.29
% spent on travel	-	-
University Affiliation, Consumables, Xerox & Stationeries	1.42	3.85
Total expenditure incurred	44,22,000	51,90,000

**10. Specify the institutions surplus/deficit budget during the last three years?
(specify the amount in the applicable boxes given below)**

	Surplus in Rs.	Deficit in Rs.
2009	1,58500	-
2010	5,78,000	-
2011	3,10,000	-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers
 b) for students
 c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes No

2. Do students participate in the Quality Enhancement of the Institution?

Yes No

3. What is the percentage of the following student categories in the institution?

B.Ed Course (Admission 2011 – 2012)

	Category	Men	%	Women	%
a	SC	28	62.22	17	37.78
b	ST	-	-	-	-
c	OBC	5	35.71	9	64.29
d	Physically challenged	2	100	-	-
e	General Category	-	-	-	-
f	Rural	50	58.82	35	41.18
g	Urban	4	26.67	11	73.33
h	MBC	21	51.22	20	48.78

M.Ed Course (Admission 2011 – 2012)

	Category	Men	%	Women	%
a	SC	6	85.71	1	14.29
b	ST	-	-	-	-
c	OBC	13	72.22	5	27.78
d	Physically challenged	-	-	-	-
e	General Category	-	-	-	-

f	Rural	18	94.74	1	5.26
g	Urban	9	56.25	7	43.75
h	MBC	8	80	2	20

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	6	42.86
b	ST	-	-	-	-
c	OBC	11	84.62	8	57.14
d	Women	2	15.38	7	50.0
e	Physically challenged	-	-	-	-
f	General Category	1	7.69	-	-
g	MBC	1	7.69	-	-

5. What is the percentage incremental academic growth of the students for the last two batches?

B.Ed. Course

Category	At Admission		On completion of the course	
	Batch I 2010-2011	Batch II 2011-12	Batch II 2010-2011	Batch II 2011-12
SC	53	45	43	34
ST	-	-	-	-
OBC	20	55	16	44
Physically challenged	-		-	
General Category	-		-	
Rural	76	85	64	67

Urban	24	15	19	11
MBC	27	41	24	33

M.Ed Course

Category	At Admission		On completion of the course	
	Batch I 2010-2011	Batch II 2011-12	Batch II 2010-2011	Batch II 2011-12
SC	10	7	6	2
ST	-	-	-	-
OBC	16	28	9	7
Physically challenged	-	-	-	-
General Category	4	-	1	-
Rural	24	19	12	6
Urban	11	16	8	3
MBC	5	10	4	1

PART-II

EVALUATIVE REPORT

A. Executive Summary

Location

Paulsons Teacher Training College(Code No: 13007) is ideally located at Pullichapallam Village, Vanur Taluk, Villupuram District in a conducive rural atmosphere, surrounded by serene plantation areas, the college is catering the needs of students from rural area. The college is located very nearby to National Highway 66 at a distance of 13 kms from Pudhucherry and 25 kms from Thindivanam.

Administration

The institution was established in the year 2004. It is run by the Pauls Educational Trust with Dr. S. R. Sam Paul as its chairman. The institution constituted with a vision of *“Bringing excellence in teacher education by the way of generating quality teachers, for the empowerment of our nation”*.

The college campus is spread over in 6.05 acres of land and the built up area is 3225 sq.mts. It has adequate infrastructure to meet the Curricular, Co-curricular needs of the students. The college functions with the required approvals such as recognition order from NCTE-SRC, Bangalore and NOC from Tamilnadu State Government and affiliated to Tamilnadu Teachers Education University, Chennai.

The College offers B. Ed. Course with an intake of 100 students under seven disciplines viz; Tamil, English, Physical science, Biological science, Mathematics, Commerce and Social Studies. In the Year 2008 the College also started M.Ed. course with an intake of 25 students. The intake of M. Ed. Course has been raised to 35 from the academic year 2010-11.

The administrative head of the institution is the Chairman Dr. S. R. Sam Paul. There is a governing committee to assist the Chairman for administration. The Governing Committee operates in two ways for Academic and Administration; the Academic committee headed by the Principal consists of all the teaching and non teaching staff as its members. The Administrative committee consists of the Chairman, the Additional Director, the Chief Administrative officer, the Principal and the Finance Officer. All the administrative works and financial activities related to the college is guided by the Governing Committee. The teacher training college is headed and guided by the direction of highly qualified and well experienced principal Dr. S. Arokiaraj with the mutual team work of dedicated staff members and students over the years.

Special Features

Our college plays a vital role, being unique by developing full pledged dedicated teachers for the nation. A holistic approach in training programme is imparted to make the B. Ed. Students, a good teacher in all aspects. Provisions are available for the students to enrich and enhance their creativity and their excellence in their profession. Our teacher training college has

- ❖ Spacious Classrooms
- ❖ Well equipped Physical and Biological Science Laboratories
- ❖ A rich Library with Good Number of Books and e-Resources
- ❖ Sports room, Art & Craft Room and Play Ground
- ❖ Educational Technology Laboratory

❖ Computer cum Language Lab with Internet Connectivity

to meet all the Curricular, Co-curricular activities of the academic year. Academic programmes are running as per guidelines of the Tamilnadu Teachers Education University to which the college is affiliated. The curriculum is enriched with all the activities needed to produce a quality teacher. The teacher training institute has taken keen interest to deliver the academic activities as per the Calender and Year Plan of the academic year. The institute offers the programmes as per the global trend, especially introducing innovative training and teaching methodologies, integrating ICT in teaching learning process, preparing the students through continuous and comprehensive evaluation process, updating the practice relevant to the school context, promoting research and ensuring professional development of the teachers.

Micro Teaching and Teaching Practice

Special efforts to prepare the student teachers for practice teaching through Micro Teaching sessions followed by Demonstration Classes. The practice teaching schools nearby are selected by the principal and faculty, taking into account for convenience of the students. The sanction will be accorded at the C.E.O's directions. As per the norms of the University the students have to undergo forty consecutive days of practice teaching during which student-trainees have to observe 10 classes of guide teachers for each optional.

During practice teaching, the teaching competency of the student teachers will be assessed by the Teacher Educators and Guide Teachers. The students will be asked to participate in all curricular and co-curricular activities of the school in which they undergo teaching practice. School based activities such as Case Study and Action Research will also be done during this period. The institution has got

extensive link with the practice teaching schools regarding the conduct of practical examinations also.

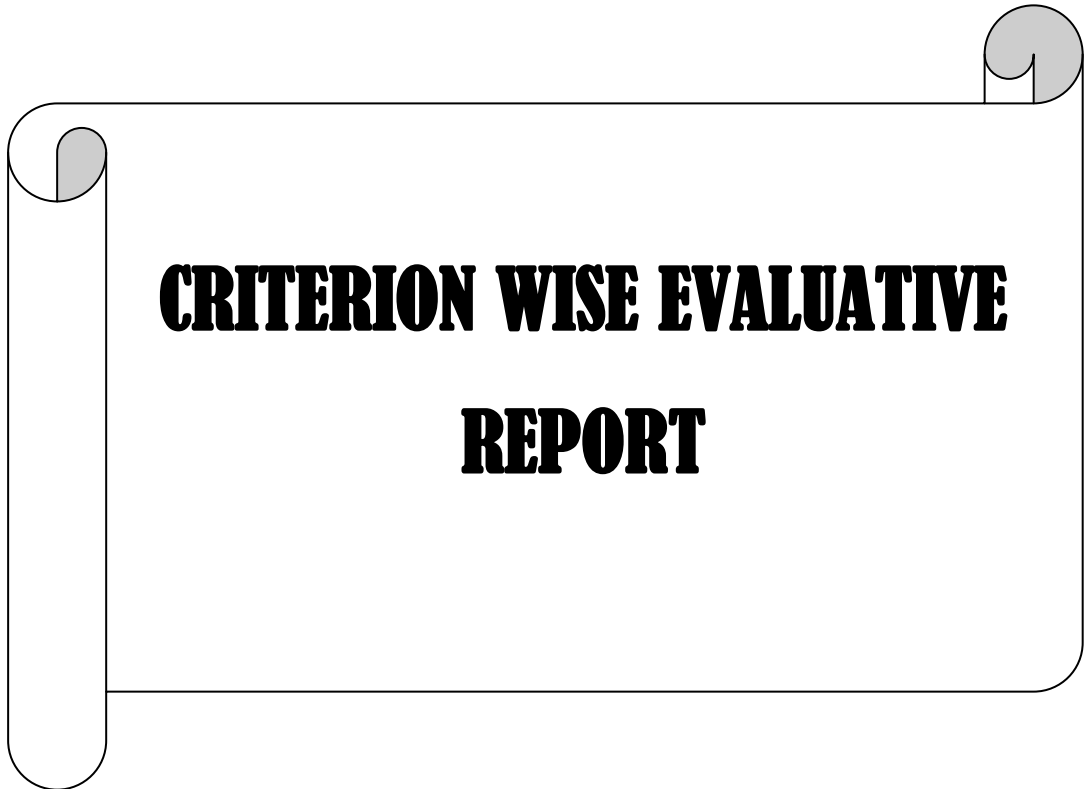
Developmental Activities

The true meaning of education is to bring desirable changes in the human behaviour. Our college maintains a very good rapport with village Pulichapallam which is situated at a distance of two kms from our institution. The college has adopted this village for all the social activities like the conduct of Free Medical Camp, Environmental Protection Camp, Free Tuition to School Children, Adult Literacy Programmes and Awareness Programmes etc. The institute helps to the Govt. Dr Ambedgar Adhi Dravidar Welfare. Hr. Sec. School in many ways by giving cash awards to the toppers, providing infrastructure facilities, furniture and TV etc. The trust also sponsor free seats in the Pauls Engineering College to the meritorial students who are studying in that school.

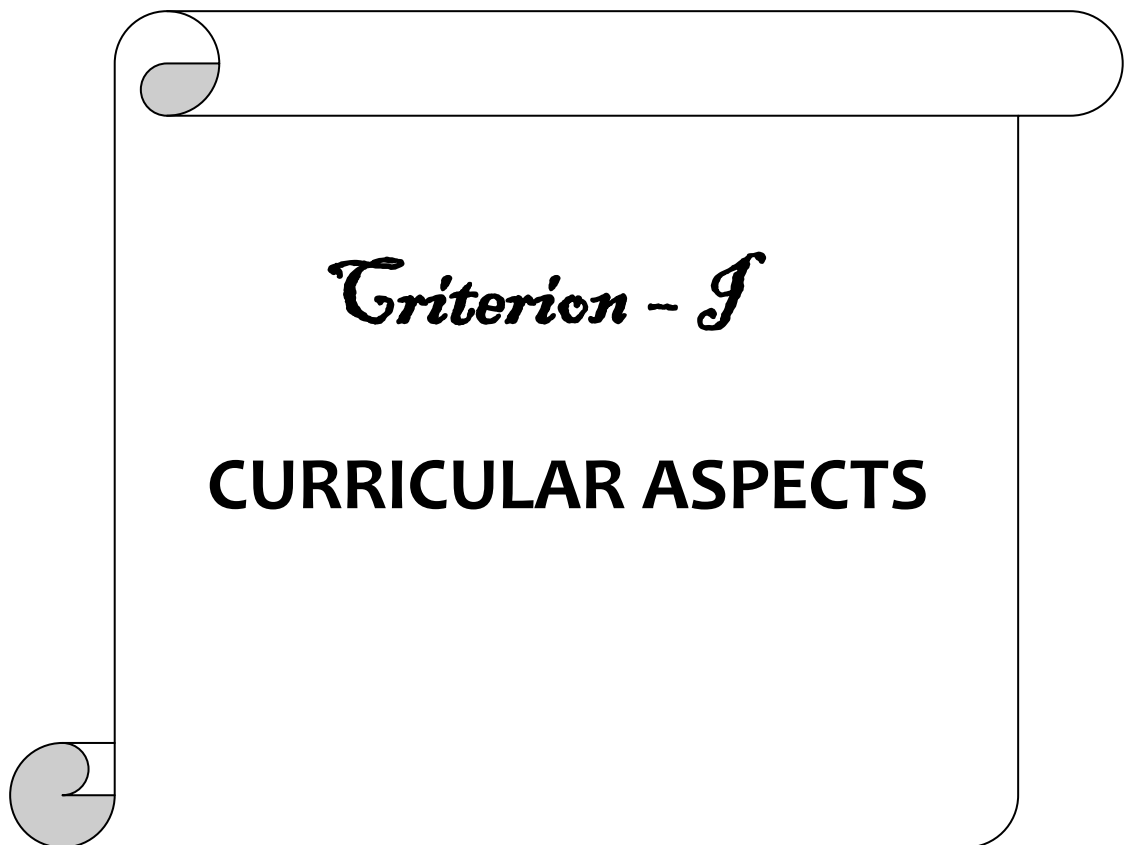
Parent- Teachers meetings will be conducted regularly to check and monitor the performance of their wards. Recommendations and Suggestions in the form of guidance will be given to the parents to look after their children with keen interest and to have close association with the institution for their better development. A strong Alumni Association has build up and regular meetings will also be held in connection with the institute to share their experiences with their Junior Student Teachers and guide them to get employment from various sectors. To secure job for the students, Placement Cell is running in full swing and has link with the neighbouring self financing schools and trusts. These schools and trusts will conduct campus interview and select teachers for their schools.

The college has been organising Blood Donation Camps, Citizenship Training Camp, Visits to the Orphanage Homes for helping the old aged, Delivering Radio Programmes and Community Work in the nearby Villages and Temples as a part of the Extension Activities. It also pays attention to celebrate the national importance days to inculcate the sense of National Integration and Unity among the student teachers. The college gives due importance for celebrating various religious festivals to develop the religious harmony and to promote a sense of secularism. Academic meetings, innovative sessions and seminars add to the glory of this teacher education institution.

The College is very much progressive in all the spheres of activities by developing good and quality teachers needed for the future India. The right guidance of management in co-operation and dedicated hardwork of the faculty, smooth relationship between parents, students and the management makes this institution to progress successfully in its mission.



**CRITERION WISE EVALUATIVE
REPORT**



B. Criterion Wise Evaluative Report

Criterion – I: Curricular Aspects.

1.1. Curricular Design and development

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

Sam Paul Educational Trust started Paulsons Teacher Training College in the year 2004 with the dignified motto of “Love, Knowledge and Discipline”. The institution has set up the objectives to achieve the ultimate aim of “Promoting Social Change for Developing Knowledge Society”.

Objectives:

- To Uplift the Rural People through Literacy Drive Programmes.
- To Create Awareness on Social Evils.
- To Carry out Research at all Stages of Education.
- To Develop the Life Skills of Prospective Teachers through Professional Development Programmes and Extension Activities.
- To Deliver the Academic Programmes according to the Global Trend.
- To Inculcate Values among the Prospective Teachers.
- To Promote Harmony and Peace in The Society

Vision:

“Bringing Excellence in Teacher Education by the Way of Generating Quality Teachers, for the Empowerment of Our Nation”

Missions:

- ❖ Toning Up the Quality of Teacher Education at all the Angles.

- ❖ Developing the Good Qualities Needed for a Teacher.
- ❖ Ensuring Professional Enhancement of Teachers through various Activities.
- ❖ Integrating Innovations in Teaching Learning According to the Global Trends.
- ❖ Creating Awareness in the Preservation of Environment and the Issues Related to Social Development.
- ❖ Conducting Research in the Spheres of Education.

The Teacher Training College provide opportunities for the students to live together irrespective of caste, creed and religion. It offers the courses according to the global trend and demands. Specifically it motivates the student teachers to know and involve in the e-learning platform by providing internet facility. The institution supports the international brotherhood for the global peace.

The institution has highly involved in the preservation of environment through the activities of Eco Club. Normally the club organises activities which prefer the environment protection. The college believes in imparting value based education by intertwining values with every day practices. The teacher training college has taken special interest in placing our student teachers in reputed schools in the city.

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

Needs of student teachers, teachers in the academic programmes will be assessed from the feedback. The feedbacks will be collected and analysed. The needs will be noted and stored. As early as possible, all the needed activities in the curriculum will be incorporated and also some activities beyond the curriculum will also be taken into consideration. The university formulates the curriculum and the college follows it accordingly. Though the college is not responsible in policy making bodies of the university, the views of the college will be passed on to the members of such bodies.

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

The college follows the curriculum prescribed by the Tamilnadu Teachers Education University. The curriculum of the university will be updated to meet the emerging trends and needs. The college will also take keen interest to adopt the innovative practices in teaching learning process. Adequate provisions will be done to meet the global issues like environmental protection, globalisation of higher education, innovations facilitated by ICT, e-learning pedagogies, language laboratories etc.

4) How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and Information Communication Technology?

The curriculum offers the following elective subjects which ensure some thrust on those national issues.

1. Environmental Education
2. Human Rights Education
3. Peace and value Education
4. Guidance and counselling
5. Computer in Education
6. Physical and Health Education
7. Safety and Disaster Management Education.

In addition to these theory papers, the curriculum includes Citizenship Training Camp which comprises of all the activities for the all round development of the budding teacher. Especially it incorporates the awareness on environmental issues, yoga practices, social skills, etc. Preparation and use of Educational Software materials based on their teaching lessons, Downloading Web resources related to the optional course and evaluating the same and Integrating Emerging Educational Technologies will also be the part of the curriculum which stands as integration of Information and Communication and Technology in teacher education.

Beyond the curriculum the college is carrying out certain activities like Tree plantation, Maintenance of garden, keeping the campus plastic free, creating environmental awareness, value education through lectures and yoga and computer is made accessible to all students and the well equipped computer laboratory is used for this purpose.

5) Does the institution make use of Information Communication Technology for curricular planning? If yes give details.

Yes. Our teacher training institute has computer laboratory which is facilitated by clock round internet connection. It makes use of ICT for preparing powerpoint preparations, audio visual presentations, utilising e-resources, browsing webpage and enjoying animated modules, etc.

1.2. Academic Flexibility

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

The college does not give the learning experiences in the classroom teaching alone. In addition to the classroom teaching-learning, demonstrations, guest lectures by experts, seminars, workshops, group discussions, simulated teaching, etc will be organised to the student teachers. To enhance the art of teaching, student teachers will be sent to the real classroom settings for observation and also practice teaching for 40 days.

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

Along with the theoretical exposures, practical experiences like microteaching, demonstrations, experiments in laboratories, internet browsing in the library, integrating technology in teaching etc facilitate students effective learning. Conducting action research, case study, projects, psychology experiments and physical and health education are also given as practice. Variety is introduced through field trips, special school visits, community oriented programmes, camps, tours and work experience programmes. Regarding M. Ed. practical aspects like tool construction, dissertation work etc are also included. In the teacher education field M. Ed. students participating in seminars, workshops and also presenting papers in these programmes.

5) What value added courses have been introduced by the institution during the last three years which would for example (develop communication skills, verbal & written, Information Communication Technology skills, Life skills, Community orientation, Social responsibility etc.,)

The college pays attention to the following value added courses and details are given as follows:

- Communication Skills: * Language Lab training in English language.
*Periodic competitions in elocution, essay and verse writing in Tamil and English.
- ICT Skills: -On hand training in the use of computers.
- ICT integration in Teaching Learning
- Browsing Webpage
- Preparing PowerPoint slides and CDs.
- Life Skills: -Physical & Health Education Programme
-Environmental Awareness Programme
-Personality Development Programme
- Community Orientation -Health and Hygiene
-Protection of the Environment
-Awareness on Social Evils and Exploitation.

- Social Responsibility -Citizenship Training Camp
 -Human Rights and Duties

6) How does the institution ensure the inclusion of the following aspects in the curriculum?

1. Interdisciplinary / Multi disciplinary,
2. Multi skill development,
3. Inclusive education,
4. Practice teaching,
5. School Experience / internship,
6. Work Experience / SUPW.

1. Interdisciplinary / Multi disciplinary

The core papers and optional papers offered for both B.Ed. and M.Ed. are linked with each other and have an interdisciplinary approach. The theory component of B.Ed. and M.Ed. courses are given below.

Sl.No.	B.Ed. Course
I	Core Papers
1.	Education in the Emerging Indian Society
2.	Psychology of Learning and Human Development
3.	Educational Innovations and Management
II	Elective Papers
1.	Human Rights Education
2.	Peace and Value Education
3.	Environmental Education
4.	Guidance and Counselling
5.	Perspectives in Special Education
6.	Computer in Education
7.	Curriculum Development
8.	Pre-primary Education
9.	Physical and Health Education

10.	Library and information Resource Management
11.	Safety and Disaster Management Education.
III	Optional Papers
1.	Teaching of English Paper – I
2.	Teaching of Tamil Paper- I
3.	Teaching of Mathematics Paper – I
4.	Teaching of Physical Science Paper – I
5.	Teaching of Biological Science Paper - I
6.	Teaching of History Paper – I
7.	Teaching of English Paper – II
8.	Teaching of Tamil Paper- II
9.	Teaching of Mathematics Paper – II
10.	Teaching of Physical Science Paper – II
11.	Teaching of Biological Science Paper - II
12	Teaching of History Paper - II

Sl.No.	M.Ed. Course
I	Core courses
1.	Philosophical and Sociological Perspectives in Education
2.	Advanced Educational Psychology.
3.	Research in Education
II	Elective Courses
	GROUP I
1.	Primary and Secondary Education
2.	Teacher Education
3.	Non Formal Education.
4.	Comparative Education
	GROUP II
5	Curriculum Development and Instructional Technology.
6.	Women's Education
7.	ICT in Education
8.	Education for the children with special needs.

2. Multi skill development,

Care is taken to develop ICT skills, life skills and Communication skills. Our students are taught through specially arranged programmes. The following life skill and soft skill programmes were conducted for the benefit of the student teachers.

- Enhancing Reading Habits among the prospective teachers
- Effective Communication Strategies
- Developing Basic skills in Computers
- Utilising online resources for research
- Importance of Non verbal Communication in Teaching
- Personality Development of Student Teachers
- Inculcating Values Among the Prospective Teachers

3. Inclusive education

Special care is taken to educate the physically challenged student teachers in our institution. Every year our student teachers visit the neighbouring special schools to get a direct experience regarding their methods of teaching, learning material, type of evaluation etc.

4. Practice teaching

As a part of our curriculum, the student teachers undergo practice teaching for 40 consecutive working days in any one of the schools approved by the state government for teaching of both optional. During the teaching practice, they carry out action research to weep out problem of students and also conduct case study of an individual as well as case study of the institution to identify the pros and cons. The student teachers take training in physical education also. They participate all the activities of the school as a real teacher. The principals of B. Ed. colleges have to seek the permission of the C.E.O. of that district to send the student trainees to government and government aided schools. The students have to get the permission of the Head of the institution for Matriculation and other such schools.

5. School Experience / internship,

The student trainees visit the allotted schools for one week prior to the commencement of practice teaching to get an idea about infrastructural facilities, strength of the institution, teachers, students and the like. They get the syllabus and timetable from the guide teachers and prepare the lesson plans under the guidance of the teacher educator. During the first ten days, student teachers observe the classes of the guide teachers followed by taking classes based on the lesson plan. They prepare, conduct and evaluate achievement test using their blue print. The student trainees take part in all curricular, co- curricular and extra curricular activities of the school. Continuous and comprehensive evaluation of their teaching competency will be done by the guide teachers of the schools and the teacher educators. After completion of the teaching practice their experience in schools will be reflected in an experience sharing session.

6. Work Experience / SUPW

Socially Useful Productive Work emphasis on the manual work. To develop a positive attitude towards manual work, SUPW is included in the curriculum.

The various activities offered under SUPW in our institution are the following:-

1. Food Items

- ✓ Preparations of Pickles, Jam, Jelly, squash.
- ✓ Preservation of perishable food items

2. Cultural and Recreational

- Arrangements and management of stage.
- Bouquet and Flower making.

3. Gardening

- ❖ Forming kitchen garden.
- ❖ Maintaining Medicinal Garden

4. Preparation of Improvised Aids with the Help of

- Ice cream sticks,
- Injection ampules,
- Straw etc.

Under the demonstration and guidance of the arts and craft instructor, Student teachers create things as their own. They also participated in the gardening house wise.

1.3. Feedback on Curriculum

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

The institute follows a systematic and regular method of collecting feedback from the students, alumni, academic and other stakeholders on curriculum. Regular alumni meetings will be conducted. The suggestions and improvements will be discussed in the alumni meetings. P.T.A. meetings will be held twice in a year. The advices of the parents will be taken into account for the development of the college.

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

Yes, faculty members of our institution analyse the feedback obtained from students and other stakeholders and effecting the possible changes suggested by the stakeholders. In addition to the curriculum our college trains our students in ICT.

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

At present there is no representative from our college in the board of studies. But the college sends feedback on the curriculum to the members of the board of studies.

1.4. Curriculum update

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

In the last five years, the curriculum offered by the affiliated universities has been revised three times totally. Initially the institute was affiliated with Thiruvalluvar University, Vellore which revise the curriculum in the academic year 2007-08. Two revisions were made by the Tamilnadu Teachers Education University to which the college is now affiliated.

2) What are the strategies adopted by the institution for curriculum revision and update?

At the starting of every year the University conducts the training programmes and workshops for the Principals. The principal will organise a staff meeting regarding the academic activities. As per the university norms, the college offers the programmes with the intension of updating the curriculum.

1.5. Best Practices in Curricular Aspects

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

In curricular aspect the institute maintains its quality in teaching learning and evaluation. For that purpose utmost care has been taken in staff selection, maintenance of infrastructure, updating library, establishing institution-society network etc.

- Appointment of academically competent and experienced staff.

- Addition of class room and other facilities like–furniture, equipments in the laboratory
- Addition of books in the library, subscribing new journals and magazines.
- Making the computer lab accessible to all the student teachers and staff members
- Utilising e-resources and internet facility for teaching learning and research.
- Integrating ICT in the teaching learning process.

2) What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

Our institution always encourage the innovative teaching methods in the classroom teaching like group discussion, team teaching, debate, peer group teaching. And also staff members are encouraged to prepare and present powerpoint presentations, animated modules, videos to our student teachers. Student teachers are highly motivated to present their assignment and seminar using technology in the college. The M.Ed. students are encouraged to construct their own research tools and they clarify their doubts through e-mail. Besides this college organises seminars, workshops and conferences.



Criterion - II

**TEACHING LEARNING AND
EVALUATION**

Criterion – II: Teaching –Learning and Evaluation

2.1. Administrative Process and Students Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc,) of the institution?

The three golden rules of the management for admission of students are,

- 1) Adhering NCTE Norms and Standards
- 2) Following University and Government Guidelines
- 3) Preference for the Merit.

When the admission opens, a wide publicity will be given to the courses offered in the college and the applications will be invited from eligible candidates. The filled in applications will be sorted out and the eligible candidates will be admitted after verifying the certificates as below,

1. Candidates should have passed U.G. degree examination with 10+2+3 stream, with the same main subject in part III, for which the candidate is seeking admission to the B.Ed., Course.
2. Candidates who have taken more than one main subject in Part III (Double or Triple major) of the U.G. degree have to choose only one of the main subjects and apply for that optional in B.Ed.,
3. Candidates who have done their U.G. degree in Applied Chemistry, Bio-Chemistry or Applied Physics can apply for Physical science as optional respectively in B.Ed., those who have done Environmental Science and Microbiology can apply for Biological science as optional in B.Ed.,
4. In the case of candidates belonging to SC and ST communities, a pass in the relevant UG degree course is enough (or) eligible.
5. No age limit (Details of admission – copy of University syllabus enclosed)

Preference will be ensured for the differently able students, financially oppressed, and students with outstanding records in sports and games. The management extends support to the needy students from the Trust funds.

The college adheres the reservation policies of the government of Tamilnadu and all rules stipulated by the university. Admission will be made purely on merit. Selected list with waitlisted candidates is displayed on the notice board and informed through post.

2. How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the institution?

The college publishes advertisements in all leading dailies regarding admission to B.Ed., & M.Ed., courses. Printed prospectus will be issued to all the applicants. Norms of the university, course details, eligibility for admission, theory and practical aspects of the courses, etc are given in the college prospectus and college calendar.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applications?

The college has an admission committee which comprising members of management, principal and staff. The committee ensures the admission criteria and decisions. The selection list will be displayed on the college notice board and selected candidates will be informed through post.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (E.g. individuals of diverse economic, cultural, religious, gender, Linguistic, backgrounds and physically challenged)

The college takes necessary efforts to effect the diverse student population. The admission is open to both sexes irrespective of cultural, communal and religious backgrounds. The college supports the students of scheduled caste and scheduled tribe to get scholarship from government. Besides the scholarship, the college also offers fee concession to backward communities from financially under privileged section of society. The college is equipped to meet the needs of differently able students.

Details of Government scholarship given to the students for the last Five Years

Sl. No.	Year	Category	No. of Students Benefited	Amount Sanctioned	
				B. Ed.	M. Ed
1	2007-08	SC	49	1,68195	-
2	2008-09	SC	59	1,91590	46,250
3	2009-10	SC	46	1,36410	128930
4	2010-11	SC	110	257035	70865
5	2011-12	SC	52	2,72,535	83,970

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

After the admission process the institution assess the students' knowledge and skills through marks secured by the candidates, group discussion and personal interview. This process helps the teachers to know the students' potential, academic background and their skill in communication, ICT, etc. Each optional teacher educators took in charge to assess the details of the above said.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The college works towards creating an conducive learning environment by giving prominence importance to

- Discipline & Time Management.
- Information and Communication Technology.
- Innovation in Teaching & Learning.
- Various Learning Experiences.
- Facilities needed for Sports, & Recreation Activities.
- Participation in Co – Curricular activities.
- Opportunities for all round Development.
- Provide resourceful library with latest books and journals.
- Enhancing Life skills through Extension Programmes.
- Career Guidance and Placement.

2. How does the institution cater to the diverse learning needs of the students?

The college encourages and supports the teachers to make provisions for developing diverse learning needs of students through the following.

- Practising Variety of Strategies in Teaching.
- Motivating Student Teachers to take Seminars by giving Assignments
- Making use of the available e-resources and Library.
- Giving Practices in utilising Computers and Internet facilities.
- Develop Teaching Competency of the Student Teachers through Micro Teaching and Internship Programmes.
- Organising Seminars, Debates and Motivating Students to participate and present papers.
- Organising camp activities.
- Participation in inter-collegiate Cultural and Sports activities.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The scope is provided for theory and practical. Each theory paper has internal assessment which comprises assignments, seminars and term examinations. The continuous and comprehensive evaluation is assured by this method. The practical is divided into three phases such as pre practice teaching, practice teaching and post practice teaching respectively. During the pre practice teaching student teachers are prepared for innovative practices like microteaching and demonstration, observation and lessons. Practice teaching is carried out for 40 days completely by all the student teachers. Collegium is arranged to give constructive criticism, observations made by the teacher educators and follow up activities in the post practice period. Individual attention is given to slow learners and average learners are encouraged through interactive sessions, discussions etc. Field trips, camp activities, extension activities and educational tours assure the diverse learning conditions and also facilitate students learning. Participating in inter-collegiate competitions, quiz and co-curricular activities encourage the students in cultural activities. Attending and presenting papers in seminars, workshops and training programmes are helping the students to update their knowledge in the field of education. Action research and research projects are done by the student teachers and teacher educators respectively. They are also advised and encouraged to write eligibility test and competitive examinations.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

Staff Meetings are conducted by the principal regarding the academic activities. Every activity is initiated and guided by the teacher educator in the college. Teacher educators are exposed to attend seminars, workshops and training programmes to update their knowledge and they are encouraged to use the library, e-resources and internet to become knowledgeable one. Diverse student needs are

satisfied by the teacher educators as a leader and role model in the diverse learning situations. Diverse needs of the students are met with technology lab, computer cum language lab, library, variety of activities etc.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Practices: The student teachers are encouraged to develop knowledge and skills related to diversity by

- Encouraging them to share their experiences in various activities.
- Exposing them to different types of schools - government, private matriculation etc.
- Students are also encouraged to present papers in their classroom seminar.
- Giving advice on learning processes and use of reference text books, journals and internet.
- Encouraging them to know the subject beforehand which will help them to understand the subject better and inculcate the habit of lifelong reading and learning and also knowledge management skills.

2.3 Teaching –Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

Students are encouraged to use the college library and the Pondicherry University library, nearby aided colleges library and public library. In the library itself e-library corner is available with e-journals, e-books and e-resources. In the

computer laboratory internet browsing facilities are made available to visit the educational websites. Website evaluation is done by the student teachers. Individual research projects are given for M.Ed. students whereas B. Ed. students are given a action research during the teaching practice and group projects as assignments. Ample opportunities are given for role playing and peer group teaching in the campus. All U.G students are sent for practice teaching for a period of 40 days.

2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge, and skill development by the students?

The college gives importance to student centred teaching learning methods. Teacher educators are monitored to teach the classes as student centered by interactions, group discussions, seminars, projects, demonstrations etc. Student teachers are engaged in preparing self learning materials, website analysis, text book review, and industrial visits and data collection for projects. Organising and participating in various club activities. Participation / Representation in different committees. Co-operative learning, Guided discussion, Computer Assisted Instruction, etc are also organised.

3. What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used?

Encouragement is given to all students for innovative self learning methods. Student teachers are preparing lesson plans based on the SQ4R Model which is recently followed in Tamilnadu schools. This SQ4R Model belongs to the Active Learning Method. Herbartian Steps are followed in the lesson plan preparation of higher secondary classes.

Institution adopts various instructional strategies such as Project Method, Assignment, Seminars, Workshops, Discussions etc.

Science students study the various models of teaching such as Concept Attainment Model, Enquiry Training Model and Advance Organiser Model.

Facilities are given to students to get exposed to issues of social relevance of importance to education.

Students conduct action research to identify the causes of Late Coming, Learning Disabilities etc,


4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

University prescribes models of teaching only as a theory component for science optional papers and also for M.Ed. optional paper teacher education. So the teacher educators provide classes in basic models of teaching like Concept Attainment Model (CAM), Advance Organizer Model (AOM), Inquiry Training Model (ITM) etc. Students are preparing lesson plans in each model as assignments.

5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill?

Microteaching technique is used for developing the teaching skills of student teachers during the pre practice teaching period. Demonstration in each skill is given by the teacher educators and then practiced by students. The following microteaching skills are practiced before students go for teaching practice.

- ✚ Introducing a Lesson,
- ✚ Probing Questions,
- ✚ Skill of Explaining,
- ✚ Skill of Reinforcement,

 Stimulus Variation

 Use of Black Board.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/ school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Utmost care and plan is carried out to execute the practice teaching in our college. Before entering into the macro teaching, the student teachers are undergone pre practice training like microteaching and demonstration classes. Training in lesson plan preparation is given to students in Herbartian Steps Method and Active Learning Methodology (ALM), Active Learning Methodology Plus (ALM⁺). After getting permission from CEO of the concern district, students meet their guide teachers in the respective schools and get syllabus for lesson plan preparation. They observe 5 classes of their guide teacher in each optional. After that student teachers prepare lesson plans along with teaching aids and get signature from the teacher educator as well as guide teacher. Finally they practise the lesson plan in the classroom. As per the curriculum each student teacher takes twenty lessons for optional I and twenty for optional II and a minimum of one lesson per day for each optional. Periodic observation, constructive criticism and suggestions for improvement are given by the teacher educators and continuous observation and corrections are done guide teachers. Feedback is obtained from the institutions and also from the guide teachers and teacher educators. This feedback is used not merely for evaluation but also for improving their teaching skills.

7. Describe the process of Block Teaching/Internship of student in vogue?

The institution gets the permission and allocation of schools from the concerned Chief Educational Officer. The Heads of the concerned schools also express their consent.

The usual practice is to send the allotted number of student teachers to the schools according to the strengths of the school to conduct classes under the supervision of the guide teachers. Teacher educators, also visit the schools, observe their teaching and offer feedback.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same?

The practice teaching carried out in partnership with the school headmaster, and the guide teacher. The student teachers are first asked to observe the teaching of the mentors and after getting proper instructions, the student teacher conducts classes for 40 sessions for both optional I & II. U.G. students take classes for the students of VI to IX and P.G. students take classes for students of IX and +1. Good relationship is maintained between the schools, staff and the mentor teacher.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

During the pre practice teaching period student teachers get the knowledge about the school and the students, from the teacher educators. Student teachers are well informed of diverse learning needs of students and how to cater to their needs. They are conducting action research, case study of an individual during their practice teaching period. They are getting ideas from the teacher educators and guide teachers to identify the slow learners, average students with learning disabilities and the socially deprived students etc. The teacher- educator guides the student teacher in handling such students periodically.

10. What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?

Most of the schools have facilities for the talk and chalk facility only. However, when the facilities of OHP, computer etc, are available, student teachers are advised to use such facilities in teaching. For this, training is given to student teachers to prepare powerpoint preparations, writing in OHP sheets and developing film strips. Educational Technology Lab sessions help the students to handle LCD, OHP projector effectively. Mostly these technological components are included as a effective teaching aids.

2.4 Teacher Quality**1) What is the ratio of student teachers to identify practice teaching schools? Give details on what basis the decision has been taken?**

In general, the ratio of the student teacher to identify practice teaching school is 1:5. But in some situations the ratio of student- teachers may be less or more than five depending upon the demands of the student-teachers and school. This is based on the medium of instruction, strength of the classes and locality of the school. Schools are allotted as per the directive of the Chief Educational Officer.

2) Describe the mechanism of giving feedback to the students and how it is used for performance improvement?

During the teaching practice, observations made by the teacher educators are given as feedback to improve further in their teaching. At the end of the practice teaching, the mentor teacher, heads of institutions and teacher educators give feed back to the student teachers indicating strengths and weakness and suggesting ways

of improvement. Student teachers take the feedback as the performance indicator and maintain the strengths, minimise the weakness.

3) How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Whenever there is a new educational policy introduced, the same is intimated to the student teachers through lectures by resource persons from DIET and SSA. Our students are given exposure to Active Learning Methodology, which is recently introduced by the government of Tamil Nadu.

4) How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The teacher educators are encouraged to attend seminars, conferences, training programmes and workshops on recent developments in the field of education. They read journals, magazines and also learn from internet browsing. Students and faculty keep pace with the recent developments by adopting ABL (Activity Based Learning), ALM (Active Learning Methodology) and Integration of ICT (Information Computer Technology) in the school subjects and teaching methodologies

5) What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc?)

The management sanctions On Duty, leave and bear the expenses incurred by the staff for attending training programmes, seminars, and conferences. Faculty development programmes are arranged by the institution. Research is encouraged

among the teachers by extending all possible support for those who are doing Ph.D./M.Phil. The college has also organized state level seminars and workshops to promote professional competency.

6) Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details?

Yes. The institution adopts the following mechanism to reward and motivate staff members.

- Incentives for good university results.
- Special leave for doing higher courses and studies.
- Secretarial support for minor research projects.
- Encouraging teachers to initiate research projects.

2.5 Evaluation process and reforms

1) How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The students are given a conducive learning environment in the campus. The airy classrooms, spacious library with e-resources, availability of ICT components, exposure to various co-curricular activities and variety in teaching make the learning process smooth. The college pays attention to recruit professionally qualified and well experienced personalities as teachers. Students Council meet once in a month and discuss the needs of the students and Grievance Committee is running in the campus to identify and solve the problems of student teachers. Through interaction with the students, their problems in learning are identified and steps will be taken accordingly.

2) Provide details of various assessment/evaluation processes (Internal assessment, midterm assessment, term and evaluations, external evaluation) used for assessing student learning?

The academic performance of students is monitored very closely from the time of their entry into the college. The internal assessment is done by the assignments, seminars and three terminal tests. More over, revision test and model examination are also conducted. The university conducts practical and theory external examinations at the end of the academic year and issues certificates to the students.

3) How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The answer papers of all examinations are corrected in time and shown to the students for verification and by suggesting ways of improvement. Weak students are identified and remedial teaching is given to them with specially designed time-table. The name and marks of top scorers in each paper are displayed in the notice board. Progress reports are prepared and send to their parents. The results are kept as records and it is discussed in the PTA meeting also.

4) How Information Communication Technology is used in assessment and evaluation processes?

Internal marks and marks of practical examination are entered using the computers. Question papers for term end examinations are prepared by using computers. Some assignments are received through e-mail of the respective teachers. Students ranking in the term end tests and model examination are done through computer application softwares. The progress is also analysed graphically.

2.6 Best Practices in Teaching-Learning and Evaluation Process

1) Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

- The college adopts participatory learning methods such as projects, assignments, seminars, peer group discussion, team teaching and role playing.
- Peer sharing and criticising sessions are conducted after practice teaching.
- All students are trained in the use of computer, preparation of computer assisted materials, PowerPoint slides, etc.
- Use of LCD for lectures and seminars by both students and staff.
- Use of OHP for lectures.
- Learning through Internet.
- Organisation of seminars, training Programmes / workshops.
- Arranging guest lectures by eminent speakers.
- Library kept open after college hours.
- Availability On-line journals and e-resources.
- Propagating values through M-learning.
- Introducing triple evaluation such as self evaluation, peer evaluation and teacher evaluation.
- Infusing daily test to improve the study habits.
- Doing website evaluation to identify the good websites.

2) How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The institution announces the best practices which are practised by the teacher educators in a term and encourage others also to adopt such practices in their teaching. Teachers are also motivated to prepare and use computer enabled study materials. The institution gives complete freedom to introduce innovative practices in their instruction with the inspiring leadership and guidance of the principal.



Criteria - III

Research, Consultancy and Extensions

Criteria – III: Research, Consultancy and Extensions

3.1 Promotion of Research

1) How does the institution motivate its teachers to take up research in education?

Teachers who undertake research are given facilities like leave, reduction in workload, and also on duty to visit libraries.

- Giving facilities like leave and on duty.
- Keeping net facilities available beyond college hours on request
- Encourage the staff members for attending International Seminar/ Workshop sanctioning 'On Duty ' for the staff members and TA,DA are provided for the same.

2. What are the thrust areas of research prioritized by the institution?

- Teacher Education Problems
- Students Learning Problems
- Infrastructural Facilities In Schools
- Provisions For Value Education
- Factors of Scholastic Achievement of Students
- Teaching Competency

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, the institution encourages Action Research. The research areas are like less participation of students in curricular activities, use of more conventional methods in the teaching practice, learning problems of students, errors in communication, discipline problems etc

As it is a compulsory practical component in the syllabus all student teachers do the action research in selected topics and make a record of it .Some of the important outcome of action research are the following.

- It improves teachers behaviour
- Solved problems related to discipline in the classroom and in the institution.
- Improves teaching competency of student teachers.
- Solves problems of school children.
- Solves the problems related with learning.

4. Give details of the Conference/ Seminar/ Workshop attended and/ organised by the faculty members in last five years.

1) Conference/ Seminar/ Workshop attended by the faculty members.

Sl. No	Name of faculty	Level of the Conference/ Seminar/ Workshop and Venue	Title	Date
1.	S. Arokiaraj	National Seminar-Sri Saradha College of Education, Ulundhurpet.	Education for Human Excellence	15, 16 th Apr 2011
2.		International Seminar – Annamalai University, Chidambaram.	“Remedial Teaching”	21, 22 Mar 2011
3.		State Level Seminar- Paulsons College of Education, Pulichapallam.	“Toning Up the Quality of Teacher Education”	26, Nov 2011
4.		International Conference – Annamalai University, Chitambaram	“Education for Mitigation of Human Conflicts”	18&19 th Feb 2010.
5.		State Level Seminar- Meston College of Education, Chennai.	“Environmental Education”	11 th Feb 2005
6.		National Seminar- Pope John Paul II College of Education.	“Revitalizing The Professional Preparation of Teacher Educators”	3 rd Dec 2004
1.		National Seminar- National College of Education, Keezhakollai.	“Women Education”	7, 8 th Apr 2011

2.	Murali. J	National Seminar-Sri Saradha College of Education, Ulundhurpet	Education for Human Excellence	15, 16 th Apr 2011
3.		International Seminar – Annamalai University, Chidhambaram.	“Leading Beyond Horizon: Engaging future”	28,29,,30 th July 2011
4.		National Seminar – C.S. Jain College of Education, Srimusnam	“Educational Technology for joyful learning”	3,4 th Oct 2011
5.		State Level Seminar-Madurai Kamaraj University, Madurai.	“Research Methodology and Application of Statistics”	20,21 Oct 2011
6.		State Level Seminar-Paulsons College of Education, Pulichapallam.	“Toning Up the Quality of Teacher Education”	26, Nov 2011
1.		Ramesh Babu. S.	UGC-National Seminar – Pondicherry University, Pudhucherry.	“National Knowledge Commission Report and its Implications on Higher Education”
2.	National Seminar-Sri Saradha College of Education, Ulundhurpet		Education for Human Excellence	15, 16 th Apr 2011
3.	National Seminar-National College of Education, Keezhakollai.		“Women Education”	7, 8 th Apr 2011
4.	State Level Seminar-Paulsons College of Education, Pulichapallam.		“Toning Up the Quality of Teacher Education”	26, Nov 2011
1.	Vasanthi.G	National Seminar-National College of Education, Keezhakollai.	“Women Education”	7, 8 th Apr 2011
2.		National Seminar-Sri Saradha College of Education, Ulundhurpet	Education for Human Excellence	15, 16 th Apr 2011
1.	Sivanthi. K	State level seminar - Christoher College of Education, Chennai.	“Research Methodology”	12,13 th Aug 2010.
2.		International Seminar – Annamalai	“Remedial Teaching”	21, 22 Mar 2011

		University, Chidhambaram.		
3.		State Level Seminar- Madurai Kamaraj University, Madurai.	“Research Methodology and Application of Statistics”	20,21 Oct 2011
4.		State Level Seminar- Paulsons College of Education, Pulichapallam.	“Toning Up the Quality of Teacher Education”	26, Nov 2011
1.	Lizeron Eremias	International Seminar – Annamalai University, Chidhambaram.	“Remedial Teaching”	21, 22 Mar 2011
1.	Rajeshkumar.	UGC-National Seminar – Pondicherry University, Pudhucherry.	“National Knowledge Commission Report and its Implications on Higher Education”	26, 27 th July 2008
2.		State Level Seminar- Paulsons College of Education, Pulichapallam.	“Toning Up the Quality of Teacher Education”	26, Nov 2011

2) Paper Presented in Conference/ Seminar/ Workshop by the faculty members.

Sl. No	Name of faculty	Name of the Conference/ Seminar/ Workshop and Venue	Title of the Paper	Date
1.		National Seminar- “Education for Human Excellence” at Sri Saradha College of Education, Ulundhurpet.	Education is the Process of transmission of Knowledge, Skills, Attitude, and Values.	15, 16 th Apr 2011
2.	S.Arokiaraj	National Seminar on “Key Concerns and Issues in Remedial Teaching” at Annamalai University, Chitambaram.	Key Factors in Remedial Teaching	21&22 nd Mar 2011.
3.		International Conference – “Education for Mitigation of Human Conflicts” at Annamalai University, Chitambaram	Educating the Youth for a Better Society.	18&19 th Feb 2010.
4.		National Seminar- “Revitalizing The Professional Preparation of Teacher Educators” at Pope John Paul II College	Need for Revitalising the Professional Preparation of Teacher Educators.	3 rd Dec 2004

		of Education.		
1.	Ramesh Babu. S	National Level Seminar on Role of ICT in Teacher Education at T.S.M College of Education, Kaniyamoor.	Enhancing Leadership and Personality through ICT.	4 th Feb 2012
2.		National Level Seminar on Women Education at National College of Education, Marungur.	Guiding Women for Continuing Higher Education.	7 & 8 th Apr 2011.
3.		National Seminar on Education for Human Excellence at Sri Saradha College of Education for Women, Ulundhurpet.	Education is for Social Change.	15&16 th Apr 2011.
4.		State Level Seminar on Toning Up the Quality of Teacher Education at Paulsons College of Education, Pulichapallam	Enhancing the Quality of Teacher Education	26 th Nov 2011.
1.	Murali. J	National Seminar- "Women Education" at National College of Education, Keezhakollai.	Women Education	7, 8 th Apr 2011
2.		National Seminar- "Education for Human Excellence" at Sri Saradha College of Education, Ulundhurpet	Education is for Social Change	15, 16 th Apr 2011
3.		International Seminar – "Leading Beyond Horizon: Engaging future" at Annamalai University, Chidhambaram.	Teacher Used for Science and Technology to lead in Education	28,29,,30 th July 2011
4.		National Seminar – "Educational Technology for joyful learning" at C.S. Jain College of Education, Srimusnam	Classroom Teaching Through Technology.	3,4 th Oct 2011
5.		State Level Seminar on Toning Up the Quality of Teacher Education at Paulsons College of Education, Pulichapallam	ICT in Teacher Education	26 th Nov 2011.
		National Level Seminar on Role of ICT in Teacher Education at T.S.M College of Education, Kaniyamoor.	Role of Software Application in Education	4 th Feb 2012

	Vasanthi.G	National Level Seminar on Women Education at National College of Education, Marungur.	Strengthening Health Education of Women	7 & 8 th Apr 2011.
		National Seminar on Education for Human Excellence at Sri Saradha College of Education for Women, Ulundhurpet.	Education is the Process of Transmission of Knowledge, Skills, Attitudes and Values.	15&16 th Apr 2011.
		State Level Seminar on Toning Up the Quality of Teacher Education at Paulsons College of Education, Pulichapallam	Developing Need Based Curriculum for Teacher Education-Need of the Hour.	26 th Nov 2011.

3) Conference/ Seminar/ Workshop organised by the college.

Sl. No	Name of the Conference/ Seminar/ Workshop and Venue	Title	Date
1.	State Level Seminar-Paulsons College of Education, Pulichapallam.	“Toning Up the Quality of Teacher Education”	Nov 2011
2.	National Level Workshop-Paulsons College of Education, Pulichapallam.	“Research Reporting”	Sep 2010
3.	State Level Seminar-Paulsons College of Education, Pulichapallam.	“Value Addition through Value Education”	Dec 2009

3.2 Research and Publication Output

1) Give details of instructional and other materials developed including teaching aids and/ or used by the institution for enhancing the quality of teaching during the last three years?

Charts, Pictures, Flash Cards, Still Models, Working Models, OHP Sheets, Flim Strips, Slides, CD's, PowerPoint slides have been prepared by the teaching staff and student teachers for enhancing quality of teaching.

Self Instructional Materials, Print and Non-Print Materials are prepared and used by the institution for enhancing the quality of teaching.

i) Self- instructional materials:

Our student teachers prepare the necessary self-instructional materials such as PLM and CAI packages to enhance the quality of teaching. These materials are prepared by the student teachers under the guidance of teacher educators.

ii) Print materials:

Print materials are prepared by the teacher educators on important issues in their respective subjects and are distributed to the student teachers after discussion. These print materials provide a variety of information regarding the syllabus. Our student teachers also prepare print materials such as assignment and seminar papers.

iii) Non-print materials:

The student teachers prepare non-print materials such as slides, transparencies, booklets, scrap books and pamphlets to enhance the quality of teaching. For the preparation of these materials, they are given necessary guidance by the teacher educators. The student teachers are guided to prepare slides for power point presentation. With the availability of LCD projector, teaching with power point presentation is done. Transparencies are also prepared by the student teachers. They are motivated to use OHP for teaching, internship programme and seminars. Charts as well as working and non-working models are also prepared based on the respective subjects. These teaching materials are exhibited at the end of the academic year and the materials are provided to the local schools that are in need of them.

2) Give details on facilities available with the institution for developing instructional materials?

Equipments such as slide projector, OHP, LCD and computer with facilities such as internet, e-mail and websites are available in the College for developing varieties of instructional materials. The labs such as Computer Cum Language Lab, Educational Technology Lab, and Arts and Crafts Room are utilized to prepare the instructional materials such as slides, transparencies, CDs, programmed learning materials and computer assisted learning materials.

i) Computer Cum Language Lab:

Twenty five computers are available in the computer lab. The student teachers make use of the lab to prepare power point slides, programmed learning materials and computer assisted learning packages. Internet services are also

available in the lab. All the student teachers utilize the internet facilities for learning purpose.

ii) Educational Technology Lab:

Technological equipments such as overhead projector, slide projector, LCD, television, radio and tape recorder are available in our technology lab. These equipments are made use of for the purpose of seminar classes.

iii) Arts and Crafts Room:

The instructional materials such as charts and models as well as socially useful productive items such as handicrafts, embroidery works, glass and cloth painting are available in the Arts and Crafts Room. The student teachers are trained by the arts and craft teacher in the preparation of these materials.

iv) Library:

Library is enriched with general and subject books of all disciplines which enable the students for the preparation of Instructional Materials.

3) Did the institution develop any Information Communication Technology /technology related instructional materials during the last five years? Give details?

Yes, the institution developed CAI packages, PowerPoint presentations, CD's, Slides.

- ✚ Development of Computer Assisted Instruction By the Staff Members
- ✚ Powerpoint Presentations on Seminar and Classroom teaching by Students and Staff.
- ✚ CD's Submission for Assignment

4) Give details on various training programmes and/ or workshops on materials development (both instructional and other materials)

a. Organised by the institution.

Sl.No.	Area of Training/Workshop	Providing Agency
1.	Training on SUPW Products Preparation	Self Help Group , Villupuram
2.	Workshop on Utilising Cyber Resources	BRIGHT Tech Computer Education, Puducherry.

3.	Surya Namaskar-Training	Auroville, Puducherry
4.	Training on ISHA Kriya	ISHA, Coimbatore
5.	First Aid Demo	Fire Service, Tindivanam
6.	Developing Teaching Aids	Block Resource Center, Tindivanam
7.	First Aid Training	St. John's First Aid Training Centre

b. Attended by the Staffs

Our staff members attended various seminars and training programmes regarding ICT, tool construction and research guidance organised by other institutions also.

c. Training Provided to the Staff

Staff also got training from the above said training programmes. In addition to that special training programmes such as Mentorship Training, Training on Conducting Psychological Experiments were given by experts.

5) List the journals in which the faculty members have published papers in the last five years.

Sl. No	Name of Journal	No. of Publications
1.	National Journals	5

6) Give details of the awards, honours and patents received by the faculty members in the last five years.

Best Innovative Instructor Award was drawn by our staff Lizeron Eremias.

7) Give details of the Minor/ Major research projects completed by staff members of the institution in last five years.

Research Projects related to Integrating ICT in Teaching Learning Process were completed by staff members.

Sl. No	Name of Faculty	Title	Year
1.	Lizeron Eremias	"SMS Alert M- Learning: Teacher Values"	2011
2.	S. Arokiaraj	"Peer Group Training in ICT Skills"	2010

Details of the M.Phil.& Ph. D Projects completed by our staff members in last five years are given below.

Sl. No	Name of Faculty	Title	Year
1.	S. Arokiaraj(Ph. D)	A study of B. Ed. students knowledge on cyber resources as related to certain selected variables.	2011
2.	J. Murali (M. Phil)	A Study of the Environmental Awareness among the Higher Secondary Students of Cuddalore District	2008
3.	S. Ramesh Babu (M. Phil.)	Academic Performance and Classroom Climate of Students in English at Higher Secondary Level	2008

3.3 Consultancy

1) Did the institution provide consultancy services in last five years? If yes, give details

Yes. The principal and selected staff members gave free consultancies to our students regarding their career opportunities and higher studies through the Placement Cell.

2) Are faculty/ staff members of the institute competent to undertake consultancy? If yes, List the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes.

- Promoting the Study Habits,
- Personality Development of Students, and
- Guidance and Counselling

The expertisation of the Principal in the various fields are publicised through Television and Radio Programmes.

Sl. No.	Programme	Broadcasting Channel	Place & Date
1.	Dialogue- Kalvium Kudumba Nalamum.	All India Radio	Pudhucherry, 19-9-2011.
2.	Dialogue-Valkayai Nirnaippathil Kalviyin Panku	All India Radio	Pudhucherry, 16-5-2011.
3.	Dialogue- Manavarkaluku Yettukalviyodu Thevaiyana Pira Thakuthikal.	All India Radio	Pudhucherry, 3-2-2011
4.	Media Impacts on Adolescents- Dialogue	All India Radio	Puducherry, 3-8-2010
5.	Stress Management	Dhor Dharson Television	Chennai, 21-10-2009
6.	Self Development Programme	DDK	Pondicherry, 17-05-2005

3) How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff members and the institution?

The college has not charged money for the above stated service.

4) How does the institution use the revenue generated through consultancy?

The institution doesn't get any money for the consultancy services.

3.4. Extension Activities**1) How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

The college takes care of the various needs of the socially underprivileged People in the Pulichapallam village adjacent to the college. The college encourages self help groups functioning in the neighbouring village by purchasing the materials produced by them. The institution has always allowed the children to use the college playground. The institute helps the Govt. Dr Ambedgar Adhi Dravidar Welfare Hr. Sec. School in many ways by giving cash awards to the toppers, providing infrastructure facilities like furniture, TV, etc. and also sponsor free seats in the Paulson Engineering College to the meritorial students who are studying in that school. Organised free eye medical camp for the students of Dr Ambedgar Adi Dravidar Govt. Hr. Sec. School. Free Tuition to School Children, Adult Literacy Programmes, and Awareness Programmes etc. add glory to the services.

Our students donate their blood every year in the Blood Donation Camp. The institution honour the Primary Health Centre, Kiliyanoor and JIPMER who organised the Blood Donation Camp in the College premises. Our students are involved in community work like cleaning in the surroundings of world famous Sri Saneeswara Temple which is located in Moratanti and also in the Pulichapallam village, Cleaning of Plastic in the nearby premises, motivating school dropouts in Govt. Primary School, Pulichapallam to continue their studies etc. The institution has also donated money, materials to the Orphanage Homes in the district.

2) How has the institution benefited from the community? (Community participation institutional development, institution-community networking, institution-school networking, etc.)

- Getting suggestions from Parent Teacher Association meetings for further development of the college.
- Permit our student teachers in school for their practice teaching programme.
- Supporting and Co-operating the Camp activities organised by the college.
- Permit the students to attend the medical camp.
- Provide classes and students for practical examination.

3) What are the future plans and major activities the institution would like to up for providing community orientation to students?

The college has taken very special drive against the use of plastic. All attempts are made to convert the campus into a model green clean campus.

- ✓ One special drive of the college is fighting against use of tobacco, alcohol and drugs by the message.
- ✓ Promotion of functional literacy among the community members.
- ✓ Creating a benchmark on Road Safety Awareness among the youth.

4) Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

No. But in future the institute plan to do projects related to green village and literacy movement in the village.

5) How does the institution develop social and citizenship values and skill among its students?

Citizenship and social values are developed to students through

- Exposure programmes like Citizenship Training Camps, Participation in social activities etc.
- Celebrating National Importance Days and conducting morning prayers.

- Community services like free eye medical camp, Environmental Protection camp, Awareness Camp etc. were conducted for the people of nearby Village. Blood donation camp was also conducted.
- Conducting Competitions to students regarding Gandhian Values and Organising Cultural programmes to encourage the social skills.
- Lecture by experts – were conducted regarding the topics moral values, Life skills etc.

3.5 Collaborations

1) Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The institution has link with two national level organisations.

I. Indian Association for Teacher Educators (IATE): It is the oldest and leading professional body of teacher educators of India was established on 25th Nov, 1950. It was registered under Societies Registration Act in 1966. IATE has been playing significant role in providing a platform to teacher educators of India and neighboring countries for meaningful deliberations on various issues related to education system in general and teacher education in specific. It has made ventures in influencing policy decisions in shaping teacher education programme in the country. Organization of annual conferences, national and international seminars and workshops as well as publication of its journal are some of the regular features of IATE.

Benefits:

- Notification regarding all professional development programmes on time.
- Professional Growth along with this Professional Body.
- Getting e-journal from its website.

II. Indian Red Cross Society:

The Indian Red Cross is a voluntary humanitarian organization having a network of over 700 branches throughout the country, providing relief in

disasters/emergencies and promotes health & care of the vulnerable people and communities. It is a leading member of the largest independent humanitarian organization in the world, the International Red Cross & Red Crescent Movement. Our Institution has collaboration with the South Zonal, Tamilnadu Branch.

Benefits:

- ✚ Conducting various extension programmes along with the Youth Red Cross, Tamilnadu Branch.
- ✚ Organisation of Cultural Programmes regarding the theme given by the Indian Red Cross Society.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Nil.

3. How did the linkages if any contribute to the following?

The linkages with such national level organisations contribute to the Curriculum Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension and Publication in many ways.

- ❖ Curriculum Updation and Improvements in the Teacher Education Field.
- ❖ Professional Development of Teachers.
- ❖ Organisation of Extension Activities with a theme specification.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

The institution has established linkages with schools of neighbouring villages. This is primarily to encourage the financially underprivileged children to take up education to prevent school drop outs and to encourage school drop outs to

come to School. To facilitate all these, free tuition classes are conducted in Dr Ambedgar Adi Dravidar Welfare Govt. Hr. Sec. School by our students.

5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching, If yes give details.

Yes. This is done as part of mandatory practice teaching. The teacher educators made observation on student teachers practice twice in their period. Teachers visit the school, consult the Head master and guide teacher about the duration of practice teaching, number of observation classes, nature of supervision by guide teachers and method of evaluation.

6. How does the faculty collaborate with school and other college or university faculty?

We have institutional linkage with the schools, colleges and university. At the time of practice teaching the faculty consult the Heads and guide teachers of the practice teaching schools regarding the teaching competency of the student-teachers. Faculty members of the college are invited for extension lectures, seminar and workshops. So also the faculty members attend the seminars and workshop conducted by other colleges. The meetings convened by the university regarding B. Ed. and M.Ed. programmes are attended by the principal and the faculty members. The faculty and students also attend the seminars and other research programmes organised by the university departments

3.6 Best Practices in Research, Consultancy and Extension

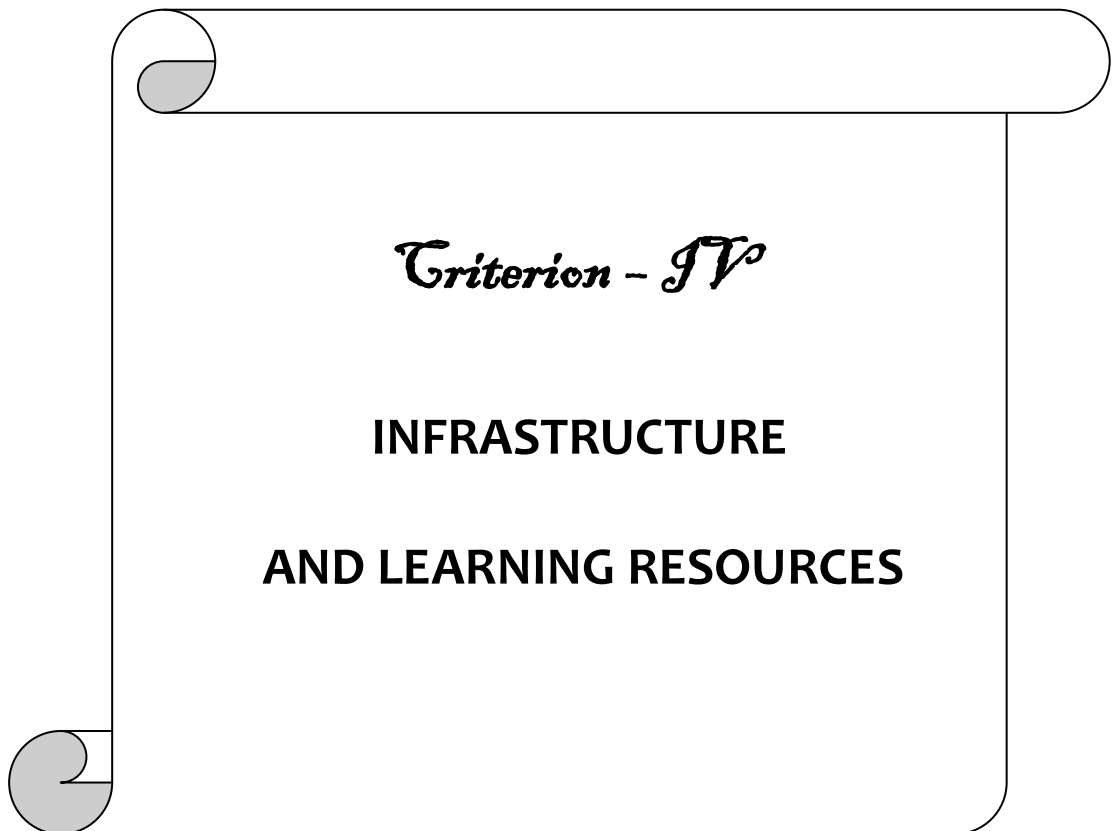
1) What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years.

The college, though in its infancy has encouraged research consultancies and extension by

- Encouraging teachers to initiate and lead the extension activities.
- Motivating M.Ed. students to take diverse topics for their research projects.
- Giving Support to staff members to felicitate the consultancy regarding the placements
- By involving students in community services.
- By establishing linkages with society and institutions.

2) What are significant innovations/good practices in Research, Consultancy and Extension activities of the institution?

- ❖ Availability of sufficient number of thesis for reference.
- ❖ The library is enriched with ample number of books, journals and magazines and e-resources for research.
- ❖ Supporting the Research Cell in the college to publish abstracts of completed projects.
- ❖ Encouraging M.Ed. students to construct research tools and made available in the tool file.
- ❖ Providing Computer lab facilities with internet.
- ❖ Maintaining a separate blog in the internet with all the available resources for research.



Criterion – IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1) Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building?

Infrastructure is the basic and utmost need for any educational institution. Our college has excellent infrastructure which is sufficient to impart quality education as per NCTE norms. The College of Education is housed in a large beautiful ventilated block having total area of 3225 Sq. Mts.

It includes a Multipurpose hall, Class Rooms, Laboratories, Principal's Room, Staff Rooms, Administrative block, Library cum Reading centre, Arts and Craft room, Health and Physical Education resource centre, Girls Common Room and Store Room.

The total amount involved for the building is 5,20,72,500. The master plan of the building is enclosed.

2) How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The college has ample land (6.05 acres) and hence there is a scope for having new buildings, and the present buildings have strong basement to have their additional floor

- Well equipped class rooms with LCD's and OHP facilities.

- Computer cum Language Laboratory loaded with latest softwares and hardware requirements.
- Clock round internet facilities for M.Ed. students and staff.
- Well equipped science laboratories.
- Full fledged library with availability of reference books, books in all disciplines, more National, International, and e-journals.
- Multipurpose Hall to meet the recreational needs.
- Indoor and Outdoor games facilities.
- Creative place for arts and crafts and Work Experience.

2) List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports

- ✓ Play fields and Courts.
- ✓ Indoor games facilities,
- ✓ Auditorium
- ✓ Rooms for Group work,
- ✓ Library and Laboratory facilities.

3) Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The institution itself has all the necessary requirements in infrastructure and instructional facilities for curricular and co-curricular activities.

4) Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)

There is a common room for women students to take their lunch and rest. In the ground floor, there is a set of latrines with full fledged water facilities available to

both men and women separately. Face wash is also available inside that rest room. Other washing facilities are provided in the backside of the building. The college has canteen facilities that cater to the needs of students, parents/ guardians and faculty. Though the college does not have the health centre, the services of a primary health centre, Kiliyanoor nearby to the college is utilized in needed situations.

5) Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Nil.

4.2 Maintenance of Infrastructure

1)What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

	2007-2008 Budget Actual (Rupees in Lakhs)	2008-2009 Budget Actual (Rupees in Lakhs)	2009- 2010 Budget Actual (Rupees in Lakhs)	2010-2011 Budget Actual (Rupees in Lakhs)	2011-2012 Budget Actual (Rupees in Lakhs)
Building	15.7	2.5	2.0	-	-
Laboratories	2.5	1.05	1.0	0.5	-
Furniture	1.0	1.5	1.5	-	-
Equipments	-	-	-	-	-
Computers	2.8	0.5	-	0.5	1.25
Transport/ Vehicle	2.6	2.0	1.5	-	1.5

2) How does the institution plan and ensure that the available infrastructure is optimally utilized?

With a well advanced year plan of the academic activities, intensively planned time table to satisfy the needs of the students and meet the curricular and co-curricular activities, the available infrastructure is used optimally. The institution caters to the academic needs of the staff and students by extending the infrastructure as given below

Multipurpose Hall

The institute have Multipurpose Hall of seating capacity of 250. It is exclusively utilised for various purposes like conducting seminars, examination, cultural events, celebrating important festivals, conducting coaching classes and orientation programmes.

Classrooms

There are 10 classrooms. Each classroom can comfortably accommodate 50 students. In addition to the classrooms, there are common rooms for Boys and Girls, Library-cum-Reading Room, IEQA Room, Arts and Crafts Room, Health and Physical Education Room, Staff Room, Store Room availed to maximise the learning effectively.

Educational Technology Lab

We have a well equipped Educational Technology lab. The staff and students make use of the Technology lab for seminar presentations with the help of the LCD and OHP projector. Maximum utilization of LCD and OHP are in practice for teaching Technology at B.Ed level. Besides these, there are slide projector, computer, DVD player, television, radio and epidiascope.

Computer cum Language laboratory

To improve the student's language skills, a language laboratory is established and properly used by the students to develop their proficiency in English. There is a collection of various CD packages in the language laboratory to improve various skills such as listening, speaking, reading, writing and pronunciation.

There is well furnished computer lab with necessary accessories. Our teacher educators and trainees make use of the lab for various purposes. Internet facility is available. Staff and students make use of the web resources and utilize it in the teaching- learning process.

Science laboratories

For teaching subjects like physical science, biological science and mathematics there are well equipped laboratories with all necessary equipments. Demonstration of science experiments are conducted, so that the students get direct experience by observing them and are capable of doing experiments by themselves.

In addition to these, playground, toilets separately for Boys and Girls, Canteen and parking place for vehicles are optimally utilized.

3. How does the institution consider the environmental issues associated with the infrastructure?

The college is situated in a green forestry area of Vanoor Taluk. But the National Highway is situated nearby to the college. The college has taken the following steps to ensure a pollution free campus.

- ✚ Planting trees around the Campus
- ✚ Beautify the campus by maintaining gardens
- ✚ Keeping the campus Clean & Plastic Free
- ✚ Precautions Board on the road to avoid the horns while the vehicles crossing the NH nearby to the college.
- ✚ Careful management of waste.

4.3 Library as a Learning Resource

- 1) **Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer service)?**

The college has a qualified Librarian and technical supportive staff.

Sl. No.	Name	Designation	Qualification
1.	B. Thamizharasi	Librarian	M. A., M. L.I. S

2) What are the library resources available to the staff and students? (Number of books Volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access etc.).

The library has ample collection of books to the needs of the users .There is a detailed catalogue of books available to the users. Total number of books available in the library is 5515. Number of titles are 3100. The library subscribes 13 National journals, one International journal and 11 numbers of e-journals. Further there are 5 magazines and 5 dailies are also available. There are 262 back volumes of journals also available for the users. The library has also a collection of previous years Question papers. The library is also equipped with ICT facilities. A total number of 180 C.Ds are available for various disciplines. The students have access to internet. Daily working hours are from 9.00 a. m to 5.00 p.m.

Sl. No.	Name of the Articles	Total
1.	Text books	5515
2.	Reference books	3100
3.	No of journals	14
4.	No of Encyclopaedia	4
5.	Dictionary	15
6.	No. of Magazines	5

Subject Wise Books

S.No	Department	Quantity
1.	Educational Psychology	260
2.	Educational Philosophy and Sociology	567
3.	Educational Technology	408
4.	Tamil	921
5.	English	177
6.	Mathematics	63
7.	Science	110
8.	Social science	60
9.	Physical & Health Education	65
10.	Research Methodology	262
11.	General Books	2622
	Total	5515

a. Magazines

- 1) Voice Data
- 2) Chemistry Today
- 3) Physics for You
- 4) India Today
- 5) PTA Magazine.

b. List of News Papers

1. The Hindu
2. Daily Thanthi

3. Dina Malar
4. Dinakaran
5. Indian Express

C. List of Journals

I. International Journals

International Journal of Educational Research, Development and Extension.

II. National Journals

1. Research and reflections on Education.
2. Edutracs
3. Experiments in Education
4. Journal of Educational Research and Extension
5. University News
6. Anweshika Indian Journal of Teacher Education.
7. Current Science.
8. Kishan World
9. Journal of Humanities and Social Science.
10. Journal of Modern Science.
11. Down to Earth.
12. Education World.
13. Journal of Science Education.

E- Resources

E- LIBRARIES:

- 1) central online and open access library <http://www.sref.org/cool/>
- 2) Public library of science. <http://www.plos.org/>
- 3) The internet public library. <http://www.ipl.org/>
- 4) e-laboratories. <http://www.mygrid.org.uk/tools/e-labs/>
- 5) Digital library of India. <http://www.dli.ernet.in/>

- 6) UGC Infonet. Digital Library Consortium-
<http://www.inflibnet.ac.in/econ/eresource.php>
- 7) Virtual Lab: UC College prep- <http://www.ucopenaccess.org/>

EDUCATIONAL e- JOURNALS

1. Conflict Management in Higher Education. <http://www.campus-adr.org/CMHER/newsletter.html>
2. Electronic Journal for the integration of technology in Education. <http://ejite.isu.edu/Archive.html>
3. Electronic journal of e-learning. <http://www.ejel.org/volume7/issue3>
4. International Journal of Educational Policy and Leadership. <http://journals.sfu.ca/ijepl/index.php/ijepl>
5. International journal on environmental and science education <http://www.springer.com/education+%26+language/mathematics+education/journal/10763>
6. Issues in Educational research. <http://www.sciencedirect.com/science/journal/1747938X>
7. Journal of e-learning and knowledge society. <http://www.scimagojr.com/journalsearch.php?q=17700155804&tip=sid&clean=0>
8. Journal of education policy. <http://www.synergiescanada.org/journals/bcn/ijepl/59>
9. Journal of educational technology and society. <http://www.ourglobal.com/event/?eventid=9771>
10. Journal of special education. <http://sed.sagepub.com/content/10/4/351.extract>

Research

1. <http://www.umi.com/> research - Dissertation abstracts
2. http://www.gvu.gatec.edu/user_surveys – Educational Surveys

e- Content & Modules

- 1) Consortium of Educational Communication. <http://www.cec-ugc.org/>
- 2) Sakshat. <http://www.sakshat.ac.in/>
- 3) Brihaspathi2.The Virtual Classroom. <http://home.iitk.ac.in/~yensingh/tool/brihaspati.shtml>
- 4) Innovation in Teaching Methodology. <http://kji.iitm.ac.in/>

3) Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc? And to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

The library committee is constituted to take some decisions like the purchase, frame rules and regulations for the book issue, upkeep of the library, accession register facilities in the library and identify the best library user among the students for the award etc. The library committee comprises of the principal, librarian, staff representatives and student representatives.

Books are purchased bearing in mind the latest developments, demands of the syllabus, request from the students, faculty etc. Care is taken in subscribing to journals also. The library committee meets once a month to review the function of the library.

4) Is your library computerized? If yes, give details?

Yes, the library accession is fully computerised. The library computerized software is INFOLIBRARY Version 5.0.

5) Does the institution library have computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the library has computer, internet and reprographic facilities. It is accessed by the staff at any time as per their convenience and by the students in their library hours, leisure time and lunch breaks.

6) Does the institution make use of Infflibnet/ Delnet/ IUC facilities? If yes, give details?

Yes. The institution makes use of N-LIST facility of Infflibnet. The institute registered as member in that N-LIST programme and staff and students got registration ID and Password to access the e-journals, e-books in that consortium.

7) Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is open on all working days from 9.00 am to 5.00 pm for the benefit of staff and students. The library is open for 8 hours for a day. All the working days(220) of the academic year, the library is open. On national holidays and Sundays the library is open from 9.30.a.m to 12.30 p.m.

8) How do the staff and students come to know of the new arrivals?

New arrivals are made known to the students through display board.

9) Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, Books are donated by students of present batch, Alumni, PTA and staff etc. A separate register for the stock and asserting register for lending the books is being kept.

10) What are the special facilities offered by the library to the visually and physically challenged persons?

The college has not admitted any visually challenged students so far. But the institution will take special care to assist the physically challenged persons.

4.4 Information Communication Technology as Learning Resource

1) Give details of Information Communication Technology facilities available in the institution(Computer lab, hardware, software, internet connectivity, access,

audio visual, other media and materials) and how the institutions ensures the optimum use of the facility

The students use the computer cum language laboratory of the institution as batch wise. The computers are provided with the necessary hardware and software requirements which facilitate the students learning through ICT. The computers are interconnected through networking and internet facility is ensured for each computer. M.Ed. students and staff utilise this laboratory as a boon for research. There is a technological laboratory equipped with OHP, LCD, Film Strip Projector, Tape recorder, D.V. D Player and T.V.

2) Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

Yes. In curriculum Computer Education is offered only as an elective subject. Beyond the curriculum, various strategies are implemented to train the students in computer skills. The college takes special interest in imparting computer education to all the students as per their needs.

3) How and to what extent does the institution incorporate and make use of the new technologies/ Information Communication Technology in curriculum transactional processes?

Faculty members are encouraged to make use of the ICT facilities like power point presentation using LCD, using internet service to send the notes through e-mail, utilise the e-resources for knowledge updating, etc. Students are asked to get familiarized with

- Use of computer
- Accessing Websites/Assignments and projects using the electronic media,
- Preparation of power point.
- Website analysis and comparative study of website.

4) What are major areas and initiatives or which student teachers use/ adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, and preparation of teaching aids).

a. Developing Lesson Plan

The student teachers prepare lesson plans by collecting more information from website in addition to the content given in the text book. If the school have the projector facilities, student teachers use it as teaching aid.

b. Classroom Transactions

The student-teachers prepare OHP sheets, power point slides, animated videos downloaded from website etc for effective classroom transaction.

c. Evaluation

The achievement test is developed in the print form using the computer. The achievement and diagnostic test papers are manually evaluated, and the marks thus obtained are stored in the Excel (Microsoft) for statistical analysis.

d. Preparation of teaching aids

In preparing and presenting the teaching aids, relevant to the topic, students used ICT. Rare pictures, real videos, modules are downloaded and used as teaching aids.

4.5 Other Facilities

1) How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the programme), to other institutions and to the community.

The facilities available in the college are made use of to the maximum possible extent. Whenever the college has extension activities like free medical camp, adult literacy programmes are running inside the campus. Children in the nearby



villages, children of the neighbourhood school are allowed to use the play ground and water facilities.

2) What are the various audio-visual facilities/ materials (CD's audio and video cassettes and other materials related to the program) available with the institution? How are the students teachers encouraged to optimally use them for learning including practice teaching?

The institution has no of CD's in each discipline related to their topics and it is used as self learning packages and instructional aids. The college has camera, TV, tape recorder, video, DVD player LCD, film strip projector, OHP etc and students are all trained to use the audio visual equipments. Microteaching practice sessions are video graphed, replayed and feedback will be given to student teachers.

3) What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The following laboratories are available;

-  Language laboratory
-  Physical Science
-  Biological Science
-  Computer laboratory
-  Technology laboratory
-  Psychology Laboratory

The equipments are maintained well using registers and repaired as soon as fault is detected.

4) Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. Available with the institution.

- a. **Multipurpose Hall:** It has an area of 2000 Sq.mts with the seating capacity of 250.
- b. **Sports:** A separate room for keeping the sports items. A spacious playground with an area of 3 acres with courts for different games.

5) Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

All classrooms and multipurpose hall have facilities for using LCD, OHP projectors. The future plan of the college in modernizing facilities includes

- AC conference hall with all Audio Visual equipments
- White Interactive Board in every classroom.
- To have fixed LCD projector & computer in all class rooms
- Connecting all the classrooms via CCTV and audio facility.

4.6. Best Practices in Infrastructure and Learning Resources

1) How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The college proposes to have intensive training to the faculties to the use of Information Communication Technology and promote it to the student training. Power point and video presentation is encouraged for classroom teaching. Teacher educators make optimum use of equipments available in the technology laboratory and computer laboratory.

2) List innovative practices related to the use of Information Communication Technology, which contributed to quality enhancement.

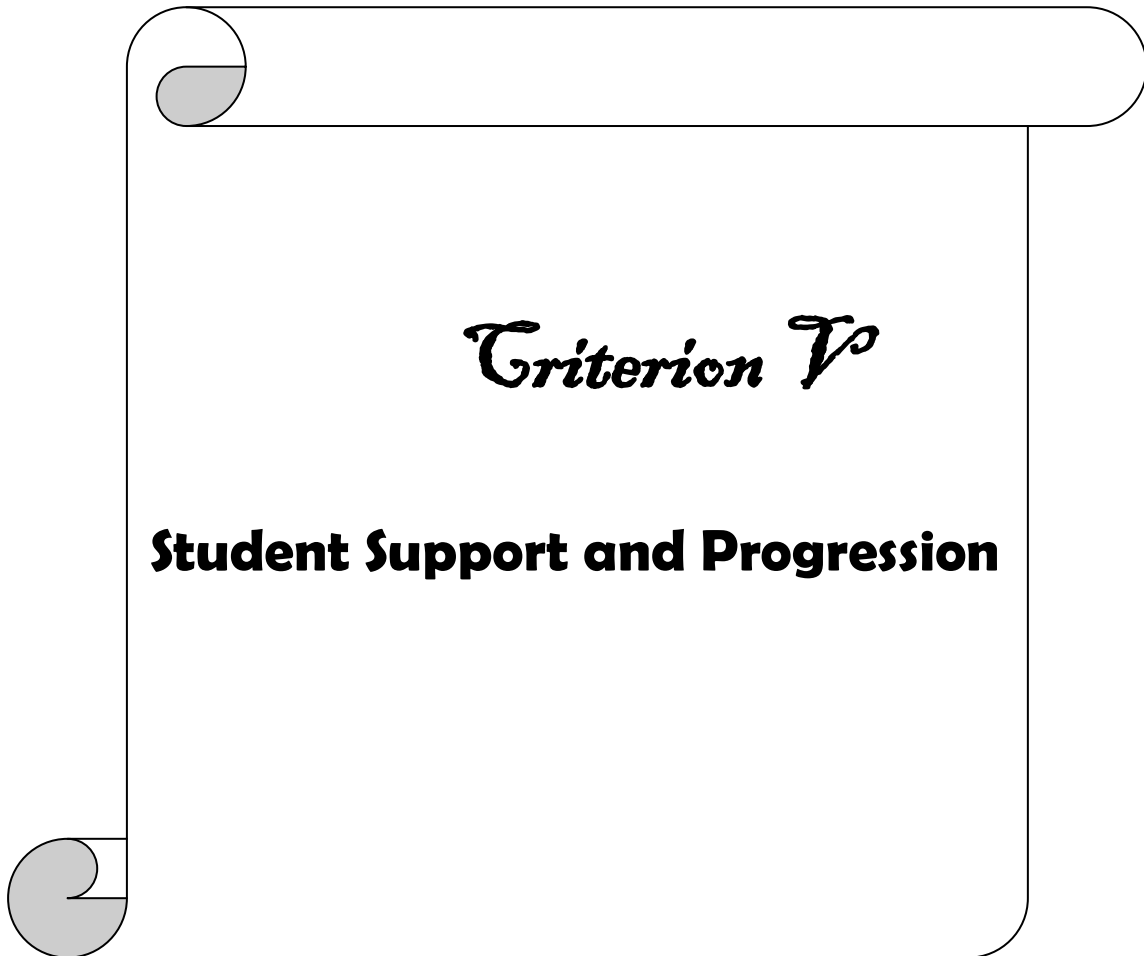
The faculty adopts all student centered teaching learning methodology with the hope that it will be practiced by the future teachers. To impress up on student teachers the inevitability of using Information Communication Technology in everyday classroom teaching, optimum use of Information Communication Technology in teaching are insisted upon. Student teachers are also encouraged to use Information Communication Technology during seminars, paper presentations and practice teaching.

The effectiveness of teaching imparted by the student teachers of our college is acknowledged by the heads of the institution and guide teachers, where they undertake practice teaching. The use of websites, website analysis and comparative study of website and the mandatory use of PowerPoint during seminars have shown marked enhancement in the quality and potentiality of the student teachers.

3) What innovations/ best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/ adapted by the institution?

The following are the innovative learning resources and infrastructure adopted by the institution,

- ✓ Using Computer Laboratory for preparing teaching notes, powerpoint presentations, downloading animated videos, sending notes via e-mail.
- ✓ Optimising the usage of educational technology lab for OHP presentations, Film strip presentations and training the student teachers to handle them.
- ✓ Giving practices to video graphing and evaluating the micro-teaching.
- ✓ Using Multipurpose Hall for students’ participation in group discussion and seminars.
- ✓ Updating the knowledge through Computerized library
- ✓ Audio – visual aids for teaching and learning.
- ✓ Promoting learning through M-Learning strategies.



Criterion V

Student Support and Progression

Criterion V: Student Support and Progression

5.1 Student Progression

1) How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

The institution assesses the students' preparedness for the programme by conducting individual interview by an admission committee consisting of Principal, as its head and few selected faculty members as the members. At the time of admission the students are encouraged to self introduce themselves and a talent show is organized for the students to exhibit their individual talents.

The academic year starts with an orientation programme by the principal about the course and syllabus, practice teaching, co-curricular activities etc. The orientation programme is also conducted by inviting experts from the field of education.

2) How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

The management ensures that the students get appropriate academic atmosphere in the campus. Special lectures on the duties and responsibilities of student-teachers and nobility of the teaching profession are arranged. Opportunities are given to the students to participate in inter collegiate competitions. The performance of the students will be monitored throughout their stay in the campus and proper guidance and counselling will be given to the students for the improvement of their performance.

3) Give gender-wise drop-out rate after admission in the last five years and impossible reason for the drop out. Describe (If any) the mechanism adopted by the institution for controlling the drop out?

The student dropout rate during the last five years in both B.Ed and M.Ed is nil. Every student who gets admission generally completes the course. In case, any student faces any difficulty due to family or economic or personal reasons, the students will be contacted and counselled by the Principal as well as by the faculty.

4) What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/ qualified in SLET, NET, Central/ State services through competitive examination in the last two years?

The institution runs the placement cell. One of the important duties of that cell is to announce the notification of the SET/NET, CTET and competitive examinations like TRB, Bank PO, Clerk, RRB to the students. Most of the students are appeared for every year. Motivation, Guidance, Tips and Tricks are given by experts and our staffs.

Students are given training in facing interviews by organizing personality development programmes. The management organizes campus recruitment programmes in which representatives of leading schools from different districts of the state come to the college for selecting and recruiting the best teacher candidates. Students are also informed of job vacancies and the selection procedures of the government. Our student K. Raja Lekshmi passed NET examination during their M. Ed course of study and now she is appointed as PG Asst in Tamil at Pondicherry. K. Mutharpavalar passed NET examination in Tamil during his B. Ed course of study

5) What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

Details of students who go for further studies / teaching profession for the last 3 years.

Sl. No	Academic year	M.A/ M.Sc.	M.Ed.	M. Phil	Teaching Profession	Any other
1.	2009 – 2010	19	19	3	65	19

2.	2010 - 2011	20	15	2	68	20
3.	2011- 2012	22	15	2	74	23

6) Does the institution provide training and access to library and other education related/electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, students are allowed to utilise the library for taking up the reference book in NET / SLET and other competitive examinations. They are also permitted to download materials from the websites at free of charges on permitted hours only.

7) Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution has effective mechanism to place students to the next higher level of education or towards gainful employment. The institution provides carrier guidance and counselling services and placement services to support students. The institution formally established a placement cell under the supervision of the principal and with placement officer in the college premises. The placement cell was established to provide all possible assistance to its students to find employment.

The cell intensively analyse the various placement opportunities in all fields, especially in teaching. It announces the placement opportunities from the newspaper advertisements, Employment News Weekly and Internet surfing. It also encourages the preparation for competitive examinations and eligibility tests. Coaching classes and Seminars on Vocational Guidance are also conducted regularly. The placement cell has developed a strong network with the reputed schools of the region. So the cell conducts 'Campus Recruitment' on the college campus.

The campus recruitment was conducted by our neighboring schools and Schools at a distance (viz N. B. R. Higher Secondary school- T. C. Kootroad, Mother Matriculation School – Kiliyanoor, Doss Matriculation School, Sethrapattu, Kennady

Matriculation School-Rettanai, Presidency Matriculation School- Pudhucherry, Seventh Day Metric Higher Secondary School-Pudhucherry and Stansford International School-Pudhucherry.

The institute has also link with some volunteering trust while placing our students. A. K. T. Noble Cause Volunteers Trust, Kallakurichi, Villupuram District conducted campus interview in our institution and recruit students for their schools and colleges.

No. of Students Benefited through Placement Service

2009-2010	2010-2011	2011-2012
15	10	13

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

The competition for employment is increasing every day and placement cell is becoming an essential requisite for any institution. One of the major problems, the placement cell faces is the clash in the B. Ed. /M. Ed. degree university examination and the expected joining dates by the schools as school session starts in the first week of the June, whereas the college session ends at the middle of June. The students who join the above said institutions would ask for exemption and join at a later date after their practical examinations of the university. Management tries to find placement opportunities for all students. It takes necessary steps to provide placement to many students as possible.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, the institution has arrangement with the Parent Teacher Association of the government and government aided schools where students go for practice teaching. Students are selected by the PTA for appointment in their schools as PTA staff.

Some of the Matriculation Schools, where the students go for practice teaching have also selected our students according to their teaching competency.

10. What are the resources (financial, human and Information Communication Technology) provided by the institution to the placement cell?

The Principal and a Teacher Educator take In- Charge of the Placement Cell. The following resources are provided:

- Computer for Storing Students Profile
- Downloading Placement Opportunities from Internet,
- Financial Assistance to Collect the Required Details from the Nearby Schools
- Purchasing Weekly which Gives the Details of Career Opportunities.

5.2 Student Support**1) How are the curricular (teaching-learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

An academic calendar is prepared at the beginning of every year, reviewed and alterations effected in consultation with the faculty. Every staff prepares their own year plan, monthly plan to meet the curricular activities based on the calendar and time table of the year. This is lead and guided by the principal with the view of objectives and effective implementation of the curriculum. Though the Co-curricular activities are planned in the calendar and time table, a separate plan is also maintained.

2) How is the curricular planning done differently for physically challenged students?

We have only very limited differently-abled students. Care is taken to ensure that all programmes are accessible to them.

3) Does the institution have mentoring arrangements? If yes, how is it organized?

The college has a very effective mentoring system. Students are divided according to their optional groups and entrusted with teachers. A mentor's record is maintained and the mentors meet with mentees on a regular basis and when there is a need, the mentor conducts house visit.

4) What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

A separate record is maintained to note the strength and weakness of the students. Mentors meet with their wards during lunch interval or in the evening. Teacher educators are trained in organising mentorship. Problems identified are discussed with the principal and senior staff.

5) Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The college has its own website namely www.spet-edu.com. The following details of information such as mission/vision statement, and objectives of the institution; programmes offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, research and recreation; scholarships given by the state; and the fee structure; social welfare activities are posted it is updated for every academic year.

6) Does the institution have a remedial programme for academically low achievers? If yes, give details

Special care is given to slow learners through their mentors and remedial teaching is offered to needed students outside the class hours based on their performance in term end exams and academic activities.

7) What specific teaching strategies are adopted for teaching?

a) Advanced learners

Advanced learners are provided with resourceful study materials for their reference. They are assigned to help other students regarding academic development. Self – learning is encouraged among them.

b) Slow Learners

Remedial teaching and extra coaching are offered to slow learners. They are allowed to proceed at their own pace of learning.

8) What are the various guidance and counselling services available to the students? Give details.

A Guidance and Counselling cell is actively participating to guide the students in their studies, job opportunities and personal development. Educational, vocational and personal guidance services are preferred. Guidance is given by our staff members. Personal counselling is given by the principal, who is an expert and professionally qualified.

9) What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The college has a grievance cell and students have the facility to drop their grievances in a box kept for the purpose. Total confidentiality is maintained and face to face meeting with the principal and staff will be arranged depending on the seriousness of the matter. Grievances box will be opened on every Friday.

The following grievances of students are redressed in the last two years

- Allotment of schools for practice teaching
- Difficulties in payment of fees.
- Work load of the curriculum.
- Library usage.

10) How is the progress of the candidates at different stages of programs monitored and advised?

The college conducts periodical tests, regular assignments and also maintains attendance register. Erring students are contacted by mentors and if needs be, referred to the counsellor.

11) How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Micro teaching skills are demonstrated by teacher educators and practised by students. Following micro-teaching, demonstration classes are taken by teacher educators and classes of senior teachers are also observed by students. The students handle classes with peer evaluation. Evaluation by teacher educators is done before sending the students for practice teaching. When students undertake practice teaching, teacher educators observe students. Teachers give feed back to enhance teaching competency. They meet with guide teachers and obtain their comments and feedback on student teachers teaching.

5.3 Students Activities

1) Does the institution have an Alumni Association? If yes,

List the current office bearers

Give the year of the last election

List Alumni Association activities of last two years

Give details of the top ten alumni occupying prominent position.

Give details on the contribution of alumni to the growth and development of the institution.

Yes, The College has a vibrant Alumni Association. The institution provides direct and indirect experiences to students by providing learning facilities and various campus activities to share their experiences with their seniors in the Alumni Meet. The alumni association works under the in-charge of a teacher educator. The objectives of this Association are the following.

- To further and foster affection and brotherhood among the members.
- To organise reunion to get together.

- To share and use expertise.
- To guide and motivate cultural and sports.

A. Present office bearers are

President	- Baskar. S
Vice President	- Mutharpavalar. K
Secretary	- David Praveenkumar. M
Treasurer	- Krishnamoorthy. R

B. The last election was held in the year 2011.

C. Activities of Alumni Association

- The active members of the alumni association give the demonstration lessons for all optional.
- During the college day functions, they come out with items for the entertainment.
- They participate in the arrangements for the college day as well as the graduation day.

D. List of top ten alumni occupying prominent positions.

Sl. No	Year	Name	Present Position
1	2011-12	Geetha. A	Correspondent, Doss Matriculation School, Sedhurapet.
2.	2011-12	Farzana Sultana.K	Director, Bright Tech Computer Centre, Puducherry.
3.	2010-11	Bella Nesamani.S	Correspondent & Principal, Good Shepherd Nursery & Primary School, Kiliyanoor.
4.	2009-2010	Anbu. D	Secretary, Human Rights Organisation, Kiliyanoor. Secretary, Viduthalai Siruthai Students Association. Ward Member, Kiliyanoor.
5.	2009-10	Samuvel. M	Correspondent, Zion School of Music, Pondicherry.
6.	2009-10	Krishnamoorthy.R	Correspondent, Sai School of Music, Thindivanam.
7.	2010-11	John Santhosam	Father, Don Bosco Matriculation Hr. Sec. School, Lawspet, Pondicherry.
8.	2010-11	Mathew Rajan	Father, Don Bosco Boys Home, Thatanchavadi, Pondicherry.

9.	2009-10	Vijayakumar. N	Lecturer in Zoology, P. G. Center Pondicherry.
10.	2009-10	Chandravadana. V	Lecturer in Physics, AFET Engineering College, Gangarapalayam, Pondicherry.

The alumni have participated in the development of the institution by donating books to library, guiding the junior students for career opportunities and motivating them to attend eligibility and competitive examinations.

2) How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years?

Students proficient in sports and extra curricular activities are identified at the time of admission itself and circular to this effect is issued to all the classes and interested students are motivated to practice in different events. Based on the interest and talent, students are selected to represent the college in the inter collegiate sports and cultural activities. The selected students are given intensive practice by the coach / physical director in the evening hours. They are given good nourishment by the college. The players are given track suits, T- shirts and shoes. The winning students are honoured by the college on sports day with special prizes and compliments. Students from our college have participated in Zonal level sports meet conducted by TNTEU at N. K. T. National College of Education for Women, Triplicane, Chennai We conduct annual athletic meet on house-wise and will be provided with awards, trophies and medals to the winning houses.

Every morning students are asked to project a proverb on the black board in their optional classes. The proverb projected would motivate students throughout the day. Every day morning assembly is conducted on the college campus where the principal, and the faculty members take turns to address the assembly. Thirukural is explained briefly by a student teacher. A moral story is narrated and expansion of a proverb is also explained by the students. The important news feature is also read. The person in charge of the day addresses and motivates the students to actively participate in the extracurricular activities. Every Friday the last two periods are

devoted to cultural programmes. The students are given opportunities to exhibit their talents on the house basis. House wise competitions would be announced at the beginning of the academic year and the points were noted for their every cultural activity. Individual competitions are held as college day competitions in every event.

In addition to this, debates on current issues and internal quiz programmes are also conducted for the students. All religious festivals and days of national importance are celebrated in full vigour with the active involvement of the students and staff.

Physical education/sports

Weekly twice, section wise practice is given to the students by the physical director on various athletic events and games. Special care is given to students who are interested in athletes. Students are trained to meet the inter-college and zonal level sports meet competitions also. Annual sports meet is conducted every year with colourful inaugural ceremony with the lighting of the torch, followed by march past and flag hoisting. The competitions on various athletic events and games are conducted house-wise for men and women. During the closing ceremony the winners are awarded with medal and certificates. Trophies are awarded for best house performance and for individual championship. Our students have also participated in various sports, cultural and quiz competitions held by other colleges.

a) Participation in cultural activities.

Sl. No	Name of the college/Organisation	Year	Name of students participated	Cultural Items
1.	Vidiyal Kalai Ilakia Mantram	2010	Janakiraman. S Varunkumar Lokesh Ravi Kumar. M Sowmiya. V	Drawing
2.	Vidiyal Kalai Ilakia Mantram	2010	Sathya Annamalai. A Sathya. A. R Veeramani. A Kirubakaran. R	Essay Writing
			S. Amesh	

3.	Kala Kendra Quiz Competition	2010	A. Alemelu K. Tamil Selvi G. Saranya S. Suganthi	Quiz
3.	National Youth Day Competitions	2011	Dhenmozhi. A Reka. S Karpakam. S Sowmiya. V	Essay Writing
4.	National Youth Day Competitions	2011	Kalpana. A Sathya. A Usha Rani. P Kirubakaran. R	Verse Writing
5.	National Youth Day Competitions	2011	G. Nithya C. Mohana H. Thamuninisha N. Klaiyarasi	Drama
6.	Kurinchi Kabilar Tamil Sangam & Kaviarasar Kalai Tamil Sangam- State Level Cultural Competition-	2012	Ponnuvel A Mohan R Sankar E Radha Krishnan M Padmavathy S	Verse Writing
7.	Kurinchi Kabilar Tamil Sangam & Kaviarasar Kalai Tamil Sangam- State Level Cultural Competition-	2012	Valarmathi M Asha L Nithiya A Selvam N Dhanapathy K	Essay Writing
8.	Kurinchi Kabilar Tamil Sangam & Kaviarasar Kalai Tamil Sangam- State Level Cultural Competition-	2012	Malathy A Amsa S Santhi D Venmathi V Nepolian	Drawing

b) List of winners in Cultural completions.

Sl. No	Year	Name of the Winner	Name of the Item	Winning level
1.	2011	Mudhar Pavalor	Essay Writing	I st Place

Our students also participated in the zonal level annual sports competitions conducted by Tamilnadu Teachers Education University.

a) Zonal level sports meet conducted by TNTEU at N. K. T. National College of Education for Women, Triplicane, Chennai : 2010-11.

Sl. No	Year	Name of the Students	Name of the Event
1.	2010 - 2011	Murugan. K	100 Mts.
		Ramdoss. G	Short Put Long Jump
		Ravichandran. G	400 Mts.
		Sasikumar. R	Javalin Throw
		Vaman. J. P	High Jump

c) Eighth National Level Petangue Sports Meet organised by Petangue Association, India at Harithuvar, New Delhi

Sl.No	Year	Name of the Students	Name of the Event	Winning Level
1.	2012-13	Bharthi Raja V Tamizh Selvan D	Petangue	IIIrd Place

3) How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/ materials brought out by the students during the previous academic session.

The college publishes its annual magazine and student participation is ensured in it by the following ways:-

- By having student members in the editorial board.
- By publishing the articles of students.
- Best article is honoured by displaying it on the display board.

- By displaying the arts and creative ideas on the magazine board.

1. Annual college magazine

The annual College magazine is published with the maximum students' participation. There is an editorial board for its publication.

Editorial Board	2009 – 2010	2010 – 2011	2011-12
Chief editor	Principal	Principal	Principal
Staff in charge	English Lecturer, Tamil Lecturer,	English Lecturer, Tamil Lecturer,	English Lecturer, Tamil Lecturer,
Student Representatives	David Praveenkumar. M Sabereeswaran. M Krishnamoorthy. R Rajalekshmi. K	Nithya. G Muthar Pavalor. K Veeramani. A Vennila. M	Pandiyam.P Siva Kumar. K Selvam. N Muni Rathnam.K

Students contribute their creations both in English and Tamil languages. Every optional is encouraged to supply at least five articles on current issues. Best verses in Tamil and English are selected and published. Moreover their talents in drawings, paintings and collage works are also given place in the magazine.

Annual report of the college is published at the stating pages. Student activities throughout the academic year are also presented in order. List of winners in cultural and sports activities are exhibited. Top scorers of the university examination in core papers and every optional are also printed in order. Items contributed by students as well as by staff in Tamil and English are published. Manuscript magazines in Tamil and English are prepared by language students. They are released through their respective language clubs.

Collage work depicting AIDS awareness, dowry harassment and environmental protection are done, encouraging creativity in students. They prepare the collage work and the same is exhibited on the college campus.

4) Does the institution have a student council or any similar body? Give details on-constitution, major activities and funding.

To ensure democratic functioning of the college, Student council is formed at the beginning of the academic session exclusively constituted by student representatives. It is formed by two representatives from each optional. The representatives elect the chairman and secretary of the council. The students' council for the last year is as given below.

Members of student council for the year 2011 – 2012.

Chairman : Naresh Kumar. A

Secretary : Mohan. R

Sl.No.	Optional Subjects	Name of representatives
1.	English	Arunachalam. A Padmavathy. D
2.	Tamil	Valarmathy. M Natarajan. M
3.	Mathematics	Murugan. R Kalaiselvi. B
4.	Physical Science	Sathish. V Sharmila. D. K
5.	Biological science	Devi M Nepolian A
6.	History	Mary Nirmala Joice C Lawrence. K
7.	Commerce	Mohmed Ashref Ali. J Jothi Ramani. K
8.	M.Ed.	Stanis Laus. P Jaya Rani. C

When the college celebrates days of national importance, festivals, annual day, the student council meets and prepares the codes for the celebration. Then the chairman and secretary meet the principal and discuss their contribution. After discussion with the staff members and management, the principal will meet the students council and divide the responsibilities among the members.

5) Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The following bodies are constituted for the smooth functioning of the curricular co-curricular activities of the college.

- 1) Library Committee
- 2) Extension Activities Committee
- 3) Discipline Committee
- 4) Co-curricular Activities Committee
- 5) Sports Committee

1. Library Committee

Library committee constitutes principal, staff representatives, librarian and student representatives. This committee meets once a month and members help the librarian in the issue of books during intervals. Suggestions from this committee for the inclusion of additional books, maintaining e-resources and sustaining timings are taken into consideration.

2. Extension Activities Committee

Extension Activities committee constitutes principal, staff representatives and student representatives. They meet once in a month and plan the extension and outdoor activities of that month. As per plan it execute with the support of the management.

3. Discipline Committee

Discipline Committee constitutes principal and senior staff and representative of management. They keep watch on regular function of the academic activities without any violation of rules and regulations of the institution. Indiscipline students would be identified and the importance of discipline for a teacher would be stressed. Our motto is “Love, Knowledge and Discipline”

4. Co Curricular committee

This committee starts functioning when seminars, debates, discussion, extension lectures and workshops on the campus. It works in a full swing to organise celebrations

During Fridays the last session is devoted to association activities. This committee prepares the list for the programmes and offers its helps for the functioning of the programme.

5) Sports Committee

This committee has the Principal as its head and the physical director as the vice – chairman and student representatives as members. This committee conducts the weekly assembly on Wednesdays with flag hoisting. Regarding celebration of days of national importance, this invites celebrities and arrange for the function. The prime duty of this committee is to conduct the Annual sports meet which takes place at the end of the academic year.

6) Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

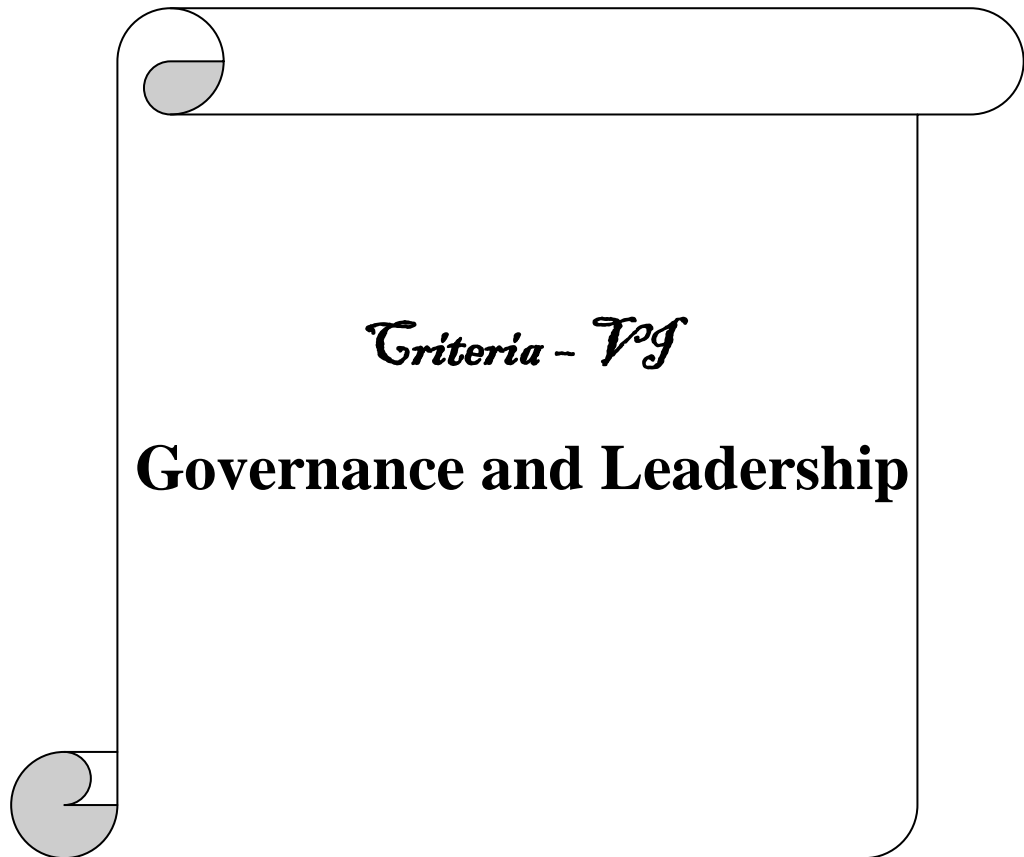
Yes, the institution gets feedback from the alumnus through the Alumni association. Feed back is also sought from heads of institutions where our old students are employed.

5.4 Best Practices in Student Support and Progress

1) Give details of institutional best practices in Student Support and Progression?

The following supports are extended to students for their academic well being.

- ✚ Fee concession to selected students
- ✚ Free mid day meals, 10 students are benefited by the facility.
- ✚ Top scorers are honoured.
- ✚ Priority to B.Ed. students of Paulsons Teacher Training Institute for admission to M.Ed. course.
- ✚ Giving full support and equal opportunity to all the students.



Criteria – VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1) What are the institutions' stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The college has a stated vision of “Bringing excellence in teacher education by the way of generating quality teachers, for the empowerment of our nation”

To strive to achieve this vision the institute formulated the missions as follows,

- Toning Up the Quality of Teacher Education in All the Angles.
- Developing the Good Qualities Needed for a Teacher.
- Ensuring Professional Enhancement of Teachers through Various Activities.
- Integrating Innovations in Teaching Learning According to the Global Trends.
- Creating Awareness in the Preservation of Environment and the Issues Related to Social Development.
- Conducting Research in the Spheres of Education.

The institution has set up the objectives to achieve the ultimate aim of Promoting Social Change for Developing Knowledge Society.

Objectives

- To Uplift the Rural People through Literacy Drive Programmes.
- To Create Awareness on Social Evils.
- To Carry out Research at All Stages of Education.
- To Develop the Life Skills of Prospective Teachers through Professional Development Programmes and Extension Activities
- To Deliver the Academic Programmes According to the Global Trend.
- To Inculcate Values among the Prospective Teachers.
- To Promote Harmony and Peace in the Society

With the motive of inculcating values among the budding teachers, the institution has set of values like

- ✓ Knowledge and skills through Discipline
- ✓ Integrating values by everyday practice
- ✓ Celebrating valuable days which insist values
- ✓ Organising competitions and inviting lectures related to social values
- ✓ Introducing innovative ideas to propagate values.

The Vision and Mission of the college are made known to the various stake holders by publishing them in the prospectus, college magazine and college website. They are also made known by displaying them in the building.

2) Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education, institution's traditions and value orientations?

Yes. Based on the Mission, and Objectives of the college the academic programme is designed to cater the needs of the students.

The Institution framed both the Mission and Objectives in such a way that they are to promote quality in teacher education, to integrate innovations, to in-still social change and to promote secularism. Peace and harmony form the base of both the Mission and Objectives of the college.

One of the objectives states that the uplift of the rural people through literacy drive addresses the needs of the society. Regarding the school sector, the mission is making education a strong pillar of social development and it is linked with the objectives that ensure quality in teacher education programme. To preserve the cultural, social and spiritual values of society, the institution has set of values which are highlighted in the mission and objectives.

3) Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG etc.)

Management set up different committees for smooth functioning of the academic as well as administrative matters.

1. Governance Committee

This committee composes of Chairman as its head and management representatives as its members. The discussion regarding the admission procedures, fee fixation, staff appointments are held under this committee.

2. Finance Committee

Financial matters are governed by this committee. Finance Officer and non teaching staff representatives assist the financial matters to the management. Budget preparation, allocation of funds, salary details are maintained by this committee.

3. Maintenance Committee

Maintenance of building, furniture, laboratories, documents, registers are come under this committee. Administrative officer leads this committee. This committee regulate the maintenance work with periodical inspection of everything.

4. Purchase Committee

Starting of the academic year needs of the students, staff are assessed and requirements are also drawn from the feedback. Based on the budget allocation this committee purchase the things to cater the needs of curricular activities. Finance Officer and non-teaching staff members constitute this committee.

4) How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Various committees are formed by the management where the principal is the chairperson and staff members are members of the committees. The list of the committees is as given below.

1. Admission Committee

Principal is the Chairperson and two Faculty members, one management representative are the members of this committee. During admission this committee

verifies the certificates of the admitted candidates. The issue of the prospectus and the academic calendar is also done through this committee.

2. Academic committee

This committee renders help to the principal in day to day academic activities. It is the duty of the committee to frame the timetable as per the norms of the university and the same is communicated to the concerned staff. This committee looks after matters related to teaching practice. The seminars, debates, extension lectures and workshops are conducted under the guidance of the committee.

A separate sub-committee namely examination cell is formed to conduct and publish the results of the terminal examinations, revision and model examination.

3. Sports Committee

This committee has the Principal as its head and the physical director as the vice – chairman and management representatives for purchasing the sports goods. This committee conducts the weekly assembly on Wednesdays with flag hoisting. Regarding celebration of days of national importance, this invites celebrities and arrange for the function. The prime duty of this committee is to conduct the Annual sports meet which takes place at the end of the academic year.

4. Extension Activities Committee

Extension Activities committee constitutes principal, staff representatives and student representatives. They meet once in a month and plan the extension and outdoor activities of that month. As per plan it execute with the support of the management committee member.

5. Discipline Committee

Discipline Committee constitutes principal and senior staff and management representatives. They keep watch on regular function of the academic activities without any violation of rules and regulations of the institution. Indiscipline students were identified and the importance of discipline for a teacher was stressed. Our motto is “Love, Knowledge and Discipline”

6. Co Curricular committee

This committee starts functioning when seminars, debates, discussion, extension lectures and workshops are conducted on the campus. It works in a full swing to organise celebrations

During Fridays the last session is devoted to association activities. This committee prepares the list for the programmes and offers its assistance for the functioning of the programme.

5) How does the management/ head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Regular staff meetings are convened by the Principal at regular intervals and the feedback collected from the staff members are submitted to the management for review when the advisory board and the governing board meet once a month. The Principal reports to the additional director, the activities of the college and a review meeting of the Principal with the additional director, and managing director is held every month.

6) How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

There are no visible barriers in achieving the vision / mission / goals of the institution. The Governing board meets regularly and ensures that the institution moves towards achieving its vision / mission / goals and the barriers to be overcome.

7) How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

To review the activities of the college, the Principal submits a report to the review committee consisting of the Managing director, the additional director and the administrative officer.

The academic and administrative needs of the institution are informed to the management through the principal. Needed books in the library, broken items in the laboratories, are listed by the concerned staff. They submit the list to the management

accordingly through the principal. These acts by the staff are supported and encouraged by the management for the effectiveness and efficiency of the institutional processes.

The need for stationery material, infrastructure material like furniture, maintenance of fans and lights are noticed by the staff members at regular intervals. It is brought to the notice of the management through the principal.

8) Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Head of the Institution (Principal) is in charge of all the academic matters of the institution. He takes care of the day to day administration including management of funds. The Principal is also in charge of matters related to the staff, students and functions of the college.

The college implements the curriculum prescribed by the Tamilnadu Teachers Education University. The principal monitors that the syllabus is followed effectively through the preparation of year plan, unit plan, and curricular schedule.

The principal is the executive head of the internal management of the college. The principal is responsible for the management of discipline and progress of the college and shall look after the overall administration of the college. The principal has the link between the management and the faculty. The principal is the chairman of all committees. The administration is decentralised in such a way that power is not vested with the principal alone. The staff advisor helps the principal in all academic activities. Staff secretary has the link between the principal and staff. All the grievances and suggestions of the staff are informed to the principal through the staff secretary alone.

The principal looks after the infrastructure facilities like the staff room, the classrooms, library, the laboratories, washrooms, restrooms and the playground. The audiovisual and craft rooms also come under this heading.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Following committees are constituted to take care of the various activities of the College

- Finance committee
- Admission committee
- Discipline committee
- Examination Committee
- Cultural activities committee
- Extension activities committee

Except admission and finance committee all committees have student representatives. The various committees meet as and when need arise and the principal who is the chairperson of all the committees communicates the decision to the management for execution.

The administration is decentralised at every stage. The staff advisor and the staff secretary share the administration with the principal. The head of the M.Ed. department and the optional heads of B.Ed. are responsible for academic activities.

For the smooth functioning of the college the following committees are constituted. Since it is a self finance institution all the matters regarding finance are dealt with by the management alone.

a) Admission Committee

Every year before the commencement of the academic year, in the month of June the meeting of admission committee is convened by the management and decisions are taken regarding admission of students as per university eligibility. Notification is given in the local dailies following the eligibility criteria.

Decisions of the committee

- Eligibility criteria as per university norms

- Notification to be given in the newspaper regarding the starting of admission and issue of admission forms.
- Preparation of merit list

b) Discipline committee

This committee is designed to look after the discipline inside the college campus. It meets once a month.

Decisions arrived at by the committee

- Students must be punctual in attending the college
- They must be regular in attendance
- Campus discipline is given utmost importance. Any violation of disciplinary codes must be dealt with suitably.
- Improvement in the campus regarding cleanliness, keeping it green and plastic free must be looked into.

c) Cultural Activities Committee

Decisions of the committee

- On Fridays the last session of the day must be allocated to cultural programmes.
- This committee is to select and prepare students for participation in the cultural competitions conducted by other colleges.
- For the cultural programme to be staged on college day, the committee is to select and short list the programmes offered by the students

d) Extension activities committee

Decisions of the committee

- The committee has to make arrangements for conducting camps like the community camp outside the campus.
- Free tuition is offered to the low achievers of the neighbourhood schools. This committee selects and sends student teachers to these schools in batches after college hours for free tuition.
- Donating of furniture and teaching aids to the nearby Adi Dravida Ambedgar Government Higher Secondary School, Pulichapallam.

- Arranging a free eye medical camp for the nearby school students.
- Arranging a blood donating camp in the college premises.
- Arranging visit to the orphanage schools

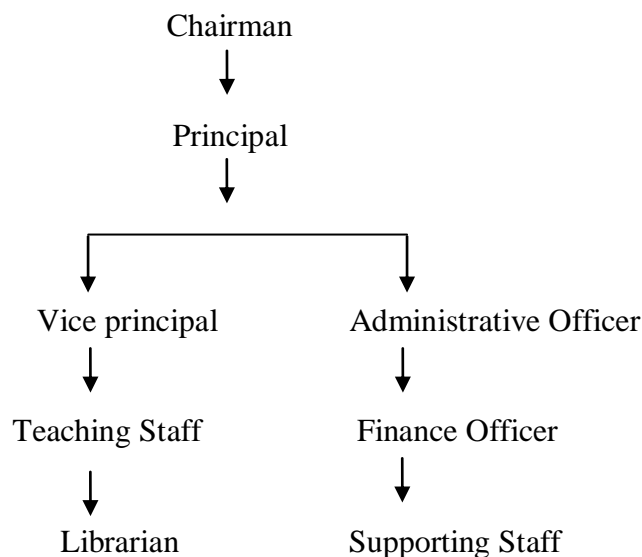
e) Examination Committee

Decisions taken

- Conduct of three terminal examination for both B.Ed. and M.Ed.
- Conduct of one revision test and one model examination for both B.Ed. and M.Ed.
- Collection of results of the students at the proper time and publish through the progress report and exposes the toppers.

2) Give the organizational structure and the details of the academic and administrative bodies of the institution.

Administrative head of the institution is the Chairman Dr. Sam Paul. He is responsible for the overall management of the institution. Academic Body of the institution runs under the leadership of the principal and teaching staff, non-teaching staff members assist the principal in smooth functioning of the body.



Under the advice of the Principal, the Administrative Officer acts as the chief of administrative body. This body assists in the matters of admission, staff appointment, and getting approval and affiliation for the institution.

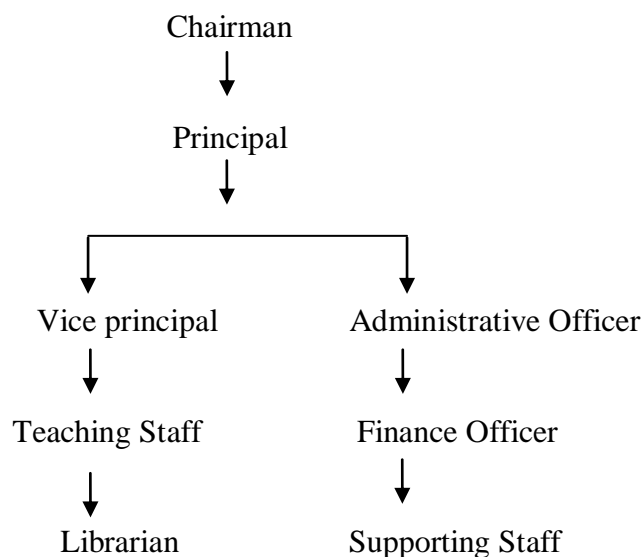
Administrative Officer

The office administration is under the control of the administrative officer guided by Principal. He is supported by assistants who are assigned specific work

Financial Officer

He is responsible for the financial management. As the financial officer of the college, he maintains correct account of all financial transactions, looks after the campus, building maintenance and he prepares the budget also. In the discharge of duties, the financial officer acts in consultation with the management and the principal.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.



As shown in the flow chart above, the administration is decentralized with functions, duties and responsibilities clearly defined. The administration work has divided and several committees were formed to assist the works. The committee head acts as the incharge of that committee's function.

4. How does the institution collaborate with other sections/ departments and school personnel to improve and plan the quality of educational provisions?

The college has close links with nearly 27 schools to which students are sent for teaching practice. The views of the heads of the schools, teachers, parents and service organisations are seriously taken in account to enhance quality in education. The college has link with orphanage and special schools so as to provide direct experience to the teaching methods of differently abled children. The college seeks the help of the nearby District Institute of Education and Training regarding training in the ALM method. We invite resource persons in various disciplines from the DIET to train the teacher candidates in the latest methodology of teaching. The institution maintains rapport with JIPMER, Pudhucherry and Primary Health Centre at Kiliyanoor in health check up and blood donation to the blood banks run by these centres for the socially down trodden people. The institution has link with Red Ribbon Club, Villupuram for creating awareness on AIDS among the prospective teachers as well as to the nearby village people. In the preservation of the environment, it has link with the nearby Forest Office and District Pollution Control Board.

The institution has close links with colleges like Govt. Arts and Science College-Thindivanam, Bharathidasan Arts and Science College, Pope Jhon Paul-II College of Education-Pondicherry, Dr. Anbu Paul College of Education-Thuthipet, Department of Education-Annamalai University, Chitambaram and Pondicherry University, Pudhucherry for extension lectures, expert advice and the use of their library for research purposes by the M.Ed. Students.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details?

The college gets feedback from the staff and students on a regular basis and then feedback thus obtained would be analysed and report prepared by a committee of senior teachers and then presented to the management for necessary follow up action.

The institution collects feedback from students in the prescribed format regarding curriculum and staff. Based on the feedback, remedial actions are taken for the improvement of the functioning of the institution.

6. What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/ providing conducive environment).

The management ensures that there is optimum use of knowledge and skill of the faculty. To update the skill and knowledge of the faculty and frequent sharing sessions of faculty are conducted, especially after a faculty attending seminar, conferences etc.

Innovations like team teaching, guided teaching are encouraged among the staff members, so as to utilise their specialisations in different sections. Research Collegium is arranged to discuss the research topics of post graduate students.

The management conducts Annual get together for the staff along with their families. The management takes initiative in promoting co-operation among the staff member. There is a pink room for all the staff members to have their tea and lunch together.

6.3 Strategy Development and Deployment

1. Has the institution Management Information System in place, to select, Collect, align and integrate data and information on academic and administrative aspects of the institution?

Yes, The College has collected, analysed and managed all information on academic and administrative aspects of the institution for better administration and academic reforms by the management.

2. How does the institution allocate resources (Human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The management takes very special care in ensuring the development of the institution and hence prepares a budget and allocates funds for various developmental activities. The college is properly staffed to meet the demands of day to day administration and development.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals planned and obtained?

The human support for the management for the implementation of its mission and its goals is sought through the various committee constituted by the Management itself

The college was founded with the noble aim of Promoting Social Change by developing Knowledge Society. For this purpose the institute renders help to socially under privileged students in the society. So that donation was given to Sam Paul Trust by the trustees and others. The financial resources are raised through fees and donation from the trustees and others.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic calendar and all the activities are planned in all its details well in advance. This is done bearing in mind the curriculum, duration of the course, teacher-student ratio, needs of the teacher candidates, needs of the school, needs of the school children, syllabus, duration of internship and the conduct of the terminal examination in schools, and the theory and practical examination of the university.

It is presented to the Management for action. Regarding practice teaching, the whole internship itself depends on the consent of the Chief Educational Officer and the consent of the Heads of school where the student teachers are allocated to go for teaching practice.

The location of schools, strength of the schools, and number of divisions available under each standard, need for teachers under each subject also has to be taken into consideration. The guide teachers intimate the syllabus and the time table to the student trainees. The guide teachers offer 10 demonstration classes for each optional for the teacher trainees to observe. It is under their guidance, the trainees undergo practice teaching. The student trainees are instructed to take part in all activities of the school.

During practice teaching, the teaching competency of the student trainees would be assessed by the guide teachers and teacher educators and peer group. The

management of the college keeps in touch with school management to see whether teaching is carried on effectively.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The employees are communicated with all the objectives, plans and programmes of the colleges informally and at times formally. Roles are assigned in such a way that every employee contributes in-charge of certain committee activities to the development of the institution.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The Chairman, the Administrative officer and the principal periodically meet and plan future activities and also evaluate the activities undertaken. This meeting takes place at least once a month or as and when need arises

7. How does the institution plan and deploy the new technology?

New technology is deployed in the following aspects.

- a) Classroom teaching
- b) Seminars and presentations
- c) Preparation of lesson plans
- d) Library accession
- e) Office work and accounting

The institution gives due importance to the implementation of the new technology in administration, maintaining library resources teaching-learning process, evaluation etc. All details regarding admission, and receipts issued are fed in the computer accounts under administration.

As for as class room teaching is concerned teachers and students are trained to prepare lesson in C.Ds, L.C.D, Power point presentation, OHP, slides, transparencies and evaluate the materials. Students are also prepared to take seminars and present their papers using CDs and Power point presentations.

All the library resources are automated through software INFO LIBRARY Version 5.0. Library is also equipped with internet facilities which are accessible to students to collect learning materials. Computer and reprographic machine are also available for the students.

A well equipped language lab is also functioning along with the computer lab and it is also made available for students.

6.4 Human Resource Management

1) How do you identify the faculty development needs and career progression of the staff?

The needs of the faculty and their development are determined by the aspirations of individual staff and also by the demands of the changing curriculum. The management ensures that faculty development is a regular and continuous process and encourages the faculty to participate in any faculty improvement programme like going for higher studies, attending conferences, workshops, etc. All facilities are extended to staff for presenting papers in seminars. Facilities like permission on duty leave, transportation etc are extended to those who go as resource persons. Staff is assured of annual salary increments.

2) What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Teachers make self appraisal and also are evaluated by students. The evaluations are tabulated and a face to face session is conducted with the Principal. Teachers are also given the freedom to get feedback from the students.

The institution has a self appraisal method to evaluate the performance of the faculty in teaching, research and service. A staff appraisal format is issued to the students for appraising the performance of the staff. Throughout the academic year the performance of the staff in teaching, in guiding the students, is evaluated by the student teachers in a comprehensive way. The evaluation is used to improve the

teaching service of the staff. The performance of the non teaching staff is assessed by the Management, Principal and the teaching staff.

3) What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

Yearly increment scheme on salary of the staff is implemented by the Management which motivates the staff, work with enthusiasm. There is free lunch facility for staff members.

Staff members are encouraged to go for higher studies. They are motivated to attend seminars, workshops etc. conducted by the College and also by other colleges. EPF is available for the staff.

4) Has the institution conducted any staff development programme for skill up gradation and training of the teaching and non-teaching staff? If yes, give details.

The college has conducted various skill development programmes for the staff and the students.

- ✓ To improve communication skill, training is given in handling language lab.
- ✓ Introduction to ICT Skills
- ✓ Professional Development Programme
- ✓ Faculty Training in Mentorship

5) What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The vacancies arising in the college are advertised in leading newspapers to draw the attention of qualified candidates. A selection committee consisting of management and subject experts is constituted from outside. The Curriculum Vitae of candidates are carefully analysed and selection is made on the basis of merits,

experience, communication skill, aptitude and performance in model teaching. Salary is given as per the government norms. The newly appointed staffs are placed on probation for one year and are confirmed only if proved to have the required skills and abilities.

Selection is made on the basis of merit, clearing the eligibility test on the state or the national level, experience, publications in referred journals, performance in extracurricular activities and the performance during model teaching. NCTE norms regarding qualification are followed. To attract and retain talented faculty best service conditions are provided in the institution. There is ample scope for the teachers to further their academic pursuits.

6) What are the criteria for employing part-time/ Adhoc faculty? How are the part-time/ Adhoc faculty different from the regular faculty? (Eg. Salary structure, Workload, specializations).

For Arts and Crafts one part time staff is recruited. The salary structure and work load are as per university norms.

7) What are the policies, resources and practices of the institution that support and ensure the profession development of the faculty? (Eg. Budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations.)

The institution always supports the professional development of the faculty. Though there is no scholarship available to the faculty for undertaking full time studies, but the institution allocates leave for part time studies. Teachers participate in seminars, conference and workshops are encouraged by paid leave, paying registration etc. Staffs are continuously motivated to present papers in seminars and conferences and also in the reputed journals. Full support is given to staffs to publish books also.

8) What are the physical facilities provided to faculty? (Well-maintained and functional office instructional and other space to carry out their work effectively).

The college has well furnished spacious and airy staff room. Computer with net facilities is at the disposal of the faculty for their teaching and research. There is a well furnished room for the principal having internet connection, and telephone. Library facilities are extended to staff by lending reference books. Computer and internet facilities and LCD of the institution can be made use of by the faculty members to carry out their teaching and research work effectively.

9) What are the major mechanisms in place for faculty and other stakeholders to seek information and/ or make complaints?

The college maintains transparency in administration. Information related to staff members, admission, results of examination and curriculum is available to the staff and students at anytime with proper permission. It is also made available in the college website. Notice board also displays the required information at the needed hour. Complaint/suggestion box in the office can be used by students, teachers and parents to expose their complaints or suggestions for improvement.

10) Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Circulars from the university and government regarding work load are made available to the staff by circulating such circulars among the staff or by displaying them in the staff or using staff circular register.

11) Does the institution have any mechanism to reward and motivate staff members? If yes, give details?

Yes, The achievement of the staff members are informed to the students in the morning prayer, if any. The achievements of the teachers are also recognized during functions like college day.

- Appreciating the staff who attend the maximum number of programmes.
- Best Innovator Award by the institutions who introduce and practice best innovative teaching learning methodology during the academic year.
- Staffs who produce centum result are also honoured.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of the revenue and income generated?

The institution is self financed and no grant or financial support is received from the Government. All the programmes and activities of the college are carried out from the fees collected and also from the trust.

2. What is the quantum of resources mobilized through donations? Give information for the last three years?

The institution does not collect any donation. The Trust is running the college on non-profit basis.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no how is the deficit met?

Yes, the operational budget of the institution is adequate to cover the day to day expenses.

4. What are the budgetary resources to fulfil the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit

Trust fund and fees collection are the budgetary resources to fulfil the missions and quality programs.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped)?

Yes, the accounts are audited regularly by a registered chartered accountant. There is a mechanism both for external and internal audit. The internal audit is done

by the finance officer. The external audit is done by a registered Chartered accountant.

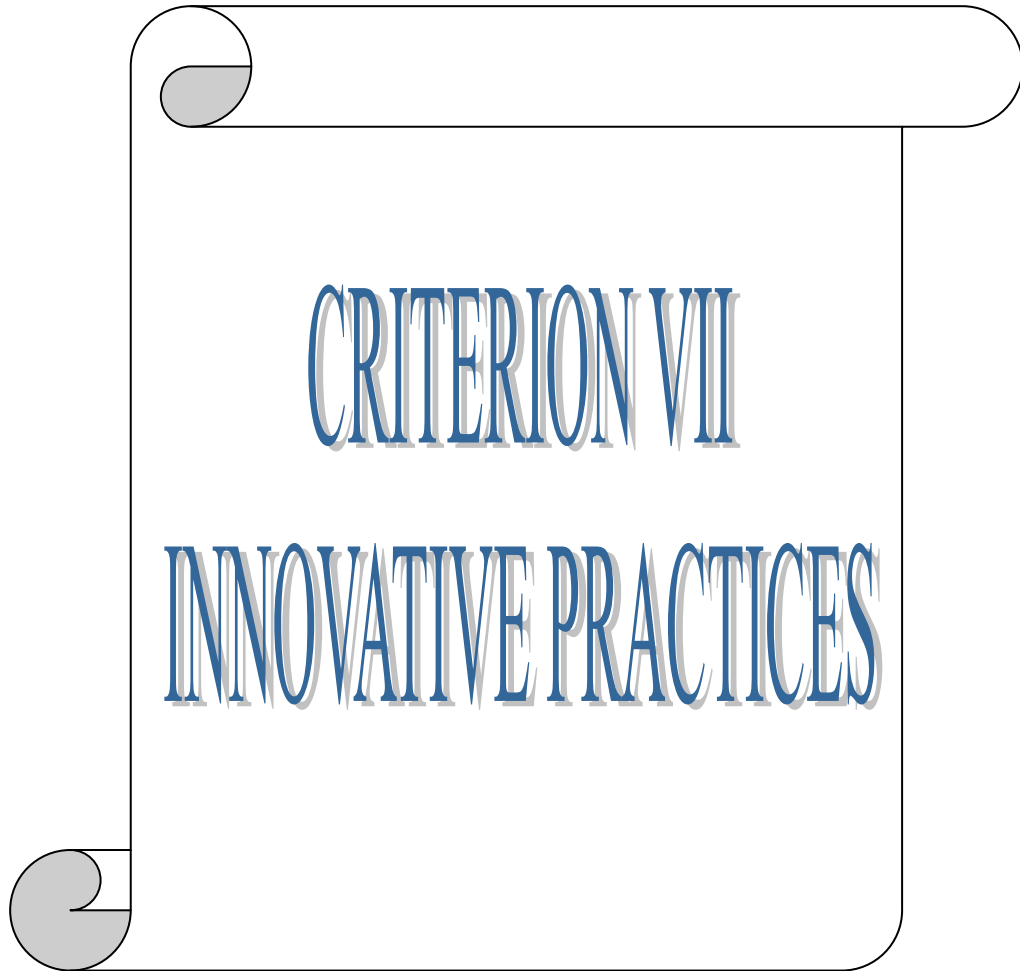
6. Has the institution computerized its finance management systems? If yes, give details.

Yes, all the finance details are entered in TALLY software.

Best Practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution.

- Committees are Organised for Every Activities.
- MIS (Management Information System) has been Introduced in the Administration.
- Students Evaluation on Teachers
- Self Appraisal Report by the Teachers is Submitted and Evaluated
- Workshops And Training Programmes Are Organized For Teachers For Quality Improvement.
- Suggestion Box And Grievances Box for Grievance Cell.
- Students Participation in the Governance.



CRITERION VII
INNOVATIVE PRACTICES

Criteria –VII: Innovative Practices

1.1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Institution has established Internal Quality Assurance Cell in the year 2010. IQAC consists of the following members. Chairman, Administrative Officer, Subject Experts and Principal.

Major Activities: It initiates quality enhancement as follows,

- ❖ Appointing Competent and Qualified Teachers.
- ❖ Organising Faculty Development Programmes.
- ❖ Performances of the Staff are frequently Evaluated.
- ❖ Feed Back from Students Collected and Analysed.
- ❖ Encouraging Innovative Methods in Teaching and Learning.
- ❖ Expecting High Quality in Every Activity.

The institute vision and missions stated clearly based on the quality assurance and enhancement. The Internal Quality Assurance Cell maintains the spirit of quality through its supervision in every activity. As per directions of Managing Director and Additional Director the principal do the activities by maintaining high quality.

2. Describe the mechanism used by the Institution to evaluate the achievement of goals and objectives.

This is done through regular feedback and evaluation obtained from students and also by constant touch with other stakeholders.

3. How does the institution ensure the quality of its academic programmes?

The quality of the academic programme is ensured

- By Following Norms and Standards of NCTE and University.
- By Giving Equal Importance to Theory and Practical.
- Encouraging the Faculty and Students to Participate in Innovative and Various Teaching Learning Methods and Strategies.
- By Following the Academic Calendar and Year Plan rigidly and smoothly.
- By Evaluating the Academic Works Done through Regular Staff Meetings.
- By Conducting Continuous Internal Assessment.

4. How does the institution ensure the quality of its administration and financial management processes?

The administration is decentralized and the responsibilities are shared by the Principal, administrative Officer and Director. Care is taken in appointing qualified and experienced people in administration. Internal and external Audits are conducted every year. ICT components are also used in the financial management.

5. How does the institution identify and share good practices with various constituents of the institution.

The institution attaches importance to values in administration. Cleanliness, honesty, punctuality, obedience to law etc. get priority in administration and the same is followed by different components of the institution.

7.2 Inclusive Practices

1. How does the institution sensitise teachers to issues of inclusion and focus given to these in the national policies and the school curriculum?

The changes in the policies of government are discussed by the staff and also by the governing committee and necessary facilities are given to ensure that the new policies are implemented in the college. The inclusion of the physically challenged are adequately redressed.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The students have been trained to cope-up with differently abled children. Special sessions are arranged as per needs. Awareness on gender differences and their impact of learning is created.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation?

Students are encouraged to take the messages to the society through their social interaction programmes, extension activities and also during their practice teaching. Various programmes focused in the curriculum are,

- ✚ Filed Trips and Educational Tour.
- ✚ Provision for Conducting Community Camp.
- ✚ Active Participation in Extension Activities.
- ✚ Internship Programmes.
- ✚ Life Skill Development Programmes.
- ✚ Importance to ICT integration in Teacher Education.
- ✚ Practical Sessions in Laboratories.
- ✚ SUPW Activities.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The college is surrounded by villages where many are illiterate and socially under privileged. Student-teachers learn the methods to work with the children in their theory and also take practice during practice teaching. Case study is encouraged among the student teachers to win the hearts of such children. The management wins the confidence of the villagers by conducting awareness programmes, health camps, free tuition and also free medical camps.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The college pays attention to the facilities of differently abled children. The following facilities are available for the orthopedically challenged students.

- Developing Co-Operative Culture among the Student Teachers to help the differently abled students to come into the Building and even up to the Library.
- Toilet for the Use of Such Students.
- Facilities in the Class Room like Sitting Close to the Entrance.
- Separate Reading Desk in the Library.
- Assistance from the Staff and Student Teachers.
- Special attention during Practice Teaching like allotting a nearby school, etc.,

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The college has a Women's Cell especially for the empowerment of Women. Several programmes are conducted under its auspices. Women's day is observed on 8th March every year, where issues related to women are taken for debates and discussion. The institute took special care in women's issues like eve teasing and the college ensures that women are treated with due respect in the college.

7.2 Stakeholder Relationships

1) How does the institution ensure the access to the information on organizational performances (Academic and Administrative) to the stakeholders?

Matters related to academic and administrative issues find a place in the college website, and will be updated on regular basis. The principal prepares an annual report which is read on the college day and published in the college magazine and supplied to all stakeholders.

2) How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Evaluating the qualities of academic progress is done on a regular basis by getting feedback from students, parents and old students. Alumni meetings are held frequently and feedback is obtained from them. The college also conducts Parent Teacher Association meetings and discuss the necessary improvements needed for quality enhancement.

3) What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Questionnaires are used to collect the feed-back from students, alumni, parents and other stakeholders regarding course, curricular and co-curricular activities, evaluation etc. Feed back thus collected is recorded and analysed. The management assigns responsibilities to various committees, and cooperative endeavour is taken for quality enhancement.



Mapping of Academic Activities of the Institution (B.Ed.)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
Admission and Orientation	■																																				
Theory		■	■	■	■	■	■	■								■	■	■	■	■		■	■	■	■	■	■	■	■								
Tutorials/Seminar							■																■														
Terminal Examinations(I,II&III)										■												■										■	■	■			
Practical Work						■												■					■			■					■						
Demonstration/Observation/ Microteaching				■	■	■	■	■																													
Practice Teaching										■	■	■	■	■	■	■																					
Co-Curricular activity					■												■											■									
Extension activity/Community work																	■						■						■								
End-Term Examination																																				■	

Mapping of Academic Activities of the Institution (M.Ed.)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation	■																																			
Theory		■	■	■	■	■	■	■	■						■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Tutorials/Seminar							■											■					■													
Research Proposal(Preparation and Submission)						■																														
Tool Preparation and Validation								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Data Collection and Tabulation									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Terminal Examinations(I,II&III)										■												■										■				
Revision and Model Examination																																		■	■	■
Curricular activity					■												■						■				■									
Extension activity/Community work																		■											■							
End-Term Examination																																				■

**DECLARATION BY THE
HEAD OF THE
INSTITUTION**

Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part there of has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution

With Seal:

Place:

Date:

Appendices

Appendix- 1

1.SAMPLE QUESTIONNAIRES

1.1. Students Feedback on the Teachers Paulsons Teacher Training College

Course:

Name of the Teacher:

Year:

Paper:

Tick any one of the columns relevant to each statement which you feel opt for your teacher regarding the teaching of this paper

SL. NO.	STATEMENT	<i>Often</i> (அடிக்கடி)	<i>Sometimes</i> (சில பொழுது)	<i>Rarely</i> (அரிது)
1.	Response to the doubts raised in the class.வகுப்பில் சந்தேகங்களுக்கு விளக்கம்			
2.	Reaction when the students seek his guidance and consult him while identifying and solving academic problems. கல்வி சார் பிரச்சனைகளுக்கு, வழிகாட்டல் மற்றும் அறிவுரை பகர்தல்.			
3.	Syllabus Coverage with in the period. குறித்த நேரத்தில் பாடத்தை முடித்தல்.			
4.	Creation of Congenial Classroom Climate to facilitate the learning process. கற்றலுக்கு உகந்த வகுப்பறை சூழலை அமைத்தல்.			
5.	Usage of teaching aids while teaching. கற்பித்தலில் துணைக் கருவிகள் பயன்பாடு.			

6.	Integrating ICT in Teaching. கற்பித்தலில் தகவல் தொடர்பு தொழில்நுட்பத்தை கலத்தல்.			
7.	Conduction of Class Test. வகுப்பு தேர்வு நடத்தல்.			
8.	Timely Completion of correction work. உரிய காலத்தில் மதிப்பீடு செய்தல்.			
9.	Good Relationship with the Students. மாணவர்களுடன் நல்ல உறவு நிலை.			
10.	Expression of teaching skills and Interaction in the classroom. கற்பித்தல் திறன்கள் வெளிப்படுத்தல் மற்றும் வகுப்பறை விவாதம்.			

1.2. Students Feedback on the Course Paulsons Teacher Training College

Programme:

Department:

Year:

Parameters	Very Good (மிகவும் நன்று)	Good (நன்று)	Satisfactory (திருப்தி)	Unsatisfactory (அதிருப்தி)
1. Adequate Duration of the Course. பாடப் பிரிவுக்கு வகுக்கப்பட்டுள்ள போதிய கால இடைவெளி. 2. Practical Aspects in the curriculum கலைத்திட்டத்தில் உள்ள செயல்முறைகள்.				

<p>3. Applicability/relevance to real life situations. நேரடி வாழ்க்கைகைச் சூழலில் பயன்பாடு.</p> <p>4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives). கற்றல் மதிப்புக்கள் (அறிவு, கொள்கை, கைத்திறங்கள், ஆராயும் பாங்கு மற்றும் பரந்த நிலைகளில்)</p> <p>5. Experience in the Extension Activities(வெளித்தொடர்பு செயல்பாடுகளில் அனுபவம்)</p> <p>6. Relevance of additional source material (கூடுதல் அடிப்படைப் பொருள்களின் ஒத்து போகும் தன்மை.)</p> <p>7. Activities of various Clubs and Committees.(பல்வேறு குழுக்கள் மற்றும் கமிட்டிகளின் செயல்பாடுகள்)</p> <p>8. Overall rating(மொத்த தரம்)</p>				
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1.3. Students Feedback on the Institution
Paulsons Teacher Training College

Name(Optional):

Course:

Year:

Sl. No.	Facilities/Activities	Very Good (மிகவும் நன்று)	Good (நன்று)	Satisfactory (திருப்தி)	Poor (அதிருப்தி)
1.	Admission Process(சேர்க்கை முறை)				
2.	Classroom facilities(வகுப்பறை வசதிகள்)				
3.	Washing and Rest room facilities(கழிப்பிட மற்றும் ஓய்வு அறை வசதிகள்)				
4.	Lab facilities(ஆய்வுக்கூட வசதிகள்)				
5.	ICT Integration(தகவல் தொடர்பு தொழில்நுட்ப கலப்பு)				
6.	Sports facilities(விளையாட்டு)				

	வசதிகள்)				
7.	Extension Activities(விரிவாக்க செயல்பாடுகள்)				

Appendix-2

2.SAMPLE FORMAT

TEACHER'S PERFORMANCE APPRAISAL REPORT

i) **General Information**

a) Name :

b) Address (Residential) :

Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any Other

ix) Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission

- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Appendix3

3.Value Framework

1. Contribution to National Development

- ☞ Developing the Teacher Education Irrespective of Caste, Creed and Gender bias.
- ☞ Framing a Vision to National Empowerment and Moving Towards that with Well Planned Missions.
- ☞ Involving in the Extension Activities based on the Social Needs.
- ☞ Sustaining Communal Harmony and Peace through Community Engagement.

1. Fostering Global Competencies among Students

- ⇒ Initiate and Developing the Teaching Skills via Innovative Trainings.
- ⇒ Adopting Practices to develop the Competencies of Students according to the Global Trend.
- ⇒ Promoting Leadership Qualities in terms of Daily Practices.
- ⇒ Balancing Theory and Practical through Academic Activities.

2. Inculcating Value System in Students

- Inculcating Teacher Values by Innovative Technologies.
- Integrate Values in the Daily Activities.
- Celebrating National Important Days to instill the Values and Ethics in our Tradition.
- Organising Activities to reflect the Values among the Prospective Teachers.

3. Promoting the Use of Technology

- ❖ Integrating ICT in Teacher Education.
- ❖ Implementing Innovations which Reflect the Technologies.

- ❖ Utilizing the Technology in the Academic and Administrative Practices.
- ❖ Making Attraction of Teaching via Technological Components.

4. Quest for Excellence

- ❧ Attaining Excellence in Teacher Education with the Intense of Producing Bench Marks.
- ❧ Rewarding Best Practices in the Teaching Learning Process.
- ❧ Evaluating the Institutional Process to Further Developments.
- ❧ Fostering Competencies among the Teacher Educators to Produce Quality Teachers for our Society.

Appendix4**4.1. A Brief Note on Teacher Education Scenario in the State**

Tamil Nadu is the seat of Higher Education in India, which offers a number of general as well as professional courses. It also pays attention to the spreading of elementary, secondary and higher education and training of the teachers involved in these programs. There is naturally a demand for teacher educators in this state who can hold the reign of the teacher training institutes located across the region. The Government of Tamil Nadu enacted Act No.(33) of 2008 to provide for the establishment and incorporation of Teachers Education University in the State of Tamil Nadu for promoting excellence in teachers education. Further the Act came into effect from 1.7.2008 by a Gazette Notification issued in G.O.M.S.256, Higher Education (K2) Department, dated 25.6.2008.

The various objectives of the University are to provide high quality education, monitor Teacher Education as approved by National Council for Teacher Education at all levels in the State, to develop research facilities in Teacher Education; to find out ways and means to identify innovative courses in Teacher Education; to institute degrees and other academic distinction in Teacher Education approved by NCTE; to confer degrees and other academic distinction on persons who have carried out research in University or in any other centre or institutions recognized by the University under conditions prescribed for Teacher Education; to confer honorary degrees in teacher education in the prescribed manner and under conditions prescribed; to conduct and organize seminars, workshops and symposia in promoting Teacher Education with a view to offering programs in the latest field and to develop the extension activities. The University is very much focused to promote quality in Education and to standardize the system of operation.

Regulations of the Tamilnadu Teachers Education University

Bachelor of Education[B.Ed.]: A candidate who has passed Bachelor Degree in Arts and Science with 50% (BC-45%, SC/ST-35%) shall be eligible for admission. The course of study shall be for duration of one academic year consisting of 180 working days or 1080 hours (6 Days per week@6 hours per day) excluding admission and

examination days. The 180 working days will include Teaching Practice, Revision Examination and Study Holidays. The programme will consist of theory component and practicum component. Theory Component consists of three Core Papers, one Elective Paper and two Optional Papers. The weightage given to theory component is 600 Marks(120 Internal+480 External) out of 1000 Marks and 555 hours. The internal marks are assigned based on Test, Assignment and Seminar. The weightage for practicum component is 400 Marks and 525 hours which include Observation, Demonstration, Micro Teaching, Practice Teaching, Preparation of Instructional Aids, Construction and interpretation of Test Scores, Application of Educational Technology, Case Study, Action Research, Conducting Psychological experiments, Citizen Training Camp, Physical Education, SUPW and School Text Book Review. Each Candidate whose admission is approved by Tamilnadu Teachers Education university should gain 85% (i.e 135 Days) of attendance, failing which they will not be permitted to appear for the B. Ed. Degree examination(both written and practical examinations).

Master of Education [M. Ed.]: A candidate who has passed a Bachelors Degree Examination in Education, with a minimum of 50% marks in theory and practical separately shall be eligible for admission to the course leading to the degree of Master of Education. The course study shall be for a duration of One academic year. There will be 10 days for admission and another 10 days for examination exclusively. The entire course work will be for 1080 Hours. The course consists of a) Core Subjects b) Elective Subjects c) Dissertation. A minimum of 36 credits are to be earned for qualifying for the M. Ed. Degree. Each core paper will carry 6 credits, each elective 5 credits, dissertation 6 credits and viva voce 2 credits. The candidate shall be declared to have passed if she/he secures a minimum of 50% in each theory

paper, dissertation, and viva voce separately. No candidate shall be admitted to the exam unless he/she has completed the prescribed course of study with a minimum of 85% attendance.

Norms and Standards of NCTE

Bachelor of Education (B.Ed): The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary (classes IX-X) and senior secondary (classes XI-XII) levels. B.Ed. programme shall be of duration of at least one academic year or two semesters. There shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least forty days shall be for practice teaching or skill development in nearby schools. There shall be a basic unit of one hundred students divided into two sections of fifty each for general sessions and not more than twenty five students per teacher for a school subject. Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification equivalent thereto, are eligible for admission to the programme. For a basic unit of one hundred students, there should be one Principal/Head and Lecturers - Seven

The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of one hundred students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. The institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers.

Master of Education (M.Ed): The Master of Education (M.Ed.) programme is meant for candidates desirous of pursuing post-graduate programme in education. Besides preparing teacher educators, it also aims at preparing educational administrators, supervisors and researchers. The M.Ed. programme shall be of a duration of one academic year. There shall be at least two hundred working days exclusive of periods of examination and admission etc., for instruction, field work for dissertation and internship in a teacher education institution. Candidates who have obtained at least 55% Marks in the B.Ed. degree are eligible for admission. For a basic unit of 25 students, there should be one Professor / Head, One Reader / Associate Professor, One Lecturer / Asst Professor Three

The institution must have at least 3000 sq. mts. (three thousand square meters) of exclusive well demarcated land whereupon built-up area consisting of classrooms etc. shall not be less than 2000 sq. mts (two thousand square meters) inclusive of the space meant for one Unit of B.Ed Classes. Space in each instructional room shall be 10 sq.ft. (ten square feet) per student. In addition to the infrastructure prescribed for the B.Ed programme, for an intake of one hundred or two hundred students the institution must have one classroom, one seminar room and separate rooms/ cabins for the academic faculty. For an intake of 25 students, there shall be provision for at least one classroom, one hall/seminar room, laboratories for conducting instructional activities, separate rooms for the Professor/Head, for faculty members to accommodate seven to eight students, office for the administrative staff and a store.

There shall be a library equipped with a minimum two thousand titles (there shall not be more than five copies on any one title) besides text and reference books related to all courses of study, educational encyclopedias, electronic publications (CD ROMs) and minimum five professional research journals. There shall be a well-equipped educational technology and media laboratory, with T.V. Camera and LCD for projection and software including DVDs and CDs. Submission of a Dissertation on an approved topic shall be compulsory.

4.2. Academic Calendar and Timetable

PAULSONS TEACHER TRAINING COLLEGE

ACADEMIC CALENDER 2012-13

Calendar of Academic Year 2012-13

Date	Day	Event
August 2012		
1	Wed	
2	Thu	
3	Fri	
4	Sat	
5	Sun	Sunday
6	Mon	Inauguration of Academic Year 2012-13/PTA/World Peace Day
7	Tue	General Orientation to the Programmes
8	Wed	
9	Thu	
10	Fri	
11	Sat	
12	Sun	Sunday
13	Mon	
14	Tue	
15	Wed	Independence Day
16	Thu	
17	Fri	
18	Sat	
19	Sun	Sunday
20	Mon	Ramzon
21	Tue	
22	Wed	
23	Thu	
24	Fri	
25	Sat	
26	Sun	Sunday
27	Mon	
28	Tue	
29	Wed	National Sports Day
30	Thu	
31	Fri	
September 2012		
1	Sat	
2	Sun	Sunday
3	Mon	Clubs/Committee Organisation/House Allocation
4	Tue	
5	Wed	Teacher's Day
6	Thu	
7	Fri	
8	Sat	Krishna Jayanthi/World Literacy day
9	Sun	Sunday
10	Mon	

11	Tue	
12	Wed	Research Problem Selection (M. Ed.)/Guide Allocation
13	Thu	
14	Fri	
15	Sat	
16	Sun	Sunday /World Ozone Day
17	Mon	
18	Tue	
19	Wed	Vinayakar Chaturthi
20	Thu	
21	Fri	
22	Sat	
23	Sun	Sunday
24	Mon	
25	Tue	
26	Wed	
27	Thu	World Tourism Day
28	Fri	I-Terminal Examination
29	Sat	
30	Sun	Sunday
October 2012		
1	Mon	
2	Tue	Gandhi Jayanthi
3	Wed	Library Visit (M. Ed.) Related Literature Collection
4	Thu	
5	Fri	World Teachers Day
6	Sat	
7	Sun	Sunday
8	Mon	Discussion-Micro Teaching
9	Tue	
10	Wed	Micro Teaching Practice
11	Thu	
12	Fri	
13	Sat	
14	Sun	Sunday
15	Mon	Guest Lecture
16	Tue	World Food Day
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	Sunday
22	Mon	Pooja Celebrations
23	Tue	Saraswathi Puja
24	Wed	Vijaya Dhasami
25	Thu	Pre Practice Teaching Sessions

26	Fri	Seminar
27	Sat	Bakrith
28	Sun	Sunday
29	Mon	Tool Construction and Validation
30	Tue	Guest lecture
31	Wed	Demonstration Lessons
November 2012		
1	Thu	
2	Fri	
3	Sat	
4	Sun	Sunday
5	Mon	
6	Tue	
7	Wed	
8	Thu	Practice Teaching Observation
9	Fri	
10	Sat	
11	Sun	Sunday
12	Mon	Practice Teaching
13	Tue	Deepavali
14	Wed	Children's Day
15	Thu	
16	Fri	
17	Sat	World Students Day/National Journalism day
18	Sun	Sunday
19	Mon	Data collection
20	Tue	
21	Wed	
22	Thu	
23	Fri	
24	Sat	
25	Sun	Moharam /Sunday
26	Mon	World Environmental Protection Day/Awareness Camp
27	Tue	
28	Wed	
29	Thu	
30	Fri	
December 2012		
1	Sat	World AIDS Day
2	Sun	Sunday
3	Mon	World Disabled Day
4	Tue	
5	Wed	M. Ed. Student's Practice Teaching Observation
6	Thu	
7	Fri	
8	Sat	
9	Sun	Sunday /Girl Child Day

10	Mon	International Human Rights Day
11	Tue	World Children's Fund Day
12	Wed	
13	Thu	
14	Fri	National Energy Conservation Day
15	Sat	
16	Sun	Sunday
17	Mon	
18	Tue	
19	Wed	
20	Thu	
21	Fri	
22	Sat	
23	Sun	Sunday
24	Mon	Christmas and New Year Celebrations
25	Tue	Christmas
26	Wed	Data Analysis
27	Thu	
28	Fri	
29	Sat	
30	Sun	Sunday
31	Mon	
January 2013		
1	Tue	New Year
2	Wed	Practice Teaching Ends
3	Thu	Sharing of Experiences/ Discussion about Observation
4	Fri	Criticism Lessons
5	Sat	
6	Sun	Sunday
7	Mon	Seminar
8	Tue	
9	Wed	
10	Thu	
11	Fri	Pongal Celebrations
12	Sat	National Youth Day/Youth Day Competitions
13	Sun	Pogi/ Sunday
14	Mon	Pongal
15	Tue	Mattu Pongal/ Thiruvalluar Thinam
16	Wed	Ulavar Thirunal
17	Thu	
18	Fri	
19	Sat	Industrial Visit
20	Sun	Sunday
21	Mon	
22	Tue	
23	Wed	
24	Thu	

25	Fri	Milad-Un-Nabi
26	Sat	Republic Day
27	Sun	Sunday
28	Mon	
29	Tue	
30	Wed	
31	Thu	II-Term Examination
February 2013		
1	Fri	
2	Sat	
3	Sun	Sunday
4	Mon	Report Writing
5	Tue	Guest Lecture
6	Wed	
7	Thu	
8	Fri	
9	Sat	Field Trip
10	Sun	Sunday
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	
16	Sat	
17	Sun	Sunday
18	Mon	Citizenship Training Camp
19	Tue	
20	Wed	
21	Thu	International Mother Tongue Day
22	Fri	SUPW Training
23	Sat	
24	Sun	Sunday
25	Mon	
26	Tue	
27	Wed	
28	Thu	National Science Day/Quiz Competition
March 2013		
1	Fri	
2	Sat	College Day Competitions Commences
3	Sun	Sunday
4	Mon	National Safety Day
5	Tue	Awareness Programme
6	Wed	
7	Thu	
8	Fri	International Woman's Day/Debate
9	Sat	
10	Sun	Maha Sivarathri/Sunday

11	Mon	
12	Tue	
13	Wed	Sports Day
14	Thu	
15	Fri	Educational Excursion
16	Sat	
17	Sun	Sunday
18	Mon	
19	Tue	
20	Wed	World Disabled Day
21	Thu	World Forestry day
22	Fri	World Water day
23	Sat	Teluku New Year
24	Sun	Sunday
25	Mon	III-Terminal
26	Tue	
27	Wed	
28	Thu	
29	Fri	Good Friday
30	Sat	
31	Sun	Sunday /Bank Year Account Completion
April 2013		
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	College Day
6	Sat	PTA Meeting
7	Sun	Sunday /World Health Day
8	Mon	
9	Tue	
10	Wed	M.Ed. Dissertation Submission
11	Thu	
12	Fri	
13	Sat	Tamil New Year
14	Sun	Sunday /Ambedkar's Birth Anniversary
15	Mon	
16	Tue	Convocation Day/Alumni Meet
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	Sunday
22	Mon	Earth Day
23	Tue	Mahavir Jayanthi/World Books and Copyright Day
24	Wed	
25	Thu	

PAULSONS TEACHER TRAINING COLLEGE

ACADEMIC CALENDER 2012-13

26	Fri	
27	Sat	
28	Sun	Sunday
29	Mon	
30	Tue	
May 2013		
1	Wed	May Day
2	Thu	World Mother's Day
3	Fri	Revision/Model Test Commences
4	Sat	
5	Sun	Sunday
6	Mon	
7	Tue	
8	Wed	World Red Cross day
9	Thu	
10	Fri	
11	Sat	National Technology Day
12	Sun	Sunday
13	Mon	
14	Tue	
15	Wed	
16	Thu	
17	Fri	
18	Sat	
19	Sun	Sunday
20	Mon	Annual University Examination
21	Tue	Anti-Terrorism Day
22	Wed	
23	Thu	
24	Fri	
25	Sat	
26	Sun	Sunday
27	Mon	
28	Tue	
29	Wed	
30	Thu	
31	Fri	World Anti-Tobacco Day

TIME TABLE (B. Ed. Batch I)

DAY	9.30	9.50	10.45	11.40	11.55	12.50	1.30	2.25	3.20	3.35
	-	-	-	-	-	-	-	-	-	-
	9.50	10.45	11.40	11.55	12.50	1.30	2.25	3.20	3.35	4.30
MON	M O R N I N G P R A Y E R	EEIS	OPT-II	I N T E R V E L	OPT-I	L U N C H B R E A K	PSY	ELEC TIVE	I N T E R V E L	EDN- TECH- LAB
TUE		I & M	EEIS		OPT-II		PSY- LAB	LIB		ELECTIV E
WE D		PSY	OPT-I		I & M		OPT-II	LAN- LAB		PET
THU		I & M	EEIS		OPT-II		PSY	OPT-I		COM- LAB
FRI		OPT-I	PSY		OPT-II		ELEC TIVE	CULT URAL		CULTUR AL
SAT		OPT-I	PSY		EEIS		I & M	ELEC TIVE		COMMU NITY WORK

TIME TABLE (B. Ed. Batch II)**EEIS-** Education in the Emerging Indian Society. **PSY-** Psychology of Learning and

DAY	9.30 -9.50	9.50 -10.45	10.45 -11.40	11.40- 11.55	11.55- 12.50	12.50 -1.30	1.30 -2.25	2.25 -3.20	3.20 -3.35	3.35 -4.30
MON	M	PSY	OPT-II	I N T E R V E L	OPT-I	L U N C H B R E A K	ELECT IVE	EEIS	I N T E R V E L	PSY-LAB
TUE	N	EEIS	ELEC TIVE		OPT-II		EDN- TECH LAB	PET		I & M
WED	G	I & M	OPT-I		PSY		OPT-II	COM- LAB		LIB
THU	P	PSY	I & M		OPT-II		EEIS	OPT-I		LAN-LAB
FRI	R	OPT-I	ELEC TIVE		OPT-II		PSY	CULTU RAL		CULTURAL
SAT		OPT-I	ELEC TIVE		I & M		EEIS	PSY		COMMUNI TY WORK

Human Development. **I & M-** Innovations and Management. **OPT-I-**Optional I. **OPT II-**Optional II.**PET-**Physical Education Training. **EDN TECH LAB-** Education Technology Laboratory. **COMP LAB-**Computer Laboratory. **PSY LAB-** Psychology Laboratory. **LAN LAB-** Language Laboratory. **LIB-** Library.

TIME TABLE (M. Ed.)

DAY	9.30 - 9.50	9.50 - 10.45	10.45 - 11.40	11.40- 11.55	11.55- 12.50	12.50 - 1.30	1.30 - 2.25	2.25 - 3.20	3.20 - 3.35	3.35 - 4.30
MON	M	PSPE	COP-LAB	I N T E R V E L	AEP	L	RE	TE	I N T E R V E L	LIB
TUE	O	AEP	RE		LIB	U	WE	PSPE		LIB
WED	R	RE	LAN-LAB		TE	N	PSPE	AEP		COP-LAB
THU	N	TE	AEP		WE	C	LIB	PSPE		LIB
FRI	I	PSPE	WE		LIB	H	AEP	RE		LIB
SAT	N	WE	LIB		RE	B	COP-LAB	TE		LIB
	G					R				
	P				E					
	R				A					
	A				K					
	Y									
	E									
	R									

PSPE- Philosophical and Sociological Perspectives in Education. **AEP-** Advanced Educational Psychology. **RE-** Research in Education. **TE-** Teacher Education. **WE-** Women Education. **COP-LAB-** Computer Laboratory. **LAN-LAB-** Language Laboratory. **LIB-**Library.

4.3. A Copy of the Syllabus

i) B.Ed

CORE COURSE I

EDUCATION IN THE EMERGING INDIAN SOCIETY

OBJECTIVES:

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

- comprehend the relation between Philosophy and Education and different Indian and western philosophies of Education
- acquaint with the principles of Education advocated by great thinkers
- acquire knowledge about Education and statutory bodies in Education
- develop an understanding of Sociology of Education, Culture and Agencies of Education
- get exposed to Social and Educational problems and their solutions
- appreciate the Social Values and Personal Values of teachers
- acquire the knowledge about Health, Nutrition, Blood and Eye donation and sanitation
- know the problems of Indian women and justice rendered to them

UNIT I: Philosophy and Education in India

Education: Nature, meaning and its objectives in Indian context.

- a. The meaning of philosophy and its relation to Education
- b. Indian schools of philosophy and Education: Vedanta, Buddhism, Jainism

UNIT II: Western Philosophies and Education

Western schools of Philosophy and Education: Idealism- Naturalism- Pragmatism - Realism and Eclecticism

UNIT III: Eastern and Western Thinkers on Education

Educational thinkers and their contribution in developing principles of education :

Swami Vivekananda – Mahatma Gandhi- Tagore – Sri Aurobindo- J.J. Rousseau- Froebel -John Dewey and Montessori

UNIT IV: Education in the Indian Constitution

Directive principles – Article 45, Universal compulsory Education – constitutional commitment – Education in concurrent list – Responsibilities of State Government and Central Government – Amendments related to Education – Kothari Education commission 1964- NPE 1986. Levels and aims of Education: Pre primary- Primary – Secondary- University.

UNIT V: Statutory Bodies in the Field Of Education

Important functions and contributions of the following: MHRD, UGC, NIEPA, NCERT, NCTE, NAAC, TANSCH. Directorates of Education: Collegiate, secondary, Elementary, DTERT, DIET and SSA.

UNIT VI: Sociology and Education

The meaning of sociology - its relation to education- Education for changing Indian society- concept of culture – salient features of Indian culture – Education for preservation, transmission and development of culture . Education for social change, modernization and economic development- Globalisation

UNIT VII: Agencies of Education

Structure and Educational functions of Home, Peer group, Community, Religion, School and Mass Media- Continuing Education and concept of Open University system- Distance education- Floating university

UNIT VIII: Problems of Indian Society and Education

Population explosion, Illiteracy, Gender bias, Child labour, Cultural lag, Unemployment and Under Employment, Braindrain, Communal violence, Ragging, Eve-teasing and Terrorism.

a. Educational problems: Equalization of Educational opportunity, drop-out and grade repetition , Self Financing patterns in Education, Population Education, Sex Education, Moral Education value, Special Education for the Challenged and Gifted, Co-Education, Supervision and Inspection.

b. Justice for Women: Violence against women – Human trafficking – Legal protection -Indian Constitutional Provisions relating to women personal laws – Labour Laws — Family Courts – Enforcement machinery – Police and Judiciary - Human Rights as Women’s Rights

UNIT IX: Social Values and the Teacher

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

UNIT X: Health Education

The concept of Health – Nutrition and Health – Sanitation – Communicable diseases – Safety and First Aid – Health services and Health supervision in schools – Blood and Eye donations – Personal Hygiene.

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CORE COURSE II

PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT

OBJECTIVES:-

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

- acquire the knowledge of the nature and scope of Educational Psychology
- understand the process of mental development and mental abilities
- apply psychology in the class room context
- acquire the knowledge of the process of cognitive, social, moral and emotional developments
- understand the process of learning and the factors influencing learning
- acquire the knowledge of intelligence and creativity and their educational implication

- understand the significance of motivation
- acquire the knowledge of the determinants of personality
- understand the importance of mental health and hygiene
- acquire the knowledge of guidance and counselling and their educational implications

UNIT I: Nature of Educational Psychology

Definition of Psychology – Methods of Psychology - Branches of Psychology – Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching- Significance of Educational Psychology to the teacher.

UNIT II: Human Growth and Development

Interaction of Nurture and Nature. Concept, Distinction among Growth, Development and Maturation. General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral- Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence.

UNIT III: Cognitive Development

Cognitive Process, Attention – Factors relating to attention, Kinds of attention – Inattention, distraction and division of attention – Span of Attention. Sensation and Perception – Factors relating to Perception, Perceptual errors- Concept formation - Nature and Types of Concepts22 Piaget's stages of cognitive development – Bruner's theory - Concept maps –Imagery – Language and Thinking- Reasoning and Problem Solving –Implications to the teacher.

UNIT IV: Social, Emotional and Moral Development

Social development – Factors of Social development – Social Maturity – Erikson's stages of Social development -Emotional development – meaning – Positive and Negative emotions – Emotional control and maturity – Place of emotions in life-Significance of Emotional Intelligence-Moral development – Kohlberg's stages of Moral development.

UNIT V: Learning

Nature and importance of learning – Individual differences in learning- Learning Curves- Factors influencing the learning- theories of learning - Conditioning: Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler)- Transfer of Learning- Learning by Imitation- Levels of Learning: Gagne- Remembering and Forgetting: Curve of forgetting.

UNIT VI: Intelligence and Creativity

Nature of Intelligence - Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect, Gardner's Multiple Intelligence Theory- Constancy of IQ – Assessment of Intelligence- Uses of Intelligence tests. The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity- Thinking: Convergent and Divergent thinking.

UNIT VII: Motivation and Group Dynamics

Motivation and Learning – Kinds of Motives – Theories of Motivation: Maslow's hierarchy of needs- Role of Rewards and Punishments- Level of Aspiration- Achievement Motivation: Techniques of Developing Achievement motivation– Motivation in the classroom context Competition and Co-operation – Leadership Traits – Leadership Styles and Classroom Climate.

UNIT VIII: Personality and Assessment

Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic-Assessment of Personality: Projective and Non projective Techniques – Aptitude – concept, types and measurement. Attitude and interest – concept and measurement - Integrated Personality.

UNIT IX: Mental Health and Hygiene

Concept of Mental health and Hygiene – Conflict and Frustration – Unrest – Adjustment and Mal adjustment – Causes of Maladjustment - Defence Mechanisms – Mental Illness. Juvenile Delinquency. Promotion of Mental health of students and teachers.

UNIT X: Guidance and Counselling

Nature, Types and Need of Guidance and Counselling – Educational, Vocational and Personal. Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted.

PRACTICALS:

Experiments and Tests related to the following topics to be conducted on children/ adolescents. Each student teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

Group A

(Related to Adolescence)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Creativity
12. Achievement Motivation

Group B

(Related to Childhood)

1. Distraction of Attention
2. Division of Attention
3. Creativity
4. Piaget's task
5. Non-Verbal Intelligence Test
6. Sociometry
7. Measure of Anger
8. Emotional Stability
9. Moral Values
10. Motivation
11. Span of Attention
12. Motor Skills

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CORE COURSE III**Educational Innovations and Management****OBJECTIVES:**

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

- acquire knowledge of the terms used in educational innovations and management;
- understand innovations in schools ,teaching- learning process and principles of management;
- apply the educational innovations and management in school practices
- develop skills in employing and developing new educational innovations and management;
- develop interest in the educational innovations and management techniques ;and
- develop desirable and positive attitude towards educational innovations and management .

(A) Educational Innovations**UNIT I - Innovation**

Meaning -Principles –Barriers to promotion of innovation-Suggestions for the promotion of innovation-Generation of innovations –Origin, Specification, Trial-Adaptation and consolidation- Characteristics of creative people- Conditions for the emergence of innovation

A) Individual conditions-Tolerance to ambiguity, autonomy,-Initiating change –search-creativity

B) Institutional conditions-Open climate -Freedom –Democratic leadership style-Institutional heads as change agents

C) Societal conditions – Perception of an acute need-Political and public support-Charismatic leadership.

UNIT II - Innovations and Experiments in Schools

De-schooling –Community School –Alternative School –Non-Graded School –Navodaya School –Sainik School – S S A (Sarva Shiksha Abyan)-Virtual School –

Mobile School – Open School and Distance Learning--Floating University – International School. UNIT III - Innovations in Teaching and Learning Process Basic concepts of : Play –way Learning –Sensory Training –Joyful Learning – A B L- A L M – M L L (Minimum Levels of Learning) –CLASS(Computer Literacy and Studies in Schools) (O B I)-Mastery Learning –Individualized Instruction –Personalized System of Instruction (P S I – Keller Plan)-Programmed Learning-Teaching Machine –Modules –Cybernetics- Models of Teaching

UNIT IV - I C T in Education

I C T in Education –Web based Education (Virtual) – e-learning - e –tutoring –Computer Assisted Instruction (C A I)-Computer Managed Learning (C M L)- Tele/ Video Conferencing – Interactive Video -Multi media –Multi purpose Kits –S I T E (Satellite Instruction Television Programme) –E T V (Educational Television) – Edusat –Reach the Unreach –U N E S C O’s Learning Without Frontiers (L W F)- Virtual Classrooms Technology -e book –Digital Library — Electronic Community

UNIT V - Innovations in Evaluation

(a) Evaluation of Students: continuous evaluation – self evaluation –question bank –open book examination-grading.

(b) Evaluation of Teachers: self evaluation –peer evaluation- student evaluation. National Testing Service

(B) Educational Management

UNIT VI - Management

Meaning-Definition –Objectives of Management –Role of Management – Difference between Administration and Management- Functions of Management – PODSCORB (Planning ,Organization, Direction, Staffing ,Co ordination ,Reporting, Budgeting) - Modern Functions: Planning ,Organizing ,Leading ,Controlling- Management skills: Conceptual skills, Human skills, Technical skills

UNIT VII - Areas of Educational Management

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative)Management.-Scope ,Human ,Material ,Time – Basic concepts of Management at different levels (Primary and Secondary)

:Institutional Management , Financial Management Instructional management , Personnel Management , Material Management , and Management of Examination.

UNIT VIII - Educational Planning and Organization

(a) Planning,-Six elements- Objectives ,Policies ,Procedures ,Programmes ,Budgets and Strategies –Educational planning –Long term and Short term Perspectives - Institutional planning –Academic : curricular and co curricular activities – Time table –assignment of work to teachers.

(b)Organization – Principles or criteria –Organisational structures – Administrative structures at Central and State levels .

UNIT IX - Management of Resources

Management of Resources –Human, and material -Head master and Teacher : duties and responsibilities- Leadership-Meaning – styles -Management Grid – Morale – Organizational commitments –Academic freedom –Professional development. Classroom management –Management of school building –equipments –library –records and registers – hostel.

UNIT X – Quality in Education

Quality in Education- Input –Process –Output Analysis – Concept of Total Quality Management (T Q M)- Supervision and Inspection –functions - Accreditation and certification .

SUGGESTED REFERENCE BOOKS:

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ELECTIVE COURSE I

ENVIRONMENTAL EDUCATION

Objectives:

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

- understand the concept of environment and ecology
- To understand environmental education and its importance

- To understand the causes for environmental hazards and pollution
- To understand the causes for environmental degradation
- To understand the need for remedial ways to protect the environment in daily life and its application
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for environmental protection
- To understand the status of environmental education in school curriculum
- To understand the curriculum and methods in environmental education
- To acquire knowledge about the different methods of teaching in environmental education
- To acquire knowledge of the tools and techniques for the evaluation of environmental education

UNIT I Objectives, Scope and Nature of Environmental Education

a) Meaning, definition and characteristics of environmental education – content.

b) Importance, objectives, scope and guiding principles of environmental education.

c) Factors of degradation of environment – adverse socio – economic impacts of degradation of environment.

UNIT II Environmental Education and Pollution

Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion.

UNIT III Environmental Management and Protection

Need for environmental management – function and characteristics of environmental management – dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- causes for forest fire- measures of prevention

UNIT IV India and Environmental Issues and Policies

Major environmental problems in India – Environmental protection and policies in India – Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws

UNIT V Environmental Movements and Developments

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa – conditions for achieving the goals of sustainable development – Strategies for sustainable development in India.

UNIT VI International Efforts for Environmental Protection

The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.

UNIT VII Environmental Education in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level – Major constraints for its implementation at these level - Teacher's role – national resource center for environmental education.

UNIT VIII Environmental Education and Educational Technology

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

UNIT IX Methods of Teaching in Environmental Education

- a) Characteristics of good teaching method.
- b) Seminar, Workshop, Problem – solving, Field trips and Surveys, Projects, Exhibition and other methods.
- c) Relative efficiency of teaching methods.

UNIT X Evaluation approach of Environmental Education

Evaluation: Meaning, aims – Different types of test and examination for assessment- prepare a blue print and question paper.

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ELECTIVE COURSE II

GUIDANCE AND COUNSELLING

OBJECTIVES:

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

- To recall the principles underlying guidance
- To recognize the need of guidance and counselling in schools
- To describe the different services in the school guidance programme
- To acquire the skills necessary to administer and interpret standardized tools
- To know the qualities required for a good counsellor

UNIT-I Guidance

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- Relationship between guidance and Counselling - Benefits- Limitations

UNIT-II Counselling

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

UNIT-III Guidance Movement in India

History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT-IV Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics- Difference between Counsellor and Teacher.

UNIT-V Group Guidance and Group Counselling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

UNIT – VI Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst,

Structural theory

UNIT –VII Non –Testing Devices in Guidance

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

UNIT-VIII Testing Devices in Guidance

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustrationconflict.

UNIT- IX Guidance Services in Schools

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference.

UNIT X Guidance for Exceptional Children

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopaedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.

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Patterson, C. H. (1973). Theories of counselling and psycho-therapy. New York: Harper and Row.

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Nanda, S. K., & Sagar, S. (1972). Fundamentals of guidance. Chandigarh: N.B.S. Educational Publishers.

Barclay, J. R. (1971). Foundations of counselling strategies. London: John Wiley and Sons Inc.

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ELECTIVE COURSE III

COMPUTERS IN EDUCATION

OBJECTIVES

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

- acquire knowledge of computers, its accessories and software.
- understand the basics (fundamentals) of preparing a computer.
- acquire the skills of operating a computer in multifarious activities pertaining to teaching

- understand features of MS Office and their operations
- develop skill in using MS-Word, Power points and Spread sheets.
- apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- acquire skill in accessing world wide web and Internet and global accessing of information.
- integrate technology in to classroom teaching learning strategies.

UNIT I Basics of Computer

Computer : Definition , main units - characteristics – generation of computers – classification of computers – hardware and software (definition)

UNIT II Computer Hardware

Hardware : Definition – Input devices : Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera- Output devices : monitor, printers : line, serial, dot matrix, inkjet, thermal.

Primary storage devices : RAM , ROM and its types. Secondary storage devices : FDD,HDD, CD, DVD, Pen Drive (USB).

UNIT III Computers in Education

Computer application in educational institutions – academic, administrative and research activities

UNIT IV ICTs Pedagogy in Teacher Education

Integrating ICTs in Teacher Training – New needs of Teachers – Motivation of teachers integration in Teacher Education – ICTs for improving quality of teacher training – Enhancing quality of Teacher Training – ICTs for improving Educational management.

UNIT V MS-WINDOWS

Introduction – Start, save, operate MS windows – Windows Elements – Control Menu- Program manager – Menus – To run program from Program Manager – File manager – Working with Files – Disk Menu – View Menu – options menu – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write – Terminal – note pad Calendar – Calculator – clock -computer virus – infection, causes and remedies.

Hands on Training a) Administrative use – Letter correspondence and E-Mail

UNIT VI MS-WORD

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, Getting help – moving and copying – searching and replacing – formatting character and paragraph -using a Document – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, formatting sections and documents.

Hands on Training

- b) Construction of a Question paper
- c) Creating learning materials – handouts

UNIT VII SPREADSHEET

- a) Basics of Spreadsheet, Manipulation of cells, Columns and Rows.

Hands on training (i) Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.

b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.

- c) Students progress record – Tabulation of results of an academic test.

UNIT VIII POWER POINT

Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.

Hands on Training

a) Multimedia presentation on a topic relevant to the Optional Subject

b) Using of available CAI/CML package on topics relevant to optional subject.

UNIT IX INTERNET

Meaning – importance – types of networking – LAN, WAN, MAN – Internet – WWW, Website and web pages, Internet connectivity – Browsing the Internet – Browsing Software – URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, Chatting.

UNIT X WEB DESIGNING

HTML – Editing tools – Hyperlink and Images, Creating a web pages – HTML tags, tables, frames, and forms. Learning from cyber resources. Hands on training a)

Cataloguing websites related school curriculum. Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

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ELECTIVE COURSE IV

PHYSICAL AND HEALTH EDUCATION

OBJECTIVES:

At the end of the course the student- teachers will able to

- create awareness on different aspects of health and fitness.
- develop skills in organizing the physical education programme in schools.
- understand the nature of injuries and to take care during emergencies and provide first aid.
- learn good health habits.
- acquire knowledge of common communicable diseases.
- understand the diet modification in the treatment of under-weight and obesity.
- acquire the knowledge of yoga and exercise.

UNIT I Introduction to Physical Education

Meaning, Definition, Aims and Objectives of Physical Education, Scope and Importance of Physical Education, Physical Fitness–Meaning, Definition, Components and Benefits.

UNIT II Basic Skills, Rules and Regulations of few Games

Basic Skills, Rules and regulations of Ball Badminton, Volley Ball, Kho-Kho and Kabaddi

UNIT III Methods, Organization and Administration

Methods of Teaching Physical activities, Lesson Plan – Parts and Preparation of General Lesson plan, Organisation of Intramural and Extramural Competitions, Tournament –Preparation of Fixtures, Single Knock out and Single League.

UNIT IV Yoga and Exercise

Meaning, Definition of Yoga, Eight limbs of yoga, Need and Importance, Practice of Yoga and Physical Exercises, Exercise types: 1) Aerobic , 2) Anaerobic, Effects of Exercise on various systems- Circulatory, Muscular, Digestive & Respiratory systems, Difference between Physical Exercises and Yoga.

UNIT V Athletic Injuries

Meaning, Common Athletic Injuries – Strain, Sprain, Contusion, Laceration, Fracture, Dislocation - Symptoms, Prevention and Treatment.

UNIT VI Olympic Movements

Olympics – Ancient and Modern Olympics Games, Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games

UNIT VII Health Education

Meaning, Definition, Aims & Objectives of Health Education, Methods of Imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision, Safety Education – Play Field, Road, Home, School.

UNIT VIII Posture

Meaning of Posture, Importance of Good posture, Characteristics of Good Posture, Values of Good Posture, Causes of Poor Posture, Preventive Measures, Common Postural Deformities, Exercises for Improving Postural Defects.

UNIT IX Food and Nutrition

Meaning of Food, Classification, Constituents of Food, Vitamins and Deficiency Diseases, Meaning of Nutrition, Malnutrition - Causes - Balanced Diet, Diet for Obesity and Under Weight.

UNIT X Common Communicable Diseases

Meaning, Common Communicable Diseases - Malaria, Typhoid, Cholera, Diarrhea, Small pox, Whooping Cough, AIDS-symptoms, Causes and Prevention.

SUGGESTED REFERENCE BOOKS:

Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.

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OPTIONAL COURSE**ENGLISH PAPER – I**

(GENERAL ENGLISH)**OBJECTIVES**

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

- see the role of English in India in the right perspective and the rationale for learning English as a second language
- get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation
- acquire knowledge of the current trends in the teaching of English
- get familiarized with techniques of oral preparation and practice of language items.

UNIT I Preliminary Statement

1. The status of English in India today – The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language – Cultural, Literary , Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills – Listening – Speaking – Reading – Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language – Interference and Transfer from the mother tongue – Implications for teaching methods.
8. The scope of the B.Ed English course.

UNIT II Teaching Skills

1. Bloom's Taxonomy of Educational Objectives – Cognitive – Affective – Psychomotor domains – General and Specific Instructional Objectives.

2. Micro teaching – Principles – Skills – Introducing the lesson – Explanation – Using the blackboard – Reinforcement – Stimulus Variation – Questioning – Link lesson.

3. Observation – Demonstration lesson – Teacher educator – guide teacher – Peer group – Feedback

4. Macro teaching – Lesson plan format – Teaching Prose – Poetry – Grammar – Composition – Teaching aids.

5. Aims and procedure for teaching Intensive reader

6. Aims and procedure for teaching Extensive reader

7. Criteria for Selection of Reader.

8. Difference between teaching Prose and Poetry

UNIT III Resource in Teaching English

1. Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches.

2. Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television

3. Programmed learning – Language laboratory.

4. Computer assisted language learning – Power point presentation – identifying websites

UNIT IV Approaches and Methods of Teaching English

1. Method – Approach – Technique – Design

2. Method – Grammar Translation Method – Bilingual method – Direct Method – Dr. West's new method – Merits and Demerits

3. Approaches – Structural Approach – Types of Structures – Selection and Grading of Structures – Principles of Situational – Oral Approach

4. Communicative approach

5. Eclectic approach

6. Recent trends in the teaching of English

UNIT V Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of a good English test – Objectivity – Reliability – Validity – Feasibility.
3. Concept of Evaluation – Types of evaluation – formative and summative
4. Different types of tests – Achievement tests – Aptitude tests – Proficiency tests – Diagnostic tests.
5. Types of achievement tests – oral test – written test – teacher made test – standardized test.
6. Objective tests – One word answer – Fill in the blanks – Matching – Multiple choice – Error recognition.
7. Written test- Short answer type – Paragraph type – Essay type
8. Construction of a good test – Preparation of blue print – Scoring key – Marking scheme.
9. Item analysis – Item difficulty – Discriminative index.

UNIT VI – Statistics

1. Frequency Distribution
2. Measures of central tendency – mean, median, mode.
3. Measures of Variability – Range – Average deviation – Quartile deviation – Standard deviation
4. Correlation – Rank difference method.
5. Graphical representation – Histogram – Frequency polygon – Cumulative frequency curve – OGIVE

UNIT VII Listening Comprehension

1. Sub skills of listening – listening for perception – listening for comprehension.
2. The three phases of listening.

3. Listening material – listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder.

4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.

UNIT VIII Speaking Skill

1. Techniques in teaching speaking – The conversation class, the topic based discussion class – task centered fluency practice.

2. Tasks for developing speaking skill – Individual, pair and group work.

3. Improving oral fluency – Parallel Sentences – Conversation – Dialogue – Role play.

4. Dramatization – Play Reading – Group Discussion.

5. Story telling – Narration – Description

6. Communication Game – Debate – Interview – Extempore Speech.

7. Barriers for Effective Communication.

8. Testing Speaking.

UNIT IX Reading Skill

1. Aims of teaching reading.

2. Process involved in reading – Symbol, sound, sense.

3. Types of reading – reading aloud – silent reading – skimming – scanning – intensive reading – extensive reading.

4. Methods of teaching reading to beginners – Alphabet method – Phonetic method –Phonetic method – Word method – Phrase method – Sentence method.

5. Reading for perception – Reading for comprehension

6. Strategies to develop reading.

7. Testing Reading

UNIT X Writing Skill

1. Mechanics of Writing.
2. Sub skills in writing – visual perception – syntax – organization – grammar – content – purpose – relevance.
3. Writing skills – Mechanical skills – Grammatical skills – Judgment skills – Discourse skills.
4. Characteristics of good Handwriting– distinctiveness – legibility – simplicity – uniformity – spacing – capitalization – punctuation – speed.
5. Developing good handwriting.

PRACTICALS :

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Examination of the design and content of readers prescribed for the primary, secondary and higher secondary classes.
- Practice in quick black board sketches for the purpose of introducing new items.
- Preparation of material for role play and dramatization
- Reading comprehension and note-making exercise.
- Preparation of different types of vocabulary exercise.
- Examination of different dictionaries suitable for teacher's reference and for use by school pupils.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.

- i. An album of black board sketches.
 - ii. An album of collected pictures
 - iii. Picture set and
 - iv. Composite scene
- Practice in the use of linguaphone records and tape records
 - Conducting a radio lesson
 - Development of VAI/CAI programme for a teaching item.
 - Preparation of a simple linear programme for a unit in grammar
 - Preparation of blue prints
 - Construction of test paper containing the different types of test items including objective type items.
 - Preparation of remedial material for one unit

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- Albert Valdman, A. (1966). *Trends in language teaching*. London: McGraw Hill.

OPTIONAL COURSE

ENGLISH PAPER – II

(SPECIAL ENGLISH)

OBJECTIVES

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

- acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- understand the connections of English speech and to acquire good pronunciation and fluency of speech
- get familiarized with the syllabi related to high School and higher Secondary classes.
- acquire a working knowledge of the grammatical terminology and grammatical system in English

- develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

UNIT I Phonetics of English

1. Elements of English language – Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels – The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation – Place of articulation.
6. Diphthongs – Closing Diphthongs – Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress – Primary stress, Secondary stress – Sentence stress.
10. Rhythm – Intonation -Tone group.
11. Phonetic Transcription.

UNIT II Fluency

1. Use of conventional formulae – greeting – apology – invitation – refusal – accepting –thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed – construction – suggestion –prohibition – permission – probability – likelihood – possibility – obligation –necessity – concession.
4. Oral drills – Repetition drills – Mechanical drills – Substitution drills

UNIT III Advanced Grammar

1. The Noun phrase – Modifier – Head word, Qualifier
2. The Verb phrase – Tense forms – Primary Auxiliaries – Modal Auxiliaries.
3. Types of Sentence – Simple, Complex, Compound.

4. Subordinate and Co-ordinate clauses.
5. Sentence pattern – Active and Passive voice.
6. Direct and Indirect speech – Question forms – Tag questions.
7. Analysis and classification of grammatical errors.

UNIT IV Lexis

1. Word formation – Affixation – Conversion – Compounding – Clipping – Port Manteau – Onomatopoeia – Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors –Devices for cohesion and coherence

UNIT V Teaching Grammar

1. Prescriptive – Formal grammar
2. Descriptive – Functional grammar
3. Methods of teaching grammar- Deductive – inductive
4. Testing grammar - steps and usage

UNIT VI Teaching Vocabulary

1. Nature of words.
2. Types of vocabulary – Active vocabulary – Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII Types of courses

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII Reference and Study Skills

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

UNIT IX Composition

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb –Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

UNIT X Language Curriculum

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.

7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

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B.Ed OPTIONAL COURSE

MATHEMATICS - I

OBJECTIVES

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

- understand the nature and development of mathematics
- understand the aims and objectives of teaching mathematics
- know the importance of teaching mathematics in relation to other subjects
- formulate the general instructional objectives and specific learning outcomes
- acquire competence in teaching mathematics and structuring lesson plans
- apply methods of teaching of mathematics
- understand the various psychological aspects involved in teaching mathematics

UNIT I: Nature , Characteristics and of Mathematics

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines

UNIT II: Developments of Mathematics

Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

UNIT III : Aims And Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural – Instructional Objectives – General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains.

UNIT IV: Teaching Skills

Micro teaching – origin, need, procedure, cycle of operation and uses – skill emphasis - explaining, questioning, using black board, reinforcement, stimulus variation, introduction

UNIT V: Lesson planning and its uses

Macro teaching – Lesson plan and unit plan – Herbartian steps - Format of a typical lesson plan - teaching aids – motivation, presentation, application, recapitulation and assignment

UNIT VI: Psychological Theories and factors influencing the Learning of Mathematics

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner – appropriateness of these types in learning mathematics. Psychological aspects – interest, attention – Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics – creative thinking in Mathematics.

UNIT VII: Identification of Individual differences

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

UNIT VIII: Methods and Teaching Aids

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics – Activity Based Learning (ABL) – Active Learning Method (ALM) – Applications of ABL and ALM. Importance of teaching aids – projected and non-projected aids – improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids – use of mass media in teaching mathematics

UNIT IX: Evaluation and Analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic – criterion and norm referenced evaluation - construction of achievement test - Statistical measures -mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation.

UNIT X. Analysis of Textbooks

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

PRACTICALS

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of unit plan and lesson plan
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

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B.Ed OPTIONAL COURSE

MATHEMATICS - II

OBJECTIVES

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

- understand the curriculum development in mathematics
- understand the models of teaching mathematics
- know the importance of learning theories and strategies in mathematics
- acquire the skills on the usage of learning theories in mathematics
- acquire the skills of organising mathematical laboratory.
- know the importance of aesthetic and recreational mathematics
- know the importance of computers in teaching and learning of mathematics

UNIT I. Principles of Curriculum Development in Mathematics

Curriculum development in mathematics – need and importance – barriers – Types of curriculum development and strategies to be employed – stages of curriculum development in mathematics – Different approaches followed in curriculum development in mathematics.

UNIT II. Models of Teaching Mathematics and Class Room Interaction

Formation and applications of mathematical concepts – Concept attainment model, Advanced organiser model, Jurisprudential Inquiry model. Classroom interaction analysis (Flanders Interaction Analysis Category System) and its implications in learning mathematics.

UNIT III. Learning Theories and Strategies - I

Individualised learning techniques – concept mapping, Keller plan and learning packages – Dalton plan – benefits, criticisms – supervised study - Programmed learning and computer assisted instruction.

UNIT IV. Learning Theories and Strategies - II

Group learning techniques – Cooperative learning, Buzz sessions, Group discussions – mathematical games.

UNIT V. Learning Resources

Classroom conditions for learning mathematics – characteristics and role of mathematics teacher – text book preparation – structure and uses – workbook and its uses.

UNIT VI. Utilizing Additional Resources for learning Mathematics

Organising mathematics laboratory, library, club and Expo - its uses.

UNIT VII. Strategies for improving effective problem solving skills

Short cut methods – rapid calculation, simple multiplication – tests of divisibility – methods to develop speed and accuracy

UNIT VIII. Recreational Mathematics

Recreational mathematics – riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems.

UNIT IX. Computer in Mathematics Education

The influence of computers in teaching and learning of mathematics – The uses of application software packages – MS Office – Word, Excel, Power Point presentation.

UNIT X. Application E-resources in Learning Mathematics

The uses of multimedia and internet - their applications to learning mathematics

PRACTICAL WORK

- Collection of mathematical puzzles, riddles etc.,
- Practising the models of teaching
- Preparation of concept mapping for particular learning units
- Participating in buzz sessions in class discussions

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B.Ed. OPTIONAL COURSE

PHYSICAL SCIENCE-PAPER-I

OBJECTIVES

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

- understand the nature and scope of Physical Science
- know the aims and objectives
- understand the principles of curriculum construction and organization of subject matter
- understand the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching
- in acquiring skills relating to planning their lessons and presenting them effectively

- an understanding of the technology of teaching Physical Science and give them practice in the use of audio visual aids
- understand the techniques of evaluating Science teaching and to construct achievement test to evaluate the progress of pupils
- develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices
- estimate the facilities required for the organization and maintenance of Science laboratory
- understand the criteria in selecting a good textbook and to evaluate a Science textbook.
- organize different co-curricular activities in Science
- understand the special qualities of a good Science teacher, acquire those qualities and to evaluate himself or herself

UNIT-I: Nature and Scope of Science

Nature and Scope of Science-Science as a product and a process—a body of knowledge (Empirical knowledge, Theoretical knowledge-facts, concepts, hypotheses, theory, principle, law)-a way of investigation-a way of thinking-Inter disciplinary approach-New developments-Implications

UNIT-II: Aims and Objectives of Teaching Physical Science

Aims and Objectives of teaching Physical Science-General and Specific Objectives of teaching Physical Sciences-Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)-Aims and Objectives of teaching Physical Science at different levels-Primary, Secondary, Higher Secondary.

UNIT-III: Micro Teaching

Microteaching and its scope-microteaching cycle-Relevant skills in Micro teaching-Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of using Blackboard, Skill of Demonstration, Skill of Achieving Closure- Need for link lessons in Microteaching.

UNIT-IV: Unit Planning and Lesson Planning

Content analysis-developing Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan-Lesson Planning-Essential features of Lesson Planning and their

importance-Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans-Distinguishing Lesson Plan and Unit Plan

UNIT-V: Methods of Teaching Physical Science

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-Methods of Teaching Physical Science-General Methods: Heuristic Approach, Historical and Biographical Approaches, Lecture method, Lecture cum Demonstration Method, Individual Practical Method, Analytic and Synthetic Method, Scientific Method, Project Method.

UNIT-VI: Co-Curricular Activities

Co-curricular Activities: Organization of Science Club, Science Exhibitions and Fairs, Fieldtrips and Excursions.

UNIT-VII: Educational Technology

Classification of Audio Visual Aids (Projected and Non-projected)-their importance- Principles and use of Hardware: Film strip cum Slide Projector, Overhead Projector, Motion Picture Projector, Radio, TV, CCTV, Tape Recorder, principles and use of Software: Objects, specimens, slides, transparencies, CD, Audio and Video Tapes-Educational Broadcasts: Radio and T.V. lessons-Programmed Learning-Power Point-use of Internet in teaching Physical Science-e-learning.

UNIT-VIII: Evaluation

Tests and its types-Achievement tests-Qualities of a good test- Evaluating outcome of Science teaching-Principles of test construction-Blue Print and Question Paper-Item Analysis-Standardizing a test-Diagnostic testing and Remedial teaching. Elementary Statistics-Measures of Central Tendency: Mean, Median and Mode-Measures of Variability-Mean, Standard and Quartile Deviation, Correlation coefficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Bar and Pie Diagrams, Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive, Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.

UNIT-IX: Science Laboratory

Physical Science Laboratory-Structure and Design-Organization and Maintenance of Science Laboratory-maintenance of Registers-Storage of Chemicals-Organization of Practical Work- Accidents and First Aids-Improvisation of Apparatus.

UNIT-X: Science Teacher

Science Teacher - Academic and Professional qualification-Special qualities-In-service training-Classroom Climate: Autocratic, Democratic and Laissez faire pattern, Flander's Classroom Interaction analysis.

PRACTICAL WORK

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 10 charts and 3 improvised apparatus.
3. Practicing 3 micro lessons with 3 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting one demonstration to the peers.
8. Making 3 slides and one filmstrip.
9. Preparation of a programme of 20 frames on any topic in Physics or Chemistry.
10. Preparing a Science album with internet materials of scientific issues and website reports.
11. Preparation of work sheets.
12. Practice of minimum of 5 experiments in school syllabus.

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B.Ed. OPTIONAL COURSE

PHYSICAL SCIENCE-PAPER-II

OBJECTIVES

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

- understand the place of Physics and Chemistry in the modern world and the contribution of mankind in the development of Science.
- understand the psychological basis of modern trends in teaching Science and new techniques of teaching Science.
- develop lesson plans with activity approach.
- understand the principles of construction and standardization of diagnostic and aptitude tests in Physical Science.
- evaluate Physics and Chemistry book of different types.
- be aware of the recent trends in Science education.
- understand the problems of Science teaching in urban and rural schools and to develop scientific perspective of the problems confronting the world and the role of Science in solving them.
- acquire knowledge of all basic concepts in Physics and Chemistry.

UNIT-I: Globalization and Discoveries in Science

The meaning of Science-different branches of Science-Globalization and Science-Science and Society-values of teaching Science and importance of studying Science in school curriculum-discoveries and advancements in Science-knowledge of basic concepts in Science up to standard XII.

UNIT-II: Science Curriculum

Curriculum-Principles of curriculum construction-Organization of content matter-Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-Curriculum Improvement Projects in India-NCERT and Abroad-CHEM Study, PSSC, CBA, Nuffieldrecent trends in Science curriculum.

UNIT-III: Models of Teaching Science

Modern trends in teaching of Science, different taxonomies, Psychological basis of methods in Science teaching - Gagne, Bruner, Piaget - Models of teaching Physical Science with one illustration for each type of model.

UNIT-IV: Modern Methods of Teaching Physical Science

Modern methods of Teaching Physical Science: Group Discussion, Panel Discussion, Workshop, Seminar, Symposium, Team Teaching, Supervised Study, Computer Aided Instruction- Justification for including Physics and Chemistry separately at the higher secondary level.

UNIT-V: Lesson Planning

Developing Lesson Plans using principles of Piaget, Bruner and Gagne-Activity approach in preparing lesson plans.

UNIT-IV: Individualization of Instruction

Catering to individual differences, Identification and care of the scientifically talented pupils, National Talent Examination, helping Slow and Gifted learners.

UNIT-VII: Evaluation

Evaluation of Teaching-Criterion Referenced Tests and Norm Referenced Tests-construction of Diagnostic and Aptitude tests in Physical Science.

UNIT-VIII: Science Text Book

Qualities of a good Science textbook-use of textbooks inside and outside the classroom- Criteria for evaluation of Science textbooks. Critical analysis of the existing Tamil Nadu Science Text Book at the higher secondary level.

UNIT-IX: Science Library

Science Libraries-values of school Science Libraries-School library and Class library- Journals and Magazines in Science-Nationalization of books.

UNIT-X: Problems of Science Teaching

Problems of Science teaching in urban and rural areas-Global problems- Pollution -Diseases- Global warming, over population, malnutrition, superstitious beliefs. How Science teaching can help in solving them. Developing scientific temper among the people in the society.

PRACTICAL WORK

1. Construction and standardization of diagnostic test in a Physics or Chemistry unit of Standard XI or XII.
2. Practising (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.
3. Preparation of 3 improvised apparatus that could be used for standard XI or XII
4. Preparation of a lesson plan for Power Point presentation.
5. Evaluating reports of 3 websites in Science.
6. Preparation of work sheets

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B.Ed OPTIONAL COURSE

BIOLOGICAL SCIENCE – I

OBJECTIVES

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

- understand the basic principles and practices of Science Education relevant to teaching Biological Science in the Secondary and Higher Secondary Classes
- learn appropriate teaching techniques
- acquire adequate skills in using proper and suitable methods of teaching biology
- acquire knowledge relating to the organization and administration of Biology Laboratory, curricular and co curricular activities that would promote the teaching of Biology and develop in pupils the scientific attitude and a sense of appreciation and interest in Biology
- acquire skill in constructing tests
- develop ability to construct a curriculum and to evaluate critically the present curriculum
- develop skills in preparing and using the appropriate instructional material in Biology

UNIT I Place, Goals and Objectives Of Biology

Biology in the school curriculum – its claims for inclusion – Interdisciplinary approaches in the school curriculum – Various branches related to Life Science. Goals and objectives of teaching Biology with reference to Bloom’s taxonomy- Cognitive, Affective and Psychomotor Domains. Aims of teaching Biology at different levels – Primary, Secondary and Higher Secondary.

UNIT II Lesson and Unit Planning

Lesson planning – Importance of lesson plans- Writing Instructional Objectives- Planning for specific behavioral changes. Preparation and use of unit plan – Teaching and Teaching aids Evaluation, Recapitulation and Assignments.

UNIT III Microteaching

Microteaching - Definition- Microteaching Cycle- Types of Skills- Skill of Introducing, Skill of Explaining, Skill of Stimulus variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure- Link lesson – Definition – Need for Link lesson

UNIT IV Methods of Teaching Biology

Criteria for selection of a method: Level of the class, size of the class, available time and subject matter. Approaches – Inductive, Deductive, Analytic, Synthetic, Heuristic, Dalton Plan.

Instructional technology and its application to the teaching of Biology , Programmed instruction, Personalized instruction, Computer Assisted Instruction. Teaching Machines, Special methods – Lecture, demonstration, laboratory, project scientific methods, seminar , symposium, workshop, panel discussion, biographical and historical method, team teaching and assignment method

UNIT V Biology Laboratory

(I) Practical work in Biology: Importance of practical work – organizing the work of the practical class – laboratory – Accidents and First Aid –safety – school Biology Record.

(II) Museum – Importance of museum – Preparation of museum materials – Field trip. Maintenance of Aquarium, Vivarium & Terrarium.

UNIT VI Text Books

Qualities of a good Biology text book – Criteria for evaluating a biology book- Use of text books in teaching biology - Values of a school Biology library – Books for selection and purchase-classification and cataloging.

UNIT VII Curriculum in Biology

Principles of curriculum development – Selection of content and organization of subject matter- NCERT Curriculum – BSCS and Nuffield Secondary Science Project

UNIT VIII Educational Technology

Projected Aids – Audio Visual Aids - Audio Video Players – Tapes and CDs, OHP and transparencies – Slide and Film Projectors -Radio and TV (Broadcast and Telecast), CCTV, Multimedia Computers, Power Point. Non Projected aids – Charts – Models – (Static and working), Flash cards, Pictures, Chalk, Flannel, Magnetic and Bulletin Boards – Exhibits, CAI, Internet, e-learning etc;

UNIT IX Science Teacher

Academic qualification – professional training and special qualities required for a biology teacher- inservice training. Class Room Climate: Flanders interaction analysis

UNIT X Evaluation And Statistics

(i) Test and its types – Diagnostic, Prognostic and Achievement tests, Criterion and Norm referenced tests - Principles of test construction, Blue Print and Question bank.

(ii) Evaluation of students attainment in Biology- Tools of evaluation – The written examination – Evaluation of the practical work in Biology - Marking – Interpretation of results.

(iii) Various types of test items essays, short answer, completion, matching two choice, multiple choice, Steps in test construction, table of specification – scoring, interpretation and follow up.

(iv) Measures of central tendency : Arithmetic mean, median , mode, Measure of Variability; range, quartile deviation, average deviation, and standard deviation use and interpretation.

(v) Correlation – meaning and interpretation, co-efficient of correlation – rank difference method.

(vi) Graphical Representation of Data – Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency curve Ogive, Percentile Ranks, Normal Probability curve & Kurtosis.

PRACTICALS

1. Making charts, improvised apparatus and models.
2. Practice of a minimum of 2 skills under microteaching (Proper records to be maintained)
3. Preparation of laboratory instruction cards.
4. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
5. Preparation of unit test for a unit in Biology.
6. Designing and carrying out of any one simple investigation of Biology.
7. Collecting and preserving biological specimens
8. Collecting and keeping plants and animals alive for instructional purposes: aquarium, terrarium and vivarium.

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OPTIONAL COURSE
BIOLOGICAL SCIENCE II

OBJECTIVES:

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

- understand the basic Principles of Biology
- acquaint themselves with Biology curriculum at the higher secondary stage
- acquaint themselves with new developments in Biology
- understand the nature and scope of Biology

UNIT I Introduction

History of Biology- Contributions of Great Biologists : Charles Darwin, Louis Pasteur, Robert koth, Luc Montagnier and Gallo, Dr. Ian Wilmut.

UNIT II New Developments

Bio-Technology, Bio-chemistry, Bio-physics, Developmental Biology, Behaviour and Neurophysiology, Population genetics and Evolution, Genetic Engineering Ecology and Conservation, New Medicine and Radio isotopes.

UNIT III Class Room Interaction Analysis

Nature, Objectives – Assumptions- Flanders’ interaction analysis – Concepts and Principles of teacher influence. Teaching behavior & learning Goals- Implications and Limitations – Reciprocal category system – Equivalent Talk category system.

UNIT IV Reflective practice and the Teacher

Reflective practices- Meaning- Definition – Need for reflection – benefits of reflective practices-evaluation techniques and records of reflective practices.

UNIT V Models of Teaching Biological Science

Introduction- Definition – Characteristics –Functions- sources- elements of a model,- Types: Inquiry Training Model, Concept Attainment Model.

UNIT VI Special Programmes in biological science

Enrichment and remedial science programmes- programme for the gifted- grouping – Science Talent Search programmes.

UNIT VII Instructional Resources in Biological Science

Instructional Resource Centre- Planning- Class room Accessories- Preparation of Teaching Aids.

UNIT VIII Co-curricular activities in Biological Science

Strengthening Science Education- Community Resource- Garden- Excursions- Science Clubs- Nature calendar – Exhibitions, Science Fairs & Field trips

UNIT IX Real Science Projects

Organisms outside the class room – Organisms inside the classroom- The aquaculture project- The seed project- The Product Test and Rating the Project.

UNIT X Extension Education

Meaning – objectives -the success of the oriented programmes- Extension Teaching methods. Extension motivations and Technology programme-extension programmeplanning of the extension education programme.

PRACTICALS :

1. Preparing microscopic slides
2. Practicing (3 sessions each of 10 minutes) class room interaction analysis and presenting the report
3. Preparing enrichment programme for the gifted and remedial programme for the slow learners.
4. Field Trip: Photo Album, Nature Album.

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B.Ed OPTIONAL COURSE

HISTORY - I

OBJECTIVES

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

- acquire knowledge of the nature, scope, structure and concepts of history.
- understand the dimensions, classification, geographical foundation of history and its relation with other social science – subject
- realise and appreciate indispensable values of teaching history.
- develop effective teaching skills .
- perceive effective competency in the preparation of lesson and unit plan.
- practice the different teaching - learning strategies.
- understand the principles of curriculum construction.
- get familiarised with the various learning resources for their professional effectiveness.
- understand the various methods of evaluating the classroom teaching.

UNIT I Nature And Development Of History

1. Meaning and Definitions of history.
2. Nature and Scope of history.
3. Structure and form of history.
4. The different conceptions of history – Biographical Evolutionary, Cyclic, Theistic and Modern Concept.
5. History of history.

UNIT II History - Its Features And Dimensions

1. Dimensions of history - time, place, continuity and development.
2. Classification of history
3. Geographical foundations of history.
4. Relationship between history and other social sciences.

UNIT III Goals Of Teaching History

1. General Aims and objectives of teaching history.
2. Specific Aims of teaching history at Elementary, High and Higher Secondary stage.
3. Values of teaching history - Practical, Intellectual Social, Moral, Disciplinary and cultural.

UNIT IV Teaching Skills

1. Teaching Skills - Microteaching - principles and skills. Introducing a lesson. Explaining, probing question, chalkboard work, Reinforcement, stimulus variation, closure. Need for a link lesson.
2. Lesson Plan - Steps, Writing Instructional Objectives. Bloom's taxonomy - Herbartian Steps - Planning for specific behavioural changes - Selection and organisation of concepts, Teaching Aids, Learning Experiences, Evaluation, Recapitulation and Assignment.

UNIT V Teaching Learning Strategies in History

1. Different Methods - Lecture, Story Telling, Dramatization. Review and Drill, and supervised study.

2. Approaches - Dalton Plan, Inductive, Deductive Unit Method, Discussion, Team Teaching and Multimedia approaches.

3. Activity Based method: Field trip, Excursion, project method.

UNIT VI Educational Technology

Importance of Audio Visual Aids - Principles of preparation and use of Visual Aids - Charts, Magnetic Boards, Bulletin Boards, Flash Cards, Cutouts, Models (Working and Non Working) Audio Aids, Audio-Players, Tapes, Radio Broadcasts, Audio-Video Players, Video Cassettes CD's Telecast, Computers and multimedia Presentation. Projected Aids, OHP and transparencies, film strip projector and film strip, slide projector and slides.

UNIT VII Teaching Chronology, Contemporary Affairs

1. Importance, Dimensions of Chronology - Teaching Chronology.

2. Utilising current events and contemporary affairs.

3. History Teaching and National Integration.

4. Developing International Understanding.

UNIT VIII History Curriculum

1. Contents, Principles of Selection : Individual, Social and National Needs.

2. Logical and Psychological (Stages of Development); Chronological and periodical; Concentric and Spiral; Regressive and Progressive; topical and unit approach.

3. Correlation ; Identical, Incidental, Systematic- fusion with other Social Sciences.

UNIT IX Learning Resources

1. Text Books, Supplementary Reading Material, Work Books, Programmed Instructional Materials, Advanced books on History, Instructional materials for teachers.

2. The History Teacher - Essential qualities and professional growth of History Teacher.

3. The History Class Room, Library and Museum.

4. History Club and its activities.

UNIT X Evaluation in History

1. Concept of evaluation - Objectives - Characteristics of an achievement test – Blue Print - Construction and administration of an achievement test in History.

2. Collection of Data - Interpretation of test scores.

3. Measures of Central Tendency (Mean, Median Mode); Standard Deviation and quartile deviation; Rank Correlation and Co-efficient of correlation.

4. Graphical Representation - Bar and Pie Diagram – Histogram- Frequency Polygon - Cumulative frequency polygon and ogive.

5. Individual differences in learning history - Remedial Measures for the backward. Enrichment programme for the gifted

PRACTICALS:

1. Preparing maps, charts, pictures, models etc.

2. Preparing a picture Album / Scrap book.

3. Quiz Programme

4. Dramatization / Writing Historical Stories.

5. Preparing 10 slides in Power Point.

6. Learning from Cyber Resources : Identification, Cataloging and comparing the two web sites relating to the prescribed School Curriculum.

7. Construction of Achievement Test.

8. Practicing 3 micro lessons with 3 different skills.

9. Participating in atleast two seminars (in optional Paper I) presenting two papers.

10. Excursion and field trips.

SUGGESTED REFERENCE BOOKS:

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B.Ed OPTIONAL COURSE

HISTORY -II

OBJECTIVES

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

_ acquire knowledge of contribution of eminent Historians to the Development of History.

_ develop the critical thinking in Curriculum Construction.

_ develop effective skill in programmed teaching and model of teaching.

_ attain optimum professional growth.

_ adopt Action Research Procedure to maintain optimum class room climate.

UNIT I: Contribution of Eminent Historians to the Development of History.

1. Greek Historiography - Herodotus, Thucydides, Xenophone, Polybius, Plutarch.

2. Roman Historiography - Cato, Cicero, Livy, Tacitus.

3. Medieval Historiography - St. Augustine, Ibnkhaldun.

UNIT II: Historiography

1. Renaissance - Reformation Historiography - Machiavalli, Erasmus, Thomas More, Sir Francis Bacon.

2. Modern Historiography : Elphinstone, Macaulay, Vincent Smith
3. Enlightenment Historiography : Montesquieu, Voltaire, Edward Gibbon, Thomas Carlyle
4. Romanticist Historiography : Roussaeu, Kant, Hegal.
5. Utilitarianism Historiography : Bentham, James Mill, John Stuart Mill.
6. Positivistic Historiography : Auguste Comte.
7. Scientific Socialism : Karl Marx.
8. Scientific Historiography : LeopoldVonRanke, Spengler, Collingwood, Toynbee.

UNIT III Indian Historiography

1. Kalhana, Alberuni, Barani, Abul Fazl.
2. Modern Historiography - Vincent Smith, R.G. Bhandekar, K.P. Jayaswal, H.C.Raychaudhri, Lanepoole, J.N.Sarkar, R.C.Majumdar.
3. South Indian Historiography : S.Krishnaswamy Iyyengar, K.M.Pannikkar, K.A.Nilakanta Sastri, Sathyanatha Iyyer, K.K.Pillai.

UNIT IV Curriculum in History

1. Recommendations made by Education Committees and Commissions after 1947.
2. Current trends in curriculum changes in History.
3. Critical analysis of content course of History Standard IX, X, XI and XII; Ethics and Indian Culture for XI and XII Classes.

UNIT V Theories Influencing Selection of History Materials.

1. Doctrine of Natural tastes and Interest.
2. Cultural Epoch Theory.
3. Proceeding from near to the remote.
4. Reconciliation of the psychological development of the child with demands of the subject and time allotted.

UNIT VI Instruction Methods For Individual Differences

1. Aptitude Treatment Interaction (A.T.I.)
2. Programmed Learning.

UNIT VII Models Of Teaching and Its Applications In Teaching Of History

1. Concepts Attainment Model.
2. Advance Organiser Model.
3. Jurisprudence Inquiry Model.

UNIT VIII Computers in History Education

1. Computer Assisted Instruction
2. Multimedia Presentation
3. Internet - Web-Sites

UNIT IX Professional Growth

1. Need and importance of professional growth, programmes for professional growth, professional Ethics of History Teacher.
2. Class Room Climate - Class Room Management.
3. Class room Interaction analysis - Modification of teacher behavior with special reference to history teacher.

UNIT X Action Research in History

Identification of the problem - Statement of Objectives - Hypothesis – Data Collection and Analysis - Verification - Findings - Suggestion for corrective action - Followup.

PRACTICALS :

1. Lesson Plan through Power Point.
2. Improvised Teaching Aids.
3. Preparing Programmed learning Materials, Branched Programme Material consisting of 20 frames in History.
4. Preparing Biography.

5. Practicing (2 session each of ten minutes) class room interaction analysis and presenting the Report.

6. Project Report (Field Visit).

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B.Ed OPTIONAL COURSE

COMMERCE AND ACCOUNTANCY EDUCATION – I

OBJECTIVES

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

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- Develop interests in learning recent developments in Commerce and Accountancy
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy

UNIT: I Commerce

Commerce – meaning – definition – classification – trade, transport, warehouse, banking, insurance and advertisement – comparison of commerce with

business and economics, forms of organization – sole trade, HUF –partnership, companies, co operatives and government organization-share market-consumerism – e commerce.

UNIT: II Accountancy

Book keeping – Accountancy – Journal – Subsidiary books – Ledgers- Trail balance – Errors and rectification – Trading, Profit and Loss Accounts – Balance Sheet – Partnership and company accounts – Auditing – Interpretation of financial statements – Electronic accounting, VAT (Value Added Tax) calculation

UNIT III Aims and Objectives

Teaching and Learning – effective teaching – Aims, Objectives and Values of learning Commerce and Accountancy – Objective based instruction (OBI)-Bloom’s Taxonomy – cognitive, affective, and psycho motor domains. Specification – meaning – principles – Importance.

UNIT: IV Lesson Planning

Lesson planning – types –needs – aspects of a good lesson plan – unit, instructional objectives, specifications, teaching aids, content analysis, learning experiences, evaluation, review, and assignments – four column lesson plan – horizontal relationship in the lesson plan – analyzing the units I and II in terms of lesson plan.

UNIT V Organization of Content And Learning

Organization of subject matter – unit – topical – concentric-logical and psychological – maxims in teaching – organization of learning experiences – types – Edger Dale’s cone of experience – motivation.

UNIT VI Instructional Aids

Teaching aids – classifications – two dimensional and three dimensional – projected and non projected – aural, visual and activity aids – display boards-teaching aids for preparation, presentation and feedback-importance of teaching aids.

UNIT VII Evaluation

Measurement and Evaluation – formative and summative evaluation – objective based evaluation (OBE) – Types of tests-oral test, written test, performance

test – achievement test, diagnostic test and prognostic test – educational statistics – measures of central tendency – mean, median and mode – deviations and correlation – graphical representation of scores.

UNIT VIII Achievement Test

Achievement test – characteristics – objectivity, reliability, validity and practicability – forms of test items – multiple choice type – short answer type and essay type – construction of achievement test – steps – blue print, weightage tables, question wise analysis and scoring key.

UNIT IX Review and Assignment

Review – fixing device – need and importance – characteristics of a good review-assignment – types – identification of slow and gifted learners – assignments to suit individual differences.

UNIT X Teaching Controversial issues

Teaching controversial issues in Commerce and Accountancy – World Trade Organization (WTO) – GATT – GATS – Liberalization, Privatization and Globalization (LPG) – Disinvestments – Inflation – Recession – Economic crimes – security scam – rosy picture in the financial statement – Hawala – FERA - FEMA

PRACTICALS :

- Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, news paper and magazines articles (cuttings), business forms,
- Organizing and conducting commerce club activities.
- Commerce laboratory practices.
- Updating and contributing through bulletin boards.

SUGGESTED REFERENCE BOOKS:

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B.Ed OPTIONAL COURSE

COMMERCE AND ACCOUNTANCY EDUCATION – II

OBJECTIVES:

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

- Acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy
- Understand the different types of curriculum, classroom management techniques and technology in and of Education to teach Commerce and Accountancy
- Apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy

- Develop skills in preparing curriculum, and using the suitable techniques in test construction.
- Develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy

UNIT: I Commerce Education

Commerce Education – historical development – present status in secondary and higher education – teaching basic skills – general commerce education – specific job training for business – integration of Commerce with other subjects – Consumer Education.

UNIT: II Curriculum

Curriculum – principles involved in the curriculum construction – XI and XII standard Commerce and Accountancy syllabus – academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus.

UNIT III Instructional Methods – I

Lecture method – Descriptive method – Objective based method – Demonstration method – Lecture cum demonstration method-problem method-project method-Inductive method – Deductive method-case study – Surveys and market studies, Socialized recitation methods (Discussion methods) informal – formal, seminar, symposium, workshop technique, panel discussion.

UNIT: IV Instructional Methods - II

Tutorial method-Assignment method-students motivated technique – analytical method – brainstorming-heuristic method-simulation and role playing – team teaching-micro teaching – individualized instructional methods-Methods suitable for teaching Accountancy.

UNIT V Educational Technology

Educational technology in learning Commerce and Accountancy – programmed learning – linear and branching – Personalized System of Instruction (PSI) – Computer Assisted Instruction (CAI) Computer Managed Learning (CML), multi media in learning Commerce – modules – Educational broadcasting and telecasting – interactive video, tele lecture-video conferencing-tutoring- Software in Commerce and Accountancy.

UNIT VI Managing classroom

Classroom management – factors influencing classroom management-system approach-input process- output and feedback-aspects in commerce teaching – class room interaction analysis class room climate-types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

UNIT VII Instructional Materials

Textbook-reference books-periodicals-business journals, technical documents, survey reports business documents-news papers-research journals and reports-e-resources-importance of collateral readings.

UNIT VIII Community Resources

Community resources – meaning – types – their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community-field trip-work experience – guest speakers-developing commercial interest and attitude activities.

UNIT IX Commerce Department

Commerce department-commerce laboratory – teacher’s diary – records and registers to be maintained-equipment-essentials and desirable-Commerce club or association activities-school bank –school co- operative society.

UNIT X Professional Development

Commerce teacher-professional growth of teacher – pre service and in service programme qualities required for a good teacher – ethics of teacher – social and environmental responsibilities of the commerce teacher-problems faced by the

commerce teachers, Research in Commerce education – computer in Commerce and Accountancy teaching and research.

PRACTICALS :

1. Collection of e-learning resources in Education, Accountancy and Commerce
2. Undertaking a project on the success story of a business establishment.
3. Constructing Commerce curriculum to enrich the present higher secondary education.
4. Group work on the preparation of lesson plans in Accountancy.
5. Observing and analysis of Classroom management in schools.

SUGGESTED REFERENCE BOOKS:

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

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B.Ed OPTIONAL COURSE

COMPUTER SCIENCE - I

OBJECTIVES

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

- acquire knowledge on historical evolution of computer and its hardware, software components.
- acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- acquire skills relating to planning lessons and presenting them effectively.
- familiarize with the various methods that can be employed for the teaching of computer science.
- understand the principles of curriculum construction.
- develop skill in constructing tests.

UNIT I Hardware and Software of Computers

Hardware components of a micro computer – Input and Output devices – types of computers – Software : definition – System software – Application software –High level and programming languages – use of computers in schools.

UNIT II Objectives of Teaching Computer Science

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels : primary, secondary, and higher secondary levels.

UNIT III Micro Teaching

Micro teaching – origin, need, procedure, cycle of operation and uses – Communication skills with reference to Micro teaching: Verbal and non-verbal communication- principles and steps in micro teaching - teaching of relevant skills;

Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

UNIT IV Lesson and Unit Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes. Unit planning: Preparation and use of unit plan

UNIT V Instructional Methods

Individualized instruction — programmed instruction – Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction. Lecture – demonstration – Problem Solving – Project method – Scientific method – analytic and synthetic methods. Inductive – deductive approaches of teaching computer science.

UNIT VI Instructional Aids

Importance of teaching aids – classification – projected and non-projected aids – criteria for selection of appropriate teaching aids – mass media and its advantages.

UNIT VII Curriculum in Computer Science

Principles of curriculum development – criteria of selection of content - principles of organizing the selected content – critical evaluation of Tamilnadu higher secondary computer science curriculum.

UNIT VIII Evaluation in Computer Science

The concept of evaluation – objective based evaluation – tools and techniques in evaluation - evaluation for achievement, diagnosis and prediction – Criterion and Norm referenced tests – construction of different types of test :- Principles of test construction and administration of an achievement test – Blue print – Characteristic of a good test –Item analysis – Computer Aided Evaluation - On line examination.

Statistical measures : Measures of central tendency : mean, median, mode – measures of variability : range, standard deviation, average deviation, quartile deviation – rank correlation.

UNIT IX Text Books

Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of computer science text book – value of the computer science library.

UNIT X Assignment and Review

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

PRACTICALS :

- _ Practice of a minimum of three skills on micro teaching
- _ Preparation of Lesson plan and Unit plan
- _ Preparation of teaching aids
- _ Preparation of Programmed Instruction
- _ Linear Programming (Minimum of 20 frames)
- _ Multimedia Presentation (Minimum of 20 slides)
- _ Preparation of transparencies
- _ Construction of an achievement test
- _ Critical analysis of content course of standard IX to XII syllabus.
- _ Identification and cataloguing of three websites relating to the prescribed school curriculum
- _ Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

SUGGESTED REFERENCE BOOKS:

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B.Ed OPTIONAL COURSE

COMPUTER SCIENCE II

OBJECTIVES

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

- develop interest and appreciate various pedagogical principles in teaching of computer science.
- acquire knowledge on preparing and using Computer Assisted Instruction programmes..

- acquire the knowledge relating to the organization and administration of computer laboratory
- understand the need for methods of evaluating the class room teaching behavior.
- acquire knowledge on computer software and growing capability of computer technology.
- acquire knowledge on latest trends in Information Technology and assessment techniques..

UNIT I Techniques in the Teaching of Computer Science

Brainstorming – Buzz session – Simulation -Seminar-symposium-group discussionpanel discussion-workshop techniques – Programmed learning – Team teaching.

UNIT II Computer Science Teacher

Academic and professional qualification – special qualities required for a computer science teacher- Need and importance of in service training__f a Computer Science teacher.

UNIT III Evaluation Of Teachers

Rating by supervisor or colleagues-evaluation by pupils- self-evaluation-classroom interaction analysis.

UNIT IV Planning And Maintenance of Computer Laboratory

Need for planning the computer laboratory – special features of computer laboratoryessential infrastructure- laboratory management – organization of practicals for pupils – maintenance of records- discipline in the laboratory.

UNIT V Computer Education

COMPUTER SOFTWARE ; Categories of software different procedures for acquiring software advantages – the ethical and practical issues involved in the software piracy

COMPUTER TECHNOLOGY; The growing capability of computer technology- use of robots- artificial intelligence- office automation.

UNIT VI Writing (CAI) Instructional Programmes

A systematic plan for developing CAI programmes.

Designing a CAI lesson; specification of objectives – front-end analysis- outcome specification of lesson design- Lesson development- lesson validation. Common CAI frames; Introduction- menu page- teaching frames- criterion test frame – feed back (remedial) frames- reinforcement frames- graphics frames.

UNIT VII Classroom Management

Classroom management : meaning, factors influencing classroom management – significance of classroom climate – teacher dominated, laissez-faire and democratic patterns.

UNIT VIII Educating The Exceptional Children

Slow learners – remedial measures for the slow learners - Gifted children – identification and enrichment programme for the gifted children – role of the teacher in such directed study programme.

UNIT IX Latest Trends In Information Technology

Multi media – desk top Publishing – Internet and its uses – E-learning: definition, meaning, modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning – Virtual Learning – Web enabled/ Based learning – Tele conferencing – Video conferencing .

UNIT X New Developments In Evaluation

E-assessment : definition, types of e-assessment – risk involved in using e-assessment – limitations of e-assessment.

PRACTICALS :

- _ Construction of an diagnostic test
- _ Preparation of branched programme material consisting of twenty frames in Computer Science
- _ Preparation for lesson plan for power point presentation
- _ Evaluating reports of three web sites in Computer Science

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(ii) M.Ed**PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION
(80 hours)****Objectives:**

1. To acquire the knowledge of the concepts and principles of philosophy.
2. To understand the relationship between Philosophy and education and the implication of Philosophy on education.
3. To analyse the contributions of Indian and western educational thinkers to education.
4. To make the students understand the basic principles of sociology.
5. To understand the importance and role of education in the Indian society.
6. To understands the process of social change, social progress and the difference between social change and cultural change.
7. To applies the knowledge towards the promotion of National Integration and International understanding.
8. To make them understand the impact of population growth on the various aspects of human life.
9. To understand the inter-relationship of community and education

Unit I: Fundamentals of Philosophy of Education (5 Hours)

Meaning and Concept of Philosophy of Education -Philosophy and Education - Branches of Philosophy - Significance of Philosophy of Education.

Unit II: Philosophies of Life and Education (10 Hours)

Concept and implications of Individualism, Socialism, Totalitarianism, Democracy, Idealism, Realism, Naturalism, Realism, Pragmatism, Existentialism - Education for good life to every individual - Education for National Integration and International Understanding.

Unit III: Contributions of Educational Thinkers (15 Hours)

Indian Thinkers: Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, J. Krishnamoorthy.

Western Thinkers: Plato, Rousseau, Froebel, Dewey and Montessori.

Unit IV: Sociology and Education (20 Hours)

Meaning and Nature of Sociology of Education and Educational Sociology; Social organizations - Characteristics; Social groups; Social change; Social mobility Social stratification; Culture - meaning, nature, conservation, development and transmission; Social deviants - influences on personality development.

Unit V: Process of Socialisation (10 Hours)

Agents of socialization - Family, School, Religion, Community; Education as a social system, as a social process and a process of social progress; Technological change - Industrialisation and Modernisation.

Unit VI: Population and Education (10 Hours)

Concept of population - Impact of population growth on - social, economic and environmental resources; Population policies - Teachers role in population education

Unit VII: Recent trends in Education (10 Hours)

Education and Democracy; Concept of secularism and its Educational implications; Equality of educational opportunities- ways and means; Women Education; Globalization; Privatization.

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11. Suresh Bhatnagar, "Modern Indian Education and its Problems", R. Lall Book Depot, Meerut, (2002).
12. Swaroop Saxena, "Principles of Education" R. Lall Book Depot, Meerut, (2002).

ADVANCED EDUCATIONAL PSYCHOLOGY**(80 Hours)****Objectives**

- a. To provide students advanced principles underlying human behaviour and its application to educational problems.
- b. To enable students to understand the cognitive process and its importance in learning.
- c. To develop an insight in learning methods and approaches.
- d. To provide systematic knowledge about motivation and emotion.
- e. To help them understand the concept of intelligence and their impact on teaching learning process.
- f. To enable the student to understand the concept of personality and its role in Education.

I. Educational Psychology for the new millennium (5 Hours)

Meaning of modern psychology - Study of psychology : Structuralism, Functionalism, Behaviourism. Key perspectives in psychology : The facets of behaviour - New trends in psychology - Research methods in psychology : Observation, Correlation and the Experimental method - Ethical issues in psychological research .

II. Human Development (10 Hours)

Physical growth and Development - Perceptual development - cognitive development : Piaget's Theory - Moral development : Kohlberg's stages of moral understanding - Social and Emotional development - key factors in social development - Gender development - Educational implications.

III. Theories of Learning (15 Hours)

Hulls systematic behaviour theory, Lawin's Field theory – Guthrie's theory - Observational Learning : Basic Principles and Practical applications.

Human memory: The Atkinson and Shiffrin model - Neural Networks Models - Working memory - How Psychologists study memory : memory for factual information and memory for skills - Forgetting : some contrasting issues - forgetting as a result of interference - Forgetting and Retrieval inhibition memory in everyday life.

IV. Motivation and Emotion (15 Hours)

Theories of Motivation : Some major perspectives - Achievement Motivation - Emotions : their Nature , Expression and Impact - Relationship between emotion and cognition.

Maslow: Hierarchy of needs - McClelland: Achievement Motivation - Carl Rogers: self- theory - Levels of aspiration and its psychological implications.

V. Cognitive Processes (15 Hours)

Thinking - Basic elements of Thought: Concepts, Propositions, Images. Reasoning: Transforming Information to Reach Conclusions Problem-Solving: Finding paths to desired goals. Methods of studying Cognitive processes.

Attention - Theories of Attention - Perception - Theories of perception -Concept formation: Piaget, Bruner and Gagne studies from the development point of view with special emphasis on adolescence.

VI. Intelligence and Creativity (10 Hours)

Nature of intelligence : Gardner's theory of Multiple intelligences -Stenberg's Triarchic theory - Cattell's theory of Fluid and Crystallized intelligence - Measuring intelligence : The Wechsler scales - Emotional intelligence - Creativity : Research on the evidence for Confluence approach.

VII. Personality (10 Hours)

Meaning - Freud's theory of Personality - Erikson: Developmental crisis in personality - Maslow and the study of Self-actualizing people - Studying the self-concept - Measuring Personality: Self-Report Tests like Questionnaires and Inventories - Projective measures of personality - Personality and Health -Personality and behaviour in work settings.

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12. Vigotsky. L.S(2006) Educational Psychology, Pentagon Press Bhavana Book & Prin, New Delhi.

RESEARCH IN EDUCATION**(80 Hours)****Objectives:**

On completion of this course, the students will

1. acquire knowledge of research in the field of education.
2. familiarize with various types of research.
3. develop an awareness of the steps involved in the research process.
4. develop the skill of selecting a research problem in education and formulate hypotheses.
5. acquire skills to construct suitable tests and tools.
6. select relevant and appropriate statistical tests for hypothesis testing.
7. statistically analyse the data collected.
8. interpret the findings of the analysed data.
9. write a research report.

Unit –I Introduction (5 Hours)

Scope and need for Educational research – problems faced in Educational research – Strategies to approach them – Qualities of a Research worker.

Unit –II Major Steps in Research (10 Hours)

Defining a research problem – Sources for research problem – Study of related literature – Criteria for selecting a problem –Statement of research problem – Determining feasibility of the study –Hypothesis: meaning, types and formulation –Types of sampling procedure –Criteria for selection of sample –Research proposal: the need and format –Collection of data: Organising and analysing the data.

Unit – III Research Methods (10 Hours)

Historical –Normative survey – case studies – genetic method: cross sectional and longitudinal –ethnographic study –survey – follow-up study- secondary analysis – trend studies - correlational studies – observational research- ex-post facto research - experimental – analytic and comparative studies - Combining Qualitative and Quantitative research.

Unit – IV Selection of Tools (10 Hours)

Criteria for selection of tools – Factors related to construction of tools – Tools of different types – observation, interview, questionnaire, check list, rating scale, attitude scale (Thurstone method and Likert method) – achievement test – diagnostic test and prognostic test – characteristic of research tools – Reliability, validity and objectivity – standardisation of tests, Pilot study and general procedure for items analysis – ethical issues in conducting research.

Unit – V Research Reporting (10 Hours)

Organisation of data – Graphical and statistical representation – Language and style of presentation – Chapterisation - Indexing - Footnote – Bibliography – Appendix – Format modification for short report.

Unit – VI Tabular and graphical methods of data presentation (5 Hours)

Organisation and tabulation of data – classification and frequency distributions – Graphical representation – Histogram, Frequency Curve, Frequency polygon, Ogive and overlapping distribution, differences and specific uses.

Unit – VII Descriptive Measures (10 Hours)

Measures of central tendency – Mean, Median and Mode – Calculation, interpretation and uses. Measures of variability – Range, Quartile deviation, Average deviation, Standard deviation – Calculation, interpretation and uses.

Unit - VIII Measures of Association (10 Hours)

Linear correlation: meaning and uses – co-efficient of correlation – Rank difference Method, Pearson’s product moment method – calculation, interpretation and uses. Regression and prediction, Chi square test, its computation and uses.

Unit – IX Inferential Statistics (10 Hours)

Elementary ideas of probability: the normal distribution - its properties and uses – Skew ness and Kurtosis. The significance of statistical measures – concept of standard error and its uses – Testing of difference between two means – test for small and large samples - Elementary ideas about F-test one-way analysis of variance.

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1. “A Hand Book on Educational Research”, NCTE, New Delhi. 1999.
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PRIMARY AND SECONDARY EDUCATION**(70 Hours)****Objectives**

1. To enable the students understand the concepts pertaining to primary education and the procedures for developing suitable educational programmes for these stages.
2. To enable the students become familiar with the diverse aspects of organization and administration of primary schools in our country.
3. To acquaint the students with the philosophy of secondary education
4. To acquaint the students with the knowledge of the growth of secondary education in this country and the problems it confronts.
5. To acquaint the students understand how secondary education is administered in this country.
6. To acquaint the students with the secondary education programmes.

Unit I : Levels of School Education (5 Hours)

Introduction - School Education - Different Levels - Primary and Secondary Education - status of Primary and Secondary Education in India - Establishment of Primary and Secondary Schools.

Unit II : Primary Education (5 Hours)

Aims & Objectives - Activities - Linkage with elementary education - offshoots of primary schools - management and administration of Primary schools - role of local panchayats - Functions of primary schools

Unit III : Curriculum and Evaluation (10 Hours)

Principles of curriculum development and programmes for implementation - Dynamic methods of teaching and innovations in teaching techniques: with particular emphasis on the teaching of mother- tongue, science, mathematics and social skills - Improvisation of aids and materials for teaching - Evaluation of pupil progress - area of internal assessment - patterns and techniques of evaluation.

Unit IV: Problems of Primary Education and its Remedies (10 Hours)

Problems of wastage and stagnation - Single teacher schools - Improper infrastructure - Financial problems of the students - Rural class teaching - Free and compulsory primary education - staff pattern and content of teacher training of primary school teachers - In-service programmes for professional growth.

Unit V: SSA, DPEP, ABL in Tamil Nadu (10 Hours)

Education for All - Universalisation of Elementary Education (UEE) - Sarva Shiksha Abhiyan (SSA) - District Primary Education Project (DPEP) cells - Role of DIETs in Primary Teacher Training Courses - Activity Based Learning.

Unit VI: Secondary Education (10 Hours)

Aims & Objectives - The Secondary school tradition in our country -commissions on Secondary Education - functioning of Secondary schools in our country. The development of secondary education in our country during the pre and post - independent periods.

Unit VII: Curriculum and Teaching & Learning at the Secondary stage (10 Hours)

Language issue: importance of mathematics and humanities and social sciences; Physical education - Socially Useful Productive Works - Techniques of teaching at Secondary stage; Teaching models - team teaching - individualized instruction - programmed instruction; special educational needs of exceptional children; Guidance and Counselling - Classroom climate

Unit VIII: Administration of Secondary Education (10 Hours)

Decentralization and Centralisation - Agencies of Secondary education - Secondary education Boards/ Councils - Staff - Personnel Administration; Teacher morale - Job-satisfaction - School budget - sources of income - Management innovations in Secondary school - Community relationships.

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2. <http://www.dtert.tn.nic.in>

TEACHER EDUCATION**(70 Hours)****Objectives**

1. To create in students awareness of various problems of Teacher Education.
2. To acquaint the students with the teacher education programmes at all levels.
3. To acquaint the students the selection of student teachers.
4. To develop in students skills in organizing practice teaching and in selecting teaching strategies and teaching models.
5. To acquaint the students with the responsibilities pertaining to school organization and class room management.
6. To enable the students appreciate the need for research in Teacher Education.
7. To acquaint the students the various statutory bodies regarding Teacher Education.

Unit – I Teacher and Education in the emerging society (5 Hours)

The teacher in ancient India and in the emerging Indian society, The characteristics and demands of teaching profession, Qualities of a good Teacher, Teachers as professionals, Professional ethics, Problems in Teacher Education. Suggestions to remedy the problems.

Unit – II Training Institutions (10 Hours)

Various levels of training - Pre-Primary, Primary, Secondary and Higher Secondary training, Technical teacher's training, Special teacher training such as physical education, music, teaching the handicapped, Training institutions such as Regional Colleges of Education, Institutes of Advanced study in Education, University Departments of Education, Ideal physical facilities for good teacher training institutes and colleges of education.

Unit – III Selection of student teachers (5 Hours)

Selection of suitable students for teacher training programmes: Admission tests, Interests, Aptitude, Attitude, Interview and Achievement tests.

Unit – IV Organisation of practice teaching (10 Hours)

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers, Supervision before classroom teaching, during class teaching, New trends in teacher preparation- Micro teaching, Flander's interaction analysis.

Unit – V Dynamics of Teaching Strategies and Teaching Models for Teacher Education (10 Hours)

Interactive teaching, Team teaching, Student centered methods such as activity method, Heuristic method, Project method, Lecture cum demonstration, Assignment method, Tutorials, Seminar and Role-play. Meaning and assumptions of teaching models, Teaching models by Taba, Turner.

Unit – VI Teacher and School organization (10 Hours)

Objectives of professional development, Professional prospects for teachers, Meaning and programme of In-service training, Service conditions of teachers, Principles and types of time table, Budgeting, Teacher-Student relationship.

Unit – VII Research in Teacher Education (10 Hours)

Areas of research in Teacher Education – Institutional context, Curriculum context and practicing school context, Studies in innovative teacher training practices such as use of learning materials, Use of mass-media, micro-teaching, techniques of behaviour modification, training in teaching models.

Unit – VIII National Organizations in Teacher Preparation (10 Hours)

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, ICSSR, MHRD, SCERT, DTERT, RCI.

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13. Mohanty.J., Indian Education in the emerging society, 1994
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NON-FORMAL EDUCATION**(70 Hours)****Objectives:**

1. To acquaint the students with principles, philosophies and concept of non-formal education.
2. To develop in students appropriate teaching skills for teaching non-formal educational programmes for various age-groups.
3. To enable students to develop appropriate skills for planning, organizing and monitoring various non-formal educational programmes.

I. Principles of Non-formal Education (10 Hours)

Non-formal education - Concept, definitions, need, aims and objectives of non-formal education - Historical development and progress of non-formal education programmes in India - Formal, non-formal and informal education.

Basic principles of non-formal education - Paulo Friere's concepts: Conscientization - Culture of silence - Culture of poverty - Relevance of Gandhian Philosophy to non-formal education- Psychological principles underlying non-formal education.

II. Methodology: Teaching and Learning materials (15 Hours)

Theories of adult Learning - Motivation - Language and Mathematics - Sociological characteristics of learners - Classroom interaction - Communication - Non-formal education and socialization - Teacher characteristics.

Non-formal education programmes of neo-literates - Types of programmes Methods of teaching - Preparation of materials - Need for research and evaluation. Non-formal education for dropouts and non-starters - Problems and environment oriented-curriculum for different categories.

III. Non-formal Education Programmes (20 Hours)

Non-formal education programmes for different age-groups 6-14, 15-24 and 24-25 years - Programmes for rural, urban and tribal groups. Functional Literary - Scope and definition -Different approaches - Learning materials -Objectives - Organisation and structure - Programme for youth within the formal educational setting and in out-of school setting, in rural, urban and tribal context- Occupation orientation.

Programme for women - Objectives - Women's potential contribution in home making, child care and community life - Tribal, urban and rural programmes - Non-

formal education through Balwadis and Creches - Education components - General education-Vocational training - Extension services -Educational work through women's Organisations - Role of voluntary agencies.

Programme for workers in industry - Objectives - Historical Perspectives - distinguished from vocational education - Need - concept of worker's education - Techniques and methods - Types of programmes - Education for improving skills and competencies - Problems in organizing worker's education programme - Need for support and co-operation from employers.

IV. Management of Non-formal Education Programmes (15 Hours)

Basic processes of Administration - Supervision - Theories of organization and management, voluntary organizations in Non-formal Education -Organisation at the Central, State, Regional and Micro Levels - Management of teachers' resources - Management of reading materials - budgeting of organization and financing of programmes.

Management of non-formal education programme at the micro level - Need for micro-level programme - Assessing facilities available at the micro-level -Treatment of immediate - and long term problems - Social and educational factors affecting micro-level management - Utilization of financial and human resources - Needed organizational set up.

V. Agencies of Non-formal Education (10 Hours)

Agencies of non-formal education - Role of university and Voluntary agencies - Community centres-Libraries. Vidyapeeths - Literacy Houses - Bengal Social Service League - Indian Adult Education - National Literacy Co-ordination Committee - Kerala Grandhasala Sangham and their literacy programmes -Sevamandir - Adult Education Faculties of Universities Department of Continuing Education and Correspondence courses - Need for Open University system - functions of NIOS.

Management of voluntary organization - Concept of a social worker and social work - Concept of a volunteer and voluntary work - Concept of cooperation - How voluntary organizations are formed - How do they function -Comparative studies of voluntary organizations in different States.

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2. Bhushan A (2005) Encyclopedia of Adult Education and Literacny. Anmol Publications, New Delhi
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COMPARATIVE EDUCATION**(70 Hours)****Unit – I – Comparative Education. (8 Hours)**

Meaning – Definition – Objectives – Problems and Methods – Advantages of Comparative Education.

Unit – II - Development of Comparative Education (15 Hours)

Basic requirements of Education in different countries - Constitutional Provisions for Comparative Education – Federal Acts on Education – Relationship between Federal, State and Local Governments – National Policy on Education – International Project for the Evaluation of Educational Achievement (IEA)

Unit – III – Comparison of Education (17 Hours)

Comparisons of Educational Schemes in India, USA, UK, Japan, China and Germany – Federal Acts on Education in USA – Educational Policy Commission of USA (1961) – Educational Act of 1944 in UK – Articles 17, 25 & 26 in Germany – Common Aims in Totalitarian and Democratic States – Educational Structure in India – NPE (1968) NNPEC (1986), POA (1992) – Boards and commissions of Education – Curriculum in France – Classes in Reverse order – Comparison of Nations in relation to the factors in Unit II, IV and V

Unit – IV – Curriculum Framework (15 Hours)

Medium of Instruction – Language Policy – Education through technological Aids – Education through Formal and distance modes – Evaluation Pattern – Value oriented Education – Secular Education – Futurology of Education.

Unit – V – Educational Administration and Finance (15 Hours)

Levels of Education - School Education – Pre Primary – Primary – Secondary - Higher Secondary – University (Higher) Education - Teacher Education – Vocationalisation of Education – Public Schools – Autonomous Institutions.

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- 1) Sharma. Y.K., "A Comparative Study of Educational Systems" Kanishka Publishers, N.Delhi (2004)
- 2) Rai, B.C., "Comparative Education", Prakashan Kendra, Lucknow (1972).
- 3) Khanna, S.D., Lamba, T.P., Saxena, V.R., and Murthy, V., "Comparative Education" made easy", Doaba House, Delhi (1979).
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- 8) <http://www.ncert.nic.in>

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL TECHNOLOGY**Objectives****(70 Hours)**

- 1) To enable the students understand the principles, philosophies and concepts of curriculum planning, development, implementation and evaluation.
- 2) To create an awareness among the students of the range of issues to be considered in the process of curriculum development and instructional design.
- 3) To help the students develop skills for developing and practicing curriculum.
- 4) To enable the students develop skills for evaluating a curriculum.
- 5) To enable the students to relate the process of instruction with learning.
- 6) To enable the students to organize various presentation modes to transact the curricular content.
- 7) To enable the students to adopt a variety of instructional support services.

Unit I: Curriculum Perspective**(5 Hours)**

Curriculum definition - Curriculum development - Historical perspectives of curriculum -Foundations of curriculum planning- Philosophy, Social forces, treatment of Knowledge, human growth and development, learning process.

Unit II: Issues in curriculum design**(5 Hours)**

Curriculum aims and objectives- priorities and resources in curriculum design- curriculum organization and structure- curriculum design and needs analysis- integration and the structures of disciplines.

Unit III: Curriculum Procedures**(10 Hours)**

Tasks in curriculum development - Establishing a philosophy, needs, goals, objectives, instructional consideration - Contemporary designs for curriculum development - Systematic and systems designs - Planning the curriculum - Decision making in education, decision making strategies, collecting and assessing school related data and community related data - Curriculum content: Selection, determinants, strategies for selection - Organization - techniques.

Unit IV: Evaluating the curriculum**(5 Hours)**

Concept and methodology of curriculum evaluation at elementary and secondary levels-curriculum Changes and Strategies-utilizing evaluation results for curriculum improvement.

Unit V: Curriculum Prospective**(15 Hours)**

Curriculum design for the future - Future in education: School design, Educational Technology design, Humanistic design, Vocational design, Social reconstruction design, De-schooling design - Curriculum for each design - Curriculum developers- Required Skills and training.

Unit VI: Instructional design models (10 Hours)

Meaning- fundamental elements of the instructional design process- different instructional design models-Time-Focused Models, Time-Based Models, Task-Focused Models and Learner-Focused Models and other models- Role of teachers in operating instructional models in teaching learning process.

Unit VII: Planning and management of instruction (10 Hours)

Issues related to Instructional planning- steps in Instructional planning, teacher as planner, evolving instructional strategy- determining most appropriate strategy- Management and Instruction,-managing a classroom, Instructional resources.

Unit VIII: Instructional support practices (5 Hours)

Need for Instructional support practices, Important support practices - Library, seminar, cluster school system, instruction collaboration, community support, guest lecturers- Agencies involved in Instructional support- UGC, ISRO, NCTE, COL.

Unit XI: Technologies for instruction (5 Hours)

Advanced Computer-Based Systems or Education and Training, Designing e-learning Systems,

Multimedia Design, Designing School Learning Environments

References

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2. Kemp, J. E., Morrison, G. R., & Ross, S. M. (1998). *Designing Effective Instruction* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.
3. Leshin, C. B., Pollock, J., & Reigeluth, C. M. (1992). *Instructional Design Strategies and Tactics*. Englewood Cliffs, NJ: Education Technology Publications.
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- 2) it.gse.gmu.edu/degrees
- 3) eduweb.nie.edu.sg/programme/maidt/index.htm
- 4) ideas.blogs.com/lo/faculty_development/index.html
- 5) www.stylusinc.com/WebEnable/index.php
- 6) www.nait.ca/41020.htm
- 7) www.league.org/services/curriculum_design.html
- 8) irt.av.stiHcc.edy/ids/instrdesign.html
- 9) www.qnestia.cora/PM.qst?a::=o&d=l 04327471

WOMEN'S EDUCATION**(70 Hours)****Objectives**

- i. To create an awareness among students regarding the status of women.
- ii. To stimulate thinking in students towards the problems faced by women.
- iii. To orient students towards women's resources and national development.
- iv. To inculcate in students the importance of justice and laws related to women.
- v. To enable students to understand the importance of health and education of women

Unit- I: Introduction to Women's Studies (5 Hours)

Concept and need for Women's Studies- Scope of Women's Studies- Women's Studies as an academic discipline, Women's Movements- Pre-independent, Post- independent and Current Women's movements. National Committees and Commissions for Women. Government Organisations for Women-Department of Women and Child Development.

Unit- II: Women and her family (5 Hours)

Liberal Feminism- Rationality, Freedom, Education Marxist Feminism-Production, Reproduction, Class, Alienation, Marriage and family. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood. Socialist Feminism –Class and Gender, Division of Labour, Unifies and Dual System, Exploitation, Indian Women-Family, Caste, Class, Culture, Religion, Social System.

Unit –III: Women's education (10 Hours)

Women Education-Gender bias in enrolment- Curriculum content- Dropouts Negative Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education –Women teacher training-committees and Commissions on Education Adult literacy and Non-formal education for Women's development.

Unit –IV: Women Resource and National Development (10 Hours)

Concept of Work-Productive and non-productive work- Use value and market value. Gender Division of labour- Mode of Production- Women in organized and unorganized sector- Training, skills and income generation. New Economic Policy and its impact on Women's employment- Globalization- Structural Adjustment Programmes.

Unit- V: Human Entrepreneurships (5 Hours)

Concept and meaning – Importance of Entrepreneurships- Entrepreneurial traits-Factors contributing to women Entrepreneurship- Micro Enterprises Gender and

technology- Technology and production- Technology Transfer- Appropriate Technology- Emerging Technologies information Technology- Impact on Women's Development.

Unit-VI: Eye opener to women health education (10 Hours)

Gender in Health- Health status of women in India – Mortality and Morbidity factors influencing health – Nutrition and health – HIV and AIDS control programme. National Health and Population Policies and Programmes-Maternal and Child Health (MCH) to Reproductive and Child Health approaches, Issues of Old age Women and Environment – Nature as feminine principle – Basic needs in Rural and Urban Environments- Care and management of natural resources- Depletion of natural resources –Sustainable environment and impact on women.

Unit –VII: Women and Society (10 Hours)

Girl child in society – Child labourers- Changing role of Women, Marriage-Single parent, Motherhood, Widows.Theories of development- Empowerment-Alternative approaches Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD)- State Policy and Programmes Women Development approaches in Indian five – Year Plans-Collectivity and Group dynamics- Self –help groups Women and leadership- Panchayat Raj- Political Role and Participation- NGOs and Women Development- National and International Funding Agencies.

Unit –VIII: Justice for women (5 Hours)

Indian Consitution and provisions relating to women Personal laws- Labour Laws- Violence against women- Human trafficking -Legal protection- Family Courts- Enforcement machinery – Police and Judiciary Human Rights as Women's Rights.

Unit –IX: Women issues (5 Hours)

Portrayal of Women in Mass Media (Cinema, TV, Print media)Role of Women in media- Development of Communication skills Alternative media- Folk art, Street play and Theatre – Women as change agents Indecent Representation of Women (Prohibition) Act, 1986- Impact of media on Women.

Unit- X: Evaluation (5 Hours)

Limitations of methodology of Social Science, Research for Women's Studies. Scope and Significance of research in Women's Studies Research Design and Methods- Survey- Exploratory- Diagnostic Experimental, Action Research Qualitative verses Quantitative Research- Case Studies.

Reference

1. Ram Shankar Singh – Encyclopaedia on women and children Trafficking – Volume 1 to 3- Anmol Publications -2009
2. Ramesh Bandari- Role of Status Of Women in New Panchayat Raj System –Alfa Publication –New Delhi-2009
3. Tanuja Vohra –Trafficking in Women and Children –Pacific publications –New Delhi -2009
4. Veena Gandotra and Sarjoo Patel (Edited)-Women Working Condition and Efficiency –New Century Publication -2009
5. Abishek – Destiny of Women – Rummy Nandlal –Chandigarh-2008
6. Nalini Mishra-Woman Laws against Violence and abuse- Pearl Books –New Delhi -2008
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8. Manju Gupta(Compiled and Edited)-Handbook of Women Health-Khel Sahitya Kendra –New Delhi -2006
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13. Dr. Mrs. Sivagami Paramasivam- Human Rights –A Study-Published by Sriram Computer Prints and Offset Salem.TamilNadu-1998
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16. Kamla Singh- Women Entrepreneurs- Ashish publishing house-1992
17. Indira Kulishreshtha ‘Noopur’- Women’s Studies in School Education- Sterling Publishers private limited -1989
18. Maithreyi Krishna Raj- Women and –Shubhada saraswati- development prakasham, PUNE, 411 005-1988.

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

(70 Hours)

Objectives

After completing this course the students will be able to

- 1) Explain the meaning scope and relevance of technology in modern education
- 2) Describe the need for ICT mediated education
- 3) Identify the challenges in integrating ICT in school education
- 4) List the minimum requirements and tools for an ICT equipped class room
- 5) Develop instructional modules for online learning and text materials for multimedia presentation
- 6) Identify, compare and evaluate web sites for any given topic
- 7) Consider ethical issues involved while using e-sources
- 8) Develop question bank, maintain students assessment records and analyze students performance using ICT
- 9) Use e-sources for carrying out educational research
- 10) Analyze the scope and challenges of e-governance in educational planning and administration
- 11) Assess the effectiveness of virtual education and virtual class room environment in the context of open and distance education

Unit I : Educational Technology (5 Hours)

Educational Technology: Definition, meaning, scope and relevance to modern education - Technology of Education and Technology in Education- Need for educational Technology in Schools- Process of Educational Technology.

Unit II : ICT mediated Education (10 Hours)

Concept, Importance, Meaning & Nature of Information & Communication Technology- Need of Information & Communication Technology in Education-Paradigm shift in Education due to ICT-Challenges in integrating Information & Communication Technology in school education. Affordable ICT equipped classrooms.

Unit III : ICT in Class room Instruction (10 Hours)

Need, importance and uses of Technology for instruction- Principles of selecting technology for instruction- Steps for developing self instructional material.

Computer for instruction, computer aided instruction(CAI),steps for developing CAI modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI, use of LCD projector for instruction, preparation of text material for multimedia/ power point presentation, format to be followed, points to be considered. Web based

instruction, web aided instruction identification of websites, criteria for evaluating and comparing websites. Preparation of instructional modules for online learning- steps to be followed.

Unit IV : ICT enhanced student-centered learning environment (10 Hours)

Introduction to E-Learning , E - Learning - Concept & Nature, E-sources for learning, CD-ROM, pen drive, net working, internet and intranet, websites, digital library etc. E-learning definition and meaning, modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning, preparation of e-learning material, on line learning. Collaborative Learning, Technology Aided Learning. Web Based Learning Legal & Ethical issues -copyright, Hacking Netiquettes, Student safety on the Net (Net safely)

Unit V : ICT for Evaluation (10 Hours)

Computerized Test Construction and Administration: Concept, meaning and importance ... Nature of Test: Purpose, objectives, item banking, preparation and administration of the test: Computerized Question Banking: Selection of items, specification of objectives, item analysis, feed back and remedial programmes, reporting examination results, progress report, recording continuous assessment, maintenance of cumulative record.

Unit VI : ICT for Educational Research (5 Hours)

E-source for problem identification, review, methodology, tool simulation of experiments

Unit VII : ICT for Educational Planning and Administration (10 Hours)

Concept of e-governance, scope and challenges of e-governance in education at various levels-centre, state, district, block, local bodies and institutions.

Use of ICT in manpower planning & human resource development. Concepts of knowledge economy and knowledge management-role of ICT knowledge management. Concept of total quality management (TQM), application of ICT in TQM.

Unit VIII : ICT in Open and Distance Education (10 Hours)

Open and Distance Education: A Conceptual Framework - Innovations in Distance Education: Open Universities -Virtual Classrooms –problems with conventional education, nature and concept of virtual education, effectiveness of virtual education, limitations and challenges of virtual environment-Teleconference - Video-conference- [Role of EDUSAT](#)

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EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS**(70 Hours)****Objectives:**

After studying this paper, the student teachers are expected to realise the following objectives:

1. Examine critically the concept, nature and characteristics of various disabilities
2. Explain the implications of various disabilities on teaching of learning situations and personality development.
3. Apply curricular approaches and enumerate the skills required to develop a need based curriculum in the field of special education.
4. Describe the nature of visually impaired children with additional disabilities
5. Describe the perception through hearing aids and auditory training and evaluation of hearing aids.
6. Explain the policies and legislation at the national and international levels.

Unit 1: Overview of Different Disabilities (6 Hours)

- 1.1 Concept, nature, and characteristics of Visual Impairment & Mental Retardation
- 1.2 Concept, nature and characteristics of- Hearing, Speech and Language impairments
- 1.3 Concept, nature and characteristics of Locomotor and Neurological disability
- 1.4 Concept, nature and characteristics of:
 - (i) Learning disability
 - (ii) Behavioural and Emotional disorders
 - (iii) Intellectual impairment
 - (iv) Giftedness and Talent
 - (v) Autism
- 1.5 Concept, nature and characteristics of Multiple disabilities

Unit 2: EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT (6 Hours)

- 2.1 Applications of educational psychology in the teaching of disabled.
- 2.2 Psychological Implications of Yoga in the teaching of disabled.
- 2.3 Development delays and disorders associated with disabilities
- 2.4 Individual differences in cognition and information processing abilities of Disabled
- 2.5 Assessment and evaluation of disabled learners

Unit 3: VISUAL IMPAIRMENT (6 Hours)

- 3.1 Anatomy and Physiology of the Human eye
- 3.2 Assessment of Visual Functioning
- 3.3 Nature of visually impaired children with additional disabilities
- 3.4 Learning characteristics of visually impaired children
- 3.5 Rehabilitation process for visually impaired persons

Unit 4: MENTAL RETARDATION (6 Hours)

- 4.1 Concept, definition, classification, and etiological factors of mental retardation.
- 4.2 Curriculum development and teaching methods in Mental Retardation
- 4.3 Adult Training and Vocational Placement of Mental Retardation
- 4.4 Approaches, Methods and Materials for Teaching Persons with Mental Retardation
- 4.5 Therapeutic applications for mental retardation

Unit 5: HEARING IMPAIRMENT (6 Hours)

- 5.1 Hearing and auditory processes
- 5.2 Teaching methods followed in education of children with hearing impairment.
- 5.3 Modes of communication used with the hearing impaired persons.
- 5.4 Perception through hearing aids and auditory training and evaluation of hearing aids.
- 5.5 Meaning of guidance and counselling and the various techniques to children with hearing impairment

Unit 6: LEARNING DISABILITY (12 Hours)

- 6.1 Types and the factors affecting learning.
- 6.2 Theories and models of learning for the children with learning disabilities
- 6.3 Teaching strategies in order to develop desirable skills in persons with Learning Disability.
- 6.4 Types of assessment for learning disabled children
- 6.5 Issues and needs of children with learning disabilities.

Unit 7: NEUROLOGICAL AND LOCOMOTOR DISABILITIES (6 Hours)

- 7.1 Definitions, types and meaning of neurological and locomotor Disabilities
- 7.2 Curricular models and approaches to teaching the children with locomotor disabilities.
- 7.3 Principles and various approaches to be followed for the children with motor disabilities
- 7.4 Intervention strategies in Education in Different Environments
- 7.5 Adaptations in Various Areas for the children with neurological and locomotor disabilities.

Unit 8: CURRICULUM DEVELOPMENT (6 Hours)

- 8.1 Concept and principles in curriculum development
- 8.2 Curricular approaches in special education
- 8.3 Need based curriculum in the field of special education
- 8.4 Curricular skills related to special education
- 8.5 Recent trends, issues in field of special education

Unit 9: EDUCATIONAL TECHNOLOGY IN SPECIAL EDUCATION (10 Hours)

- 9.1 Role of Technology in Education and Special Education
- 9.2 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive devices and computer aids, Information Handling, Graphics
- 9.3 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
- 9.4 Use of software for Individuals with Special needs – Teaching, Remediation
- 9.5 Applications of Educational Technologies for Pre-service and In-service Programmes

Unit 10: POLICIES AND LEGISLATIONS FOR SPECIAL EDUCATION & REHABILITATION (6 Hours)

- 10.1 International legislations for special education.
- 10.2 National legislations
- 10.3 National Policy on Education with reference to Programme of Action 1992
- 10.4 Government schemes and provisions
- 10.5 Employment agencies and service

Practicum

- Critical analysis of needs, trends and issues with respect to disabilities.
(Mode of submission: Journal/Seminar/Debate/Presentation)
- Study the various Governmental schemes and provisions laid for each disability in your State and submit the report.
- Developing at least two assessment tools in different areas.
- A minimum of two case studies of students at the pre-school level, school level and vocational level using relevant curricular approaches, principles and adaptations
- The special educator will select and administer suitable curriculum and teaching methods with any two disabilities.

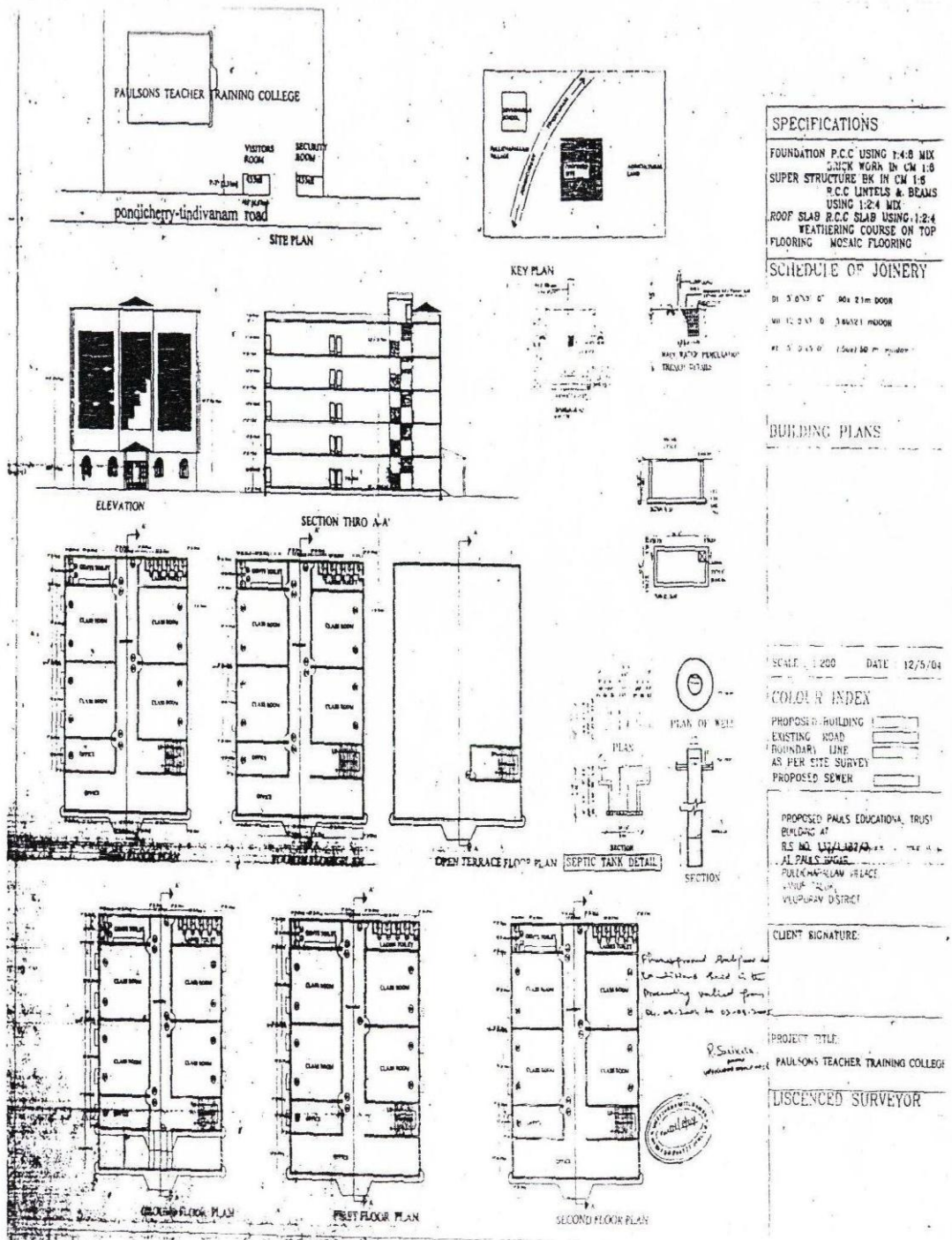
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4.4. Master Plan of the Paulsons Teacher Training College



4.5. STUDENTS' OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

PAULSONS TEACHER TRAINING COLLEGE

Department :

Course :

Year :

Your responses will be seen only after your course results have been finalized and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of the course was
 - a) adequate
 - b) inadequate
 - c) challenging
 - d) dull
2. Background for benefiting from the course was
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) cannot say
3. Was the course easy or difficult to understand?
 - a) easy
 - b) manageable
 - c) difficult
 - d) very difficult
4. How much of the syllabus was covered in the class?
 - a) 85 to 100%
 - b) 70 to 85%
 - c) 55 to 70%
 - d) less than 55%

5. What is your opinion about the library material and facilities for the course?
 - a) more than adequate
 - b) adequate
 - c) inadequate
 - d) very poor
6. To what extent were you able to get material for the prescribed readings?
 - a) Easily
 - b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
 - a) thoroughly
 - b) satisfactorily
 - c) poorly
 - d) indifferently
8. How well was the teacher able to communicate?
 - a) Always effective
 - b) sometimes effective
 - c) Just satisfactorily
 - d) generally ineffective
9. How far the teacher encourages student participation in class?
 - a) mostly yes
 - b) sometimes
 - c) not at all
 - d) always
10. If yes, which of the following methods were used?
 - a) Encouraged to raise questions
 - b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage
11. How helpful was the teacher in advising?
 - a) Very helpful
 - b) sometimes helpful
 - c) not at all helpful
 - d) did not advise
12. The teacher's approach can best be described as
 - a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say
13. Internal assessment was

- a) Always fair
- b) sometimes unfair
- c) Usually unfair
- d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- a) Helps to improve
- b) discouraging
- c) no special effect
- d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time
- b) with helpful comment
- c) often/ late
- d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully
- b) yes, partly
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) Yes
- b) no

If yes, was it helpful?

- a) Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

4.6. Audited Income-Expenditure Statement for the Financial Year**2011-12****Paulsons Teacher Training
College****Pulichapallam, Vanur TK****Villupuram, Tamilnadu****Receipts & Payments Account for the year ended March 31, 2012**

RECEIPTS	Rs.	PAYMENTS	Rs.
Opening Balance on 01.04.2011		Salaries	3,925,000
Fixed Deposit with Banks	1,600,000	Faculty Development & Staff Training	15,000
Cash at Banks	54,891	Service Charges	150,780
Cash on Hand	5,075	Transport	150,251
Fees Collection	5,760,000	Stationeries, Xerox&Print	150,000
		Repair and Maintenance Costs	601,123
		Library Books and Journals	50,100
		Depreciation of Building, Equipment, Computers	245,750
		Sam Paul Educational Trust	500,000
		Closing Balance on 31.03.2012	
		Fixed Deposit with Banks	1,600,000
		Cash at Banks	31,095
		Cash on Hand	867
	7,419,966		7,419,966

Date **7.9.2012**

S.R.S. Paul

N.Subramanian


Place **Chennai**

Managing Trustee

Chartered Accountant

4.7. A Copy of the Recognition Order issued by NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्
 (COUNCIL OF TEACHER EDUCATION)
 राष्ट्रीय अध्यापक शिक्षा परिषद्
 F.TN/SEC/SRO/NCTE/2004-2005/347


 National Council for Teacher Education
 (A Statutory Body of the Government of India)
 Southern Regional Committee
 Date: 31-1-05

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4
 RPAD

Order

In terms of Section 14 (1) of the NCTE Act, 1993 Paulsons Teacher Training College, Paulsons Nagar, Pullichapallam, Vanur Taluk, Villupuram District-605109, Tamilnadu had submitted an application to the Southern Regional Committee of NCTE for grant of recognition for Secondary(B.Ed) Course of One year from the academic session 2004-05 for an intake of 100.

2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following:

- The institution has acquired the land for setting up the teacher education institution.
- The institution will ensure that the permanent building is constructed within a period of 3 years on the acquired land.
- The institution has selected the principal and Seven teachers for the said course.

3. Now therefore, in exercise of the powers vested under Section 14(1) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to Paulsons Teacher Training College, Paulsons Nagar, Pullichapallam, Vanur Taluk, Villupuram District-605109, Tamilnadu to offer Secondary(B.Ed) course of one year duration from the academic session 2004-05 with an annual intake of 100 students, subject to fulfillment of the following.

- The institution will ensure that Eight(1+7) exclusive faculty members duly approved by the Directorate of School Education are in position for an intake of 100 students before commencement of the course and a report to this effect shall be sent to the Southern Regional Committee immediately and in any case not later than one month from the date of commencement of the course. The faculty list is to be approved by the Registrar of the affiliating university.
- The institution shall shift to its own premises within three years from the date of recognition (in case the course is started in temporary premises).

पहली मंजिल, सी.एस.डी. बिल्डिंग, एच.एम.टी. पोस्ट, बंगलोर - ५६००३१
 1st Floor, CSD Building, HMT Post, Bangalore - 560 031. Telefax : 080-3451467 Ph. : 3451468

(c) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Regional Committee.

(d) The institution shall comply with the various other norms and standards prescribed in the NCTE Regulations.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like the State Government etc.

5. The institution shall submit to the Regional Committee a Performance Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating body to the appointment of faculty members, and the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued thereunder, the Southern Regional Committee may withdraw the recognition under the Provisions of Section 17(1) of the NCTE Act, 1993.

By Order,

M. Vasudev 31/1/05

(M. Vasudev)

Regional Director

The Manager
Government of India Press
Department of publications (Gazette Section)
Civil Lines, New Delhi.

To


The Correspondent
Paulsons Teacher Training College,
Paulsons Nagar, Pullichapallam,
Vanur Taluk, Villupuram District-605109,
Tamilnadu

CC To:

1. The Education Secretary incharge of Higher Education, Government of Tamilnadu, Tamilnadu.
2. The Director (Collegiate Education), Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
3. The Registrar, Thiruvalluvar University, Vellore District, Tamilnadu.
4. The Controller of Examinations, Thiruvalluvar University, Vellore District, TN.
5. The Member Secretary, NCTE, New Delhi.
6. Office Order file.

DRPEC FAX NO. : 04103291818 Date: 17/08/2009 23:21PM

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति



गुरुकुलमो धाम
NCTE

NCTE
National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F.SRO/NCTE/M.Ed/2006-2007/ 12605 Date: 4/10/07

RPAD

Code : APS07547

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Pauls Educational Trust, Villupuram District, Tamilnadu has submitted an application to the Southern Regional Committee of NCTE for grant of recognition to Paulsons College of Education, Paulsons Nagar, Vanur Taluk, Villupuram District, Tamilnadu for (M.Ed) course of one year duration with an annual intake of 25(Twenty five) Students.

2. AND WHEREAS on scrutiny of the application submitted by the Institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the said teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratories etc for running the programme and has appointed duly qualified teaching staff as per NCTE norms.

3. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to Paulsons College of Education, Paulsons Nagar, Vanur Taluk, Villupuram District, Tamilnadu for conducting (M.Ed) course of one year duration with an annual intake of 25(Twenty five) students under clause 7(12) of Regulations dated.13.01.2006. This order of recognition shall be prospective and take effect from the date of issue of this order, subject to fulfillment of the following:

- i) The Institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Southern Regional Committee.
- ii) The Institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- iii) The institution will ensure that One Professor, One Reader and Three Lecturers faculty members duly approved by the affiliating University are in position for an intake of 25 students before commencement of the course and a report to this effect shall be sent to the Southern Regional Committee immediately.

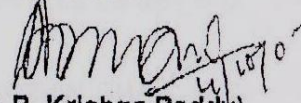
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हस्ती मंत्रालय, सी.एस.सी. बिल्डिंग, एच.एम.टी. पोस्ट, बंगलूर - ५६००३१
Phone : 080-2345 1468 Fax: 080-2345 1514
1st Floor, CSD Building, HMT Post, Bangalore - 560 031
E-mail: sro@ncte-in.org Website : http://www.sro.ncte.

- 2 -

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University / bodies, State Government etc, as applicable.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
6. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.
7. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order,


(Prof. B. Krishna Reddy)
Regional Director

The Manager
Government of India Press
Department of publications (Gazette Section)
Civil Lines, New Delhi.

To

The Principal
Paulsons College of Education,
Paulsons Nagar,
Vanur Taluk,
Villupuram District,
Tamilnadu

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Education Secretary Incharge of Higher Education, Chennai, Tamilnadu
3. The Registrar, Thiruvalluvar University, Vellore, Tamilnadu
4. The Correspondent, Paulsons College of Education, Paulsons Nagar, Vanur Taluk, Villupuram District, Tamilnadu.
5. The Under Secretary(CS), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110002.
6. Office Order file / Institution file.

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

Code: **APS0 7547**

F.SRO/NCTE/2010-2011/ 20675

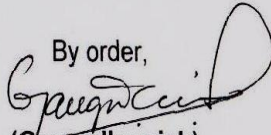
Date: 25/08/2010

TO BE PUBLISHED IN THE GAZETTE OF INDIA PART III SECTION 4

ORDER

Whereas recognition has been granted to **Paulsons College of Education, Paulsons Nagar, Vanur Taluk, Villipuram District, Tamilnadu** for **M.Ed.** course with an intake of 25 students vide-order no. **F.SRO/NCTE/M.Ed/2006-2007/12605** dated **04/10/2007**.

2. AND WHEREAS, NCTE Hqrs. vide their letter no. F.No.49-4/2010/PT/NCTE(N&S)/ dated 30th July, 2010 has informed that the enhancement in the intake of one unit of M.Ed. course programme from 25 to 35 has been notified vide National Council for Teacher Education Amendment Regulation, 2010 in the Gazette of India on 26th July 2010. The amendment stipulates that the intake be increased from existing 25 to 35 students from the current session 2010-11, without creation of any additional infrastructure and instructional facilities. NCTE Hqrs has directed to intimate all the institutions of each region having approved M.Ed. Programme of 25 students by issuing a letter that they may enhance it upto 35 students, accordingly.
3. NOW THEREFORE enhancement of intake of 10 seats from existing **25 to 35** is permitted to **Paulsons College of Education, Paulsons Nagar, Vanur Taluk, Villipuram District, Tamilnadu** for **M.Ed.** course with effect from the session **2010-2011** till further orders without creation of any infrastructural and instructional facilities.


By order,

(Gangadharaiah)
Regional Director

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, Delhi - 110054

To

The Principal
Paulsons College of Education,
Paulsons Nagar,

Tamilnadu Teachers Education University Affiliation Order



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY
 (Established under Tamil Nadu Act 33 of 2008)
 Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.
 Phone: 044 - 28447304 Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Afflu-Contn/2009-2010/1024 Date: 03.12.2009

Dr. A. R. VEERAMANI,
 M.A. (Econ.), M.A. (Pol.Sci.), B.L., M.Phil., Ph.D.
 REGISTRAR

To

✓ The Chairman,
 Paulsons Teacher Training College,
 Paulsons Nagar,
 Pullichapallam,
 Vanur Taluk,
 Villupuram District.

Sir/Madam,

Sub: Paulsons Teacher Training College, Vanur Taluk, Villupuram District - Continuation of provisional affiliation to offer B.Ed. degree course and M.Ed. degree course from the academic year 2009-2010 - Granted - Regarding.

Ref: 1. Your application for continuation of provisional affiliation dated 20.10.2008.
 2. From NCTE, Southern Regional Committee, Bangalore, order No.F.TN/SEC/SRO/NCTE/2004-2005/347, dated 31.01.2005.
 3. From NCTE, Southern Regional Committee, Bangalore, order No.F.SRO/NCTE/M.Ed/2006-2007/12605, dated 04.10.2007.

I am by direction, to inform you that the University has considered your request to grant continuation of provisional affiliation to offer B.Ed. degree course and M.Ed. degree course in Paulsons Teacher Training College, Vanur Taluk, Villupuram District for the academic year 2009-2010 together with the report of the inspection commission and granted **continuation** of provisional affiliation to **Paulsons Teacher Training College, Paulsons Nagar, Pullichapallam, Vanur Taluk, Villupuram District (College code: 13007)** to offer **B.Ed. degree course and M.Ed. degree course** from the academic year 2009-2010.

1

The conditions laid down by this University for affiliation are furnished below which the College should be strictly adhered to and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

CONDITIONS OF AFFILIATION

1. All the conditions laid down by the NCTE, Bangalore.
2. **Candidates to be admitted in B.Ed./M.Ed. Degree course should (a) satisfy the eligibility conditions prescribed in the Regulations and the guidelines of the Government of Tamil Nadu (b) obtain approval from the University for the students admitted to B.Ed. degree course as per prescribed norms (c) earn required attendance prescribed by the University for appearing for the University Examinations.**
3. To follow the guidelines prescribed by the Government of Tamil Nadu/the Director of Collegiate Education, Chennai from time to time with regard to minimum percentage of marks required for admission to B.Ed. degree course, age limit, Reservation rules and percentage of seats among optional subjects.
4. The college on completion of three years of affiliation should move to their own building in their own premises with adequate facilities. Otherwise continuation of affiliation for fourth year will not be granted by the University. (If not owned permanent building already).
5. The Syllabus prescribed by the Tamil Nadu Teachers Education University for B.Ed./M.Ed. degree course shall be followed for the academic year 2009-2010.
6. The college shall complete the working days prescribed by the University in the Regulations prescribed for B.Ed./M.Ed. courses in an academic year.
7. Arrangement shall be made by the college for the conduct of University Examinations, whenever required.
8. No donations shall be collected from the students seeking admission to any course of study in the college.
9. The Management of College shall not discontinue any existing course without prior permission from the University which should be intimated before the 30th September.
10. The college shall only collect Tuition and other fees from the students at the rates as prescribed by the State Government / University.
11. The College should have [1] Separate lounge [2] Rest room [3] Toilet for Women Faculty.
12. A Librarian, Physical Director/Directress and a Medical officer with the prescribed qualification shall be appointed.
13. Number of teaching and non-teaching staff shall be appointed as per norms prescribed by the University/ U.G.C./NCTE/Government for each course.

14. No teacher shall be appointed, if he/ she has not fulfilled the qualifications as laid down by the University and U.G.C./NCTE from time to time.
15. An agreement shall be entered into with each teacher to be appointed as per the requirements of the University/ Tamil Nadu Private Colleges (Regulation). Act and rules there under.
16. The College shall implement each and every one of the recommendations of the Inspection commission.
17. The classrooms shall be according to the suggested U.G.C./NCTE norms.
18. The library should be strengthened, as suggested by the Inspection commission. The library shall have common reading room and stack room as per standard prescribed by the U.G.C. /NCTE/ Government.
19. The teacher should be paid as per pay scales of UGC/AICTE/NCTE/VI pay commission of the State Government, as the case may be, and their salary should be paid through Banks, by means of Cheques. This will be verified by the authorities from time to time.
20. The maximum number of students who may be admitted to each of the course shall not exceed the strength sanctioned by the University/NCTE.
21. Laboratory shall be strengthened, as suggested by the Commission. The Laboratory shall have sufficient equipments required for performing experiments prescribed for the courses of study. The laboratories shall also have adequate arrangement for gas supply, regular water supply and electricity. The safety standard shall be fully observed.
22. Necessary Hostel accommodation, Staff quarters, Play ground are to be provided.
23. The posts of teacher and Head of the Departments wherever required for the proposed course shall be filled up before starting the course.
24. No teacher shall be appointed or shall be continued in service, who has attained the age of superannuation as may be prescribed by the Tamil Nadu Government.
25. Suitable leave rules for teaching and Non-teaching staff be framed, generally in conformity with the State Government rules.
26. Approval shall be obtained from the University before appointing the teaching staff.
27. Such other Rules and Regulations as may be generally prescribed from time to time by the University shall also be complied with.
28. If all the conditions of Provisional affiliation granted are not complied with by the end of the period fixed then affiliation or approval shall cease automatically.
29. The College should obtain planning permission and Building Permit from the competent authorities for constructions.

While communicating the above decision, I am to request you to kindly forward a specific and detailed report in this regard, immediately after fulfilling all the above conditions of affiliation.

This affiliation order is issued subject to the condition that the candidates admitted should earn the required attendance and progress to appear for the University Examinations in May/June 2010.

It is further informed that, after completion of 5 years of existence, a college may apply for permanent affiliation in the prescribed format with prescribed fees. Conditions prescribed by the University for grant of permanent affiliation will be published in the university website (www.tnteu.in) in due course.

Kindly acknowledge the receipt.

Yours faithfully,


REGISTRAR

Copy to:

1. The Regional Director, National Council for Teacher Education, CSD building, HMT Post, Bangalore-560 031.
2. The Principal Secretary to Government, Higher Education Department, Secretariat, Chennai – 600 009.
3. The Director of Collegiate Education, Chennai - 600 006.
4. The Controller of Examinations.
5. Finance Section.
6. Admission Section.

4.8. University Results 2011-12

i) B.Ed. Results

		Tamilnadu Teachers Education University																			
		B.Ed. Degree Examination, May/June 2012																			
		(Candidates admitted during the Academic Year 2011-12)																			
		College Code & Name : 13007 - Paulsons Teacher Training College																			
SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
1	1300711BD001 12/10/1990	AMSA S அம்சா சுக	UDAA	18	54	072	P	UDAB	19	41	060	P	UDAC	20	47	067	P	300	P	0719	P
			UDED	20	54	074	P	UMA1	18	54	072	P	UTA1	19	55	074	P				
2	1300711BD002 21/04/1991	AMUTHA K அமுதா க	UDAA	18	49	067	P	UDAB	18	43	061	P	UDAC	19	46	065	P	330	P	0734	P
			UDED	19	58	077	P	UPS1	19	45	064	P	UTA1	18	52	070	P				
3	1300711BD003 02/12/1983	AMUTHA POULA M அமுதா பவுலா மா	UDAA	17	41	058	P	UDAB	17	41	058	P	UDAC	18	36	054	P	301	P	0650	P
			UDED	18	49	067	P	UEN2	17	42	059	P	UEN1	16	37	053	P				
4	1300711BD004 18/05/1986	ANANTHI P ஆனந்தி பூ	UDAA	15	50	065	P	UDAB	15	36	051	P	UDAC	15	44	059	P	330	P	0701	P
			UDED	17	57	074	P	UMA1	18	36	054	P	UEN1	15	53	068	P				
5	1300711BD005 13/09/1981	ANUSUYA R அனுசுயா ரா	UDAA	17	28	045	RA	UDAB	17	29	046	RA	UDAC	16	13	029	RA	288	P	0590	RA
			UDED	16	47	063	P	UTA2	16	40	056	P	UTA1	16	47	063	P				
6	1300711BD006 22/03/1988	ARUNASALAM A அருணாசலம் ஆ	UDAA	18	58	076	P	UDAB	17	36	053	P	UDAC	19	55	074	P	352	P	0767	P
			UDED	18	52	070	P	UEN2	19	54	073	P	UEN1	19	50	069	P				
7	1300711BD007 18/03/1990	ARUNKUMAR M அருண்குமார் மா	UDAA	17	40	057	P	UDAB	18	25	043	RA	UDAC	17	43	060	P	320	P	0661	RA
			UDED	17	47	064	P	UMA1	18	39	057	P	UTA1	16	44	060	P				
8	1300711BD008 18/05/1988	ARUNKUMAR N அருண்குமார் நா	UDAA	17	54	071	P	UDAB	17	51	068	P	UDAC	18	47	065	P	320	P	0744	P
			UDED	19	52	071	P	UMA1	18	58	076	P	UTA1	16	57	073	P				
9	1300711BD009 01/07/1990	ASHA L ஆஷா ல	UDAA	18	53	071	P	UDAB	17	50	067	P	UDAC	18	55	073	P	320	P	0718	P
			UDED	18	39	057	P	UTA2	19	46	065	P	UTA1	19	46	065	P				
10	1300711BD010 25/06/1991	BABU A பாபு அ	UDAA	17	48	065	P	UDAB	17	50	067	P	UDAC	18	51	069	P	324	P	0713	P
			UDED	18	54	072	P	UMA1	17	44	061	P	UTA1	17	38	055	P				
11	1300711BD011 02/02/1990	BALASUNDHARAM D பாலசுந்தரம் த	UDAA	17	51	068	P	UDAB	18	45	063	P	UDAC	17	16	033	RA	285	P	0644	RA
			UDED	16	50	066	P	UPS1	15	37	052	P	UTA1	16	61	077	P				



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12	1300711BD012 12/12/1987	BHARATHI M பாரதி ம	UDAA 16 54 070 P UDED 17 47 064 P	UDAB 16 45 061 P UMA1 17 39 056 P	UDAC 19 56 075 P UTA1 18 42 060 P	340 P	0726 P
13	1300711BD013 02/03/1991	BHUVANESHWARI S புவனேஸ்வரி ச	UDAA 20 37 057 P UDED 16 46 062 P	UDAB 20 25 045 RA UEN2 16 52 068 P	UDAC 19 48 067 P UEN1 15 54 069 P	301 P	0669 RA
14	1300711BD014 11/08/1989	BOOMILINGAM E பூமிலிங்கம் எ	UDAA 15 17 032 RA UDED 15 28 043 RA	UDAB 15 16 031 RA UBS1 15 28 043 RA	UDAC 15 36 051 P UTA1 15 36 051 P	268 P	0519 RA
15	1300711BD015 03/06/1981	CHANDIRALEKA V சந்திரலேகா வெ	UDAA 15 38 053 P UDEE 17 37 054 P	UDAB 16 45 061 P UCM1 17 40 057 P	UDAC 15 52 067 P UCM2 17 49 066 P	312 P	0670 P
16	1300711BD016 06/05/1988	CHINNARAJ K சின்னராஜ் க	UDAA 17 65 082 P UDEE 17 48 065 P	UDAB 17 51 068 P UEN2 16 53 069 P	UDAC 19 54 073 P UEN1 17 60 077 P	346 P	0780 P
17	1300711BD017 05/05/1990	DASS E தாஸ் ஏ	UDAA 19 40 059 P UDED 20 56 076 P	UDAB 19 50 069 P UPS1 19 51 070 P	UDAC 19 46 065 P UTA1 19 55 074 P	340 P	0753 P
18	1300711BD018 01/04/1984	DEVI M தேவி ம	UDAA 20 44 064 P UDED 20 48 068 P	UDAB 20 37 057 P UBS1 20 50 070 P	UDAC 20 51 071 P UEN1 20 36 056 P	352 P	0738 P
19	1300711BD019 15/08/1990	DHANABATHI K தனபதி க	UDAA 19 58 077 P UDED 18 52 070 P	UDAB 20 52 072 P UMA1 17 57 074 P	UDAC 18 53 071 P UTA1 19 64 083 P	300 P	0747 P
20	1300711BD020 18/07/1979	FARZANA SULTANA K பர்சானா சுல்தானா கே	UDAA 15 63 078 P UDEE 19 53 072 P	UDAB 15 60 075 P UCM1 19 50 069 P	UDAC 18 55 073 P UCM2 19 61 080 P	333 P	0780 P
21	1300711BD021 11/10/1990	GAJALAKSHMI N கெஜலட்சுமி நா	UDAA 18 36 054 P UDED 18 43 061 P	UDAB 19 43 062 P UTA2 17 36 053 P	UDAC 17 38 055 P UTA1 16 36 052 P	280 P	0617 P
22	1300711BD022 02/05/1987	GANGADEVI K கங்காதேவி கு	UDAA 19 65 084 P UDED 18 64 082 P	UDAB 18 51 069 P UTA2 20 51 071 P	UDAC 20 64 084 P UTA1 20 52 072 P	337 P	0799 P



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23	1300711BD023 09/06/1979	GEETHA A கீதா அ	UDAA 18 36 054 P UDED 18 49 067 P	UDAB 19 40 059 P UEN2 17 41 058 P	UDAC 18 51 069 P UEN1 16 36 052 P	320 P	0679 P
24	1300711BD024 04/06/1990	GOWRI K கௌரி கு	UDAA 17 43 060 P UDED 18 54 072 P	UDAB 17 50 067 P UMA1 17 55 072 P	UDAC 19 48 067 P UTA1 19 64 083 P	324 P	0745 P
25	1300711BD025 10/03/1987	IYYAPPAN I அய்யப்பன் ஐ	UDAA 17 38 055 P UDED 15 40 055 P	UDAB 18 13 031 RA UPS1 15 38 053 P	UDAC 16 51 067 P UTA1 16 52 068 P	280 P	0609 RA
26	1300711BD026 04/04/1989	JANARTHANAN E ஜனார்த்தனன் ஏ	UDAA 19 49 068 P UDED 19 46 065 P	UDAB 19 30 049 RA UPS1 18 56 074 P	UDAC 16 57 073 P UTA1 17 50 067 P	293 P	0689 RA
27	1300711BD027 22/02/1988	JAYAPRATHA S ஜெயப்பிரதா செள	UDAA 18 42 060 P UDED 18 48 066 P	UDAB 19 31 050 RA UTA2 17 36 053 P	UDAC 17 37 054 P UTA1 17 38 055 P	285 P	0623 RA
28	1300711BD028 20/10/1972	JOTHI RAMANI K ஜோதி ரமணி கி	UDAA 20 62 082 P UDED 20 52 072 P	UDAB 20 38 058 P UCM1 20 62 082 P	UDAC 20 48 068 P UCM2 20 61 081 P	352 P	0795 P
29	1300711BD029 23/12/1986	KALAISELVI B கலைச்செல்வி பா	UDAA 20 36 056 P UDED 20 58 078 P	UDAB 20 55 075 P UMA1 20 59 079 P	UDAC 20 51 071 P UTA1 20 58 078 P	356 P	0793 P
30	1300711BD030 20/03/1988	KALIDAS M காளிதாஸ் மா	UDAA 18 28 046 RA UDEH 18 41 059 P	UDAB 18 31 049 RA UPS1 17 43 060 P	UDAC 18 45 063 P UTA1 17 48 065 P	320 P	0662 RA
31	1300711BD031 15/07/1982	KANNAGI P கண்ணகி ப	UDAA 18 37 055 P UDED 19 53 072 P	UDAB 18 25 043 RA UMA1 19 47 066 P	UDAC 18 47 065 P UTA1 20 51 071 P	340 P	0712 RA
32	1300711BD032 13/04/1986	KARUNAKARAN D கருணாகரன் த	UDAA 19 38 057 P UDED 15 43 058 P	UDAB 19 36 055 P UBS1 15 29 044 RA	UDAC 18 56 074 P UTA1 16 52 068 P	293 P	0649 RA
33	1300711BD033 11/06/1985	KATHIRAVAN S கதிர்வன் சி	UDAA 18 39 057 P UDED 18 48 066 P	UDAB 18 28 046 RA UPS1 18 38 056 P	UDAC 18 42 060 P UTA1 16 36 052 P	330 P	0667 RA



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34	1300711BD034 25/12/1990	KRISHNAMOORTHY M கிருஷ்ணமூர்த்தி ம	UDAA 17 46 063 P UDED 17 53 070 P	UDAB 17 28 045 RA UBS1 18 48 066 P	UDAC 17 52 069 P UTA1 17 55 072 P	316 P	0701 RA
35	1300711BD035 30/06/1980	LALITHA R லலிதா இரா	UDAA 15 55 070 P UDEE 18 54 072 P	UDAB 15 59 074 P UCM1 18 63 081 P	UDAC 17 57 074 P UCM2 18 50 068 P	316 P	0755 P
36	1300711BD036 01/06/1984	LAWRENCE K லாரன்ஸ் க	UDAA 19 56 075 P UDED 16 48 064 P	UDAB 17 36 053 P UHS1 18 55 073 P	UDAC 17 36 053 P UTA1 17 47 064 P	316 P	0698 P
37	1300711BD037 06/06/1982	LOGIDHASAN K லோகிதாசன் கோ	UDAA 16 27 043 RA UDED 16 45 061 P	UDAB 15 27 042 RA UMA1 15 42 057 P	UDAC 15 26 041 RA UTA1 15 36 051 P	297 P	0592 RA
38	1300711BD038 06/05/1990	MALATHI S மாலதி செ	UDAA 19 48 067 P UDED 17 49 066 P	UDAB 19 43 062 P UMA1 17 52 069 P	UDAC 16 40 056 P UTA1 17 51 068 P	330 P	0718 P
39	1300711BD039 14/06/1988	MANIKANDAN R மணிகண்டன் ரா	UDAA 18 48 066 P UDED 15 47 062 P	UDAB 18 30 048 RA UPS1 15 38 053 P	UDAC 17 52 069 P UTA1 17 36 053 P	280 P	0631 RA
40	1300711BD040 19/05/1986	MANIKANDAN R மணிகண்டன் இரா	UDAA 19 38 057 P UDED 16 64 080 P	UDAB 20 55 075 P UMA1 16 46 062 P	UDAC 15 59 074 P UTA1 15 50 065 P	304 P	0717 P
41	1300711BD041 10/03/1988	MANIKANDAN T R மணிகண்டன் தெரா	UDAA 20 60 080 P UDED 20 52 072 P	UDAB 19 54 073 P UMA1 20 44 064 P	UDAC 20 55 075 P UTA1 20 65 085 P	352 P	0801 P
42	1300711BD042 14/06/1970	MARY NIRMALA JOICE C மேரி நர்மலா ஜாய்ஸ் சி	UDAA 20 54 074 P UDED 18 52 070 P	UDAB 20 24 044 RA UHS1 20 55 075 P	UDAC 18 50 068 P UTA1 20 49 069 P	356 P	0756 RA
43	1300711BD043 27/05/1990	MATHIVANAN T மதிவாணன் தீ	UDAA 19 43 062 P UDED 15 48 063 P	UDAB 18 28 046 RA UPS1 15 38 053 P	UDAC 18 50 068 P UTA1 16 40 056 P	320 P	0668 RA
44	1300711BD044 25/05/1980	MOHAMED ASHARAFALI J முகமது அஸ்ரப் அலி ஜெ	UDAA 15 50 065 P UDEE 16 58 074 P	UDAB 15 26 041 RA UCM1 15 59 074 P	UDAC 15 57 072 P UCM2 15 48 063 P	285 P	0674 RA



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45	1300711BD045 15/11/1987	MOHAN R மோகன் ரா	UDAA 20 57 077 P UDED 20 46 066 P	UDAB 20 43 063 P UPS1 20 52 072 P	UDAC 19 52 071 P UTA1 19 38 057 P	356 P	0762 P
46	1300711BD046 07/03/1991	MUNIRATHINAM K முனிரத்தினம் கா	UDAA 20 58 078 P UDED 20 59 079 P	UDAB 20 36 056 P UMA1 20 36 056 P	UDAC 20 53 073 P UTA1 19 62 081 P	356 P	0779 P
47	1300711BD047 13/02/1986	MURUGAN R முருகன் ரா	UDAA 20 52 072 P UDED 20 53 073 P	UDAB 20 45 065 P UMA1 20 46 066 P	UDAC 20 52 072 P UTA1 20 64 084 P	356 P	0788 P
48	1300711BD048 01/01/1987	NARAYANAMOORTHIS நாராயணமூர்த்தி செ	UDAA 17 45 062 P UDED 15 49 064 P	UDAB 17 36 053 P UHS1 16 52 068 P	UDAC 18 51 069 P UEN1 15 51 066 P	340 P	0722 P
49	1300711BD049 10/07/1976	NATARAJAN M நடராஜன் ம	UDAA 16 39 055 P UDED 16 38 054 P	UDAB 16 16 032 RA UTA2 15 36 051 P	UDAC 15 37 052 P UTA1 15 24 039 RA	264 P	0547 RA
50	1300711BD050 20/04/1987	NEPOLIAN A நெப்போலியன் ஆ	UDAA 19 53 072 P UDED 18 45 063 P	UDAB 18 37 055 P UBS1 18 47 065 P	UDAC 18 39 057 P UTA1 16 43 059 P	330 P	0701 P
51	1300711BD051 18/03/1991	NITHYA A நித்யா அ	UDAA 18 64 082 P UDED 19 56 075 P	UDAB 17 40 057 P UTA2 20 51 071 P	UDAC 19 61 080 P UTA1 19 57 076 P	344 P	0785 P
52	1300711BD052 26/05/1989	PADMAVATHI S பத்மாவதி சு	UDAA 19 45 064 P UDED 20 52 072 P	UDAB 19 40 059 P UMA1 19 42 061 P	UDAC 19 48 067 P UTA1 19 49 068 P	352 P	0743 P
53	1300711BD053 30/09/1987	PADMAVATHY D பத்மாவதி த	UDAA 20 62 082 P UDED 20 53 073 P	UDAB 20 55 075 P UEN2 20 51 071 P	UDAC 20 52 072 P UEN1 19 58 077 P	352 P	0802 P
54	1300711BD054 15/04/1990	PANDIYAN P பாண்டியன் பொ	UDAA 17 36 053 P UDED 19 45 064 P	UDAB 18 23 041 RA UMA1 17 36 053 P	UDAC 18 42 060 P UTA1 18 46 064 P	293 P	0628 RA
55	1300711BD055 20/04/1991	PONNUVEL A பொன்னுவேல் அ	UDAA 17 38 055 P UDED 18 42 060 P	UDAB 17 38 055 P UPS1 16 44 060 P	UDAC 18 45 063 P UTA1 17 52 069 P	325 P	0687 P



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56	1300711BD056 12/01/1991	PRABAVATHI R பிரபாவதி ரா	UDAA 18 54 072 P UDED 18 42 060 P	UDAB 18 36 054 P UTA2 20 46 066 P	UDAC 19 46 065 P UTA1 19 46 065 P	312 P	0694 P
57	1300711BD057 08/04/1988	PRABU A பிரபு அ	UDAA 18 44 062 P UDED 19 47 066 P	UDAB 18 49 067 P UPS1 18 56 074 P	UDAC 19 36 055 P UTA1 17 47 064 P	340 P	0728 P
58	1300711BD058 25/07/1990	PRAKASH D பிரகாஷ் தே	UDAA 18 41 059 P UDED 19 40 059 P	UDAB 18 30 048 RA UMA1 18 49 067 P	UDAC 17 46 063 P UTA1 18 37 055 P	310 P	0661 RA
59	1300711BD059 15/03/1984	PREMA N பிரேமா ந	UDAA 20 36 056 P UDED 20 44 064 P	UDAB 20 46 066 P UPS1 20 46 066 P	UDAC 20 42 062 P UEN1 20 52 072 P	352 P	0738 P
60	1300711BD060 05/04/1986	PRIYA D பிரியா த	UDAA 17 40 057 P UDED 19 37 056 P	UDAB 19 52 071 P UTA2 18 39 057 P	UDAC 18 57 075 P UTA1 18 56 074 P	297 P	0687 P
61	1300711BD061 21/05/1975	PUSHPARAJAN M புஷ்பராஜன் மு	UDAA 16 AAA AAA RA UDED 17 AAA AAA RA	UDAB 15 26 041 RA UPS1 17 15 032 RA	UDAC 15 22 037 RA UTA1 16 13 029 RA	288 P	0427 RA
62	1300711BD062 05/03/1990	RADHAKRISHNAN M ராதாகிருஷ்ணன் மா	UDAA 20 51 071 P UDED 20 48 068 P	UDAB 18 66 084 P UPS1 19 51 070 P	UDAC 18 48 066 P UTA1 18 63 081 P	337 P	0777 P
63	1300711BD063 03/05/1983	RAJAKUMARI P ராஜகுமாரி ப	UDAA 19 47 066 P UDED 18 37 055 P	UDAB 19 58 077 P UTA2 18 48 066 P	UDAC 18 41 059 P UTA1 18 39 057 P	304 P	0684 P
64	1300711BD064 05/02/1990	RAJENDIRAN V ராஜேந்திரன் வெ	UDAA 18 48 066 P UDED 17 50 067 P	UDAB 17 48 065 P UEN2 18 27 045 RA	UDAC 17 46 063 P UEN1 18 36 054 P	338 P	0698 RA
65	1300711BD065 28/04/1987	RAJKUMAR R ராஜ்குமார் ரா	UDAA 19 46 065 P UDED 17 37 054 P	UDAB 17 36 053 P UBS1 15 51 066 P	UDAC 19 54 073 P UEN1 15 43 058 P	324 P	0693 P
66	1300711BD066 07/09/1987	RAJU H ராஜு அ	UDAA 17 50 067 P UDED 18 46 064 P	UDAB 17 23 040 RA UEN2 18 36 054 P	UDAC 17 30 047 RA UEN1 17 39 056 P	340 P	0668 RA



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67	1300711BD067 03/02/1973	RAMU K ராமு க	UDAA 19 41 060 P UDED 19 46 065 P	UDAB 18 36 054 P UHS1 19 50 069 P	UDAC 18 36 054 P UTA1 18 36 054 P	337 P	0693 P
68	1300711BD068 07/07/1989	RAVI K இரவி க	UDAA 20 58 078 P UDED 19 61 080 P	UDAB 19 37 056 P UMA1 19 58 077 P	UDAC 20 50 070 P UTA1 20 62 082 P	293 P	0736 P
69	1300711BD069 07/03/1991	RUTHIRAKUMAR D ருத் திரகுமார் தே	UDAA 18 63 081 P UDED 19 55 074 P	UDAB 18 39 057 P UPS1 19 49 068 P	UDAC 18 58 076 P UTA1 19 63 082 P	350 P	0788 P
70	1300711BD070 02/06/1990	SAMIKKANNU P சாமிக்கண்ணு ப	UDAA 19 45 064 P UDED 17 48 065 P	UDAB 19 36 055 P UBS1 17 36 053 P	UDAC 18 56 074 P UTA1 17 36 053 P	300 P	0664 P
71	1300711BD071 30/05/1987	SANGEETHA R சங்கீதா ரா	UDAA 18 42 060 P UDED 18 41 059 P	UDAB 18 40 058 P UTA2 18 54 072 P	UDAC 17 43 060 P UTA1 18 55 073 P	312 P	0694 P
72	1300711BD072 11/05/1987	SANKAR E சங்கர் ஏ	UDAA 18 56 074 P UDED 20 53 073 P	UDAB 18 44 062 P UPS1 19 51 070 P	UDAC 20 56 076 P UTA1 20 54 074 P	344 P	0773 P
73	1300711BD073 30/08/1988	SANTHI D சாந்தி த	UDAA 18 54 072 P UDED 19 48 067 P	UDAB 17 21 038 RA UTA2 17 57 074 P	UDAC 17 22 039 RA UTA1 17 47 064 P	293 P	0647 RA
74	1300711BD074 21/01/1985	SARALA G சரலா கோ	UDAA 19 48 067 P UDED 18 48 066 P	UDAB 19 36 055 P UEN2 16 19 035 RA	UDAC 18 50 068 P UEN1 15 25 040 RA	304 P	0635 RA
75	1300711BD075 31/03/1989	SARANYA M சரண்யா ம	UDAA 19 46 065 P UDED 18 49 067 P	UDAB 19 39 058 P UMA1 16 38 054 P	UDAC 16 38 054 P UTA1 17 48 065 P	290 P	0653 P
76	1300711BD076 07/07/1985	SASIKALA M சசிகலா மு	UDAA 15 AAA AAA RA UDEE 15 AAA AAA RA	UDAB 15 AAA AAA RA UCM1 16 AAA AAA RA	UDAC 17 AAA AAA RA UCM2 16 AAA AAA RA	AAA AA	0000 RA
77	1300711BD077 16/10/1989	SATHISH P சதிஷ் பொ	UDAA 18 48 066 P UDED 19 46 065 P	UDAB 20 42 062 P UPS1 18 47 065 P	UDAC 18 42 060 P UTA1 16 40 056 P	340 P	0714 P



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2012

(Candidates admitted during the Academic Year 2011-12)

College Code & Name : 13007 - Paulsons Teacher Training College

SN	REGNO/DOB	NAME	COD INT EXT TOT RST	COD INT EXT TOT RST	COD INT EXT TOT RST	PLM RST	GTO ORT
78	1300711BD078 02/02/1990	SATHISH V சதீஷ் வெ	UDAA 18 46 064 P UDED 20 59 079 P	UDAB 19 47 066 P UPS1 19 44 063 P	UDAC 20 54 074 P UTA1 20 51 071 P	330 P	0747 P
79	1300711BD079 15/06/1990	SELVAM N செல்வம் நா	UDAA 18 39 057 P UDED 19 45 064 P	UDAB 18 45 063 P UMA1 19 36 055 P	UDAC 20 42 062 P UTA1 18 37 055 P	324 P	0680 P
80	1300711BD080 17/04/1991	SENTAMILSELVI M செந்தமிழ்ச்செல்வி ம	UDAA 20 41 061 P UDED 20 48 068 P	UDAB 19 46 065 P UTA2 20 60 080 P	UDAC 20 43 063 P UTA1 20 48 068 P	352 P	0757 P
81	1300711BD081 07/04/1981	SENTHIL E செந்தில் ஏ	UDAA 16 39 055 P UDEH 16 51 067 P	UDAB 15 33 048 RA UHS1 15 44 059 P	UDAC 15 37 052 P UTA1 15 14 029 RA	280 P	0590 RA
82	1300711BD082 25/03/1985	SHARMILA D K ஜர்மிலா தே கா	UDAA 20 56 076 P UDED 20 51 071 P	UDAB 20 51 071 P UPS1 20 64 084 P	UDAC 20 48 068 P UTA1 20 63 083 P	356 P	0809 P
83	1300711BD083 17/06/1985	SIVA S சிவா செ	UDAA 19 44 063 P UDED 17 36 053 P	UDAB 18 38 056 P UBS1 16 57 073 P	UDAC 18 38 056 P UTA1 16 31 047 RA	300 P	0648 RA
84	1300711BD084 03/08/1987	SIVAGNAMAM S சிவஞானம் சா	UDAA 19 44 063 P UDED 18 49 067 P	UDAB 18 45 063 P UEN2 16 38 054 P	UDAC 18 39 057 P UEN1 15 44 059 P	325 P	0688 P
85	1300711BD085 03/06/1986	SIVAGURU S சிவகுரு சீ	UDAA 18 54 072 P UDED 19 51 070 P	UDAB 19 50 069 P UTA2 16 51 067 P	UDAC 17 38 055 P UTA1 16 50 066 P	293 P	0692 P
86	1300711BD086 21/05/1986	SIVAKUMAR K சிவகுமார் கா	UDAA 18 45 063 P UDED 18 47 065 P	UDAB 18 36 054 P UMA1 18 48 066 P	UDAC 18 36 054 P UTA1 17 36 053 P	320 P	0675 P
87	1300711BD087 19/09/1987	SRINIVASAN G ஸ்ரீனிவாசன் க	UDAA 18 45 063 P UDED 17 44 061 P	UDAB 17 46 063 P UEN2 16 37 053 P	UDAC 17 39 056 P UEN1 15 26 041 RA	340 P	0677 RA
88	1300711BD088 16/08/1988	THAMIZH A தமிழ் அ	UDAA 15 56 071 P UDED 17 57 074 P	UDAB 15 51 066 P UEN2 16 41 057 P	UDAC 16 45 061 P UEN1 15 36 051 P	304 P	0684 P



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89	1300711BD089 02/12/1989	THILAGAM S திலகம் ச	UDAA 19 21 040 RA UDED 20 42 062 P	UDAB 19 41 060 P UBS1 18 41 059 P	UDAC 18 24 042 RA UTA1 17 36 053 P	350 P	0666 RA
90	1300711BD090 10/04/1991	THIYAGARAJAN I தியாகராஜன் ஐ	UDAA 17 43 060 P UDED 17 47 064 P	UDAB 17 37 054 P UPS1 15 61 076 P	UDAC 18 36 054 P UTA1 17 39 056 P	305 P	0669 P
91	1300711BD091 16/05/1984	USHA K உஷா கா	UDAA 18 47 065 P UDED 18 61 079 P	UDAB 17 42 059 P UTA2 17 52 069 P	UDAC 18 46 064 P UTA1 17 62 079 P	312 P	0727 P
92	1300711BD092 09/11/1985	VAIDEHI G வைதேகி க	UDAA 19 43 062 P UDED 20 28 048 RA	UDAB 19 28 047 RA UCM1 19 37 056 P	UDAC 19 36 055 P UCM2 19 39 058 P	330 P	0656 RA
93	1300711BD093 08/05/1991	VALARMATHI M வளர்மதி மா	UDAA 20 62 082 P UDED 20 54 074 P	UDAB 20 50 070 P UTA2 20 43 063 P	UDAC 20 30 050 RA UTA1 20 42 062 P	356 P	0757 RA
94	1300711BD094 09/06/1988	VEDIKUMAR K வேட்குமார் கு	UDAA 18 49 067 P UDED 19 49 068 P	UDAB 19 46 065 P UMA1 19 47 066 P	UDAC 19 30 049 RA UTA1 18 47 065 P	324 P	0704 RA
95	1300711BD095 17/11/1990	VENMATHI V வெண்மதி வெ	UDAA 19 57 076 P UDED 19 56 075 P	UDAB 19 41 060 P UTA2 18 56 074 P	UDAC 18 54 072 P UTA1 18 44 062 P	312 P	0731 P
96	1300711BD096 20/04/1991	VIJAYA SHANTHI L விஜய சாந்தி ல	UDAA 18 28 046 RA UDED 18 51 069 P	UDAB 18 36 054 P UTA2 19 42 061 P	UDAC 16 47 063 P UTA1 19 48 067 P	320 P	0680 RA
97	1300711BD097 27/07/1991	VIJAYAKUMAR A விஜயகுமார் அ	UDAA 18 38 056 P UDED 19 39 058 P	UDAB 18 51 069 P UPS1 18 57 075 P	UDAC 17 41 058 P UTA1 17 46 063 P	310 P	0689 P
98	1300711BD098 08/04/1990	VIJAYALAKSHMI C விஜயலட்சுமி சி	UDAA 18 38 056 P UDED 19 45 064 P	UDAB 18 59 077 P UTA2 18 48 066 P	UDAC 16 46 062 P UTA1 19 46 065 P	310 P	0700 P
99	1300711BD099 07/03/1987	VIRUDHAMBAL M விருத்தாம்பாள் ம	UDAA 17 57 074 P UDED 17 56 073 P	UDAB 17 45 062 P UMA1 18 61 079 P	UDAC 18 55 073 P UTA1 18 50 068 P	300 P	0729 P



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SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
100	1300711BD100	VIVILIA PRIYADHARISINI J	UDAA	20	59	079	P	UDAB	20	54	074	P	UDAC	20	49	069	P	356	P	0809	P
	17/10/1990	விவிலியா பிரியதர்ஜினி ஜெஜ்ஜ	UDED	20	58	078	P	UEN2	20	63	083	P	UEN1	20	50	070	P				

COD-Subject Code, INT-Internal Marks, EXT-External Marks, TOT-Subj Total, RST-Result, PLM-Practical Mark, GTO-Grand Total Marks, ORT-Overall Result, P-Pass, RA-Reappear, AA-Absent, WD-Withheld

Chennai - 600005

11/08/2012

Controller of Examinations



Handwritten notes and calculations:

SP 15 27

ST - -

SC 21 10

SD 22 28

SO - -

OO - -

100 265

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TAMIL NADU TEACHERS EDUCATION UNIVERISTY
RE-VALUATION RESULTS
B.Ed. Degree Examination May/June 2012

College Code and Name : 13007 - Paulsons Teacher Training College

Paulsons Nagar, Pullichapallam, Villupuram District, 605 109

SNo.	Regno	Name	Subject Code	Original Marks	Marks secured after Revaluation	Results
1	1300711BD005	ANUSUYA R	UDAA	28	31	RA No Change
			UDAB	29	36	P Change
			UDAC	13	21	RA No Change
2	1300711BD013	BHUVANESHWARI S	UDAB	25	29	RA No Change
3	1300711BD026	JANARTHANAN E	UDAB	30	23	RA No Change
4	1300711BD027	JAYAPRATHA S	UDAB	31	37	P Change
5	1300711BD032	KARUNAKARAN D	UBS1	29	29	RA No Change
6	1300711BD033	KATHIRAVAN S	UDAB	28	28	RA No Change
7	1300711BD034	KRISHNAMOORTHY M	UDAB	28	36	P Change
8	1300711BD037	LOGIDHASAN K	UDAA	27	24	RA No Change
			UDAB	27	27	RA No Change
			UDAC	26	18	RA No Change
9	1300711BD039	MANIKANDAN R	UDAB	30	36	P Change
10	1300711BD042	MARY NIRMALA JOICE C	UDAB	24	36	P Change
11	1300711BD043	MATHIVANAN T	UDAB	28	41	P Change
12	1300711BD044	MOHAMED ASHARAFALI J	UDAB	26	20	RA No Change
13	1300711BD058	PRAKASH D	UDAB	30	47	P Change
14	1300711BD064	RAJENDIRAN V	UEN2	27	49	P Change
15	1300711BD073	SANTHI D	UDAB	21	37	P Change
			UDAC	22	37	P Change
16	1300711BD074	SARALA G	UEN1	25	19	RA No Change
			UEN2	19	16	RA No Change
17	1300711BD081	SENTHIL E	UDAB	33	38	P Change
			UTA1	14	40	P Change
18	1300711BD083	SIVA S	UTA1	31	37	P Change
19	1300711BD087	SRINIVASAN G	UEN1	26	22	RA No Change



TAMIL NADU TEACHERS EDUCATION UNIVERISTY
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Paulsons Nagar, Pullichapallam, Villupuram District, 605 109

SNo.	Regno	Name	Subject Code	Original Marks	Marks secured after Revaluation	Results
20	1300711BD089	THILAGAM S	UDAA	21	37	P Change
			UDAC	24	36	P Change
21	1300711BD092	VAIDEHI G	UDAB	28	28	RA No Change
			UDED	28	27	RA No Change
22	1300711BD093	VALARMATHI M	UDAC	30	55	P Change
23	1300711BD094	VEDIKUMAR K	UDAC	30	37	P Change
24	1300711BD096	VIJAYA SHANTHI L	UDAA	28	23	RA No Change

Note :

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Chennai - 600005
05/10/2012



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Controller of Examinations i/c

ii) M.Ed. Results



Tamilnadu Teachers Education University

M.Ed. Degree Examination, May/June 2012

(Candidates admitted during the Academic Year 2011-12)

College Code & Name: 13007 - Paulsons Teacher Training College

SN	REGNO	NAME	COD	EXT	RST	COD	EXT	RST	COD	EXT	RST	COD	VIV	EXT	TOT	RST	GTO	ORT
1	1300711MD001	AMAL RAJ A	PDAA	050	P	PDAB	050	P	PDAC	036	RA	PTVV	34	078	112	P	0358	RA
	28/06/1988	அமல் ராஜ் அ	PTEN	060	P	PWED	050	P										
2	1300711MD002	ARAVINDH SANDAL KUMAR T	PDAA	037	RA	PDAB	014	RA	PDAC	010	RA	PTVV	27	082	109	P	0247	RA
	29/07/1976	அரவிந்த் சேண்டல் குமார் தி	PTEN	050	P	PWED	027	RA										
3	1300711MD003	BASKARAN K	PDAA	053	P	PDAB	050	P	PDAC	050	P	PTVV	32	075	107	P	0367	P
	10/05/1984	பாஸ்கரன் கு	PTEN	053	P	PWED	054	P										
4	1300711MD004	GILBERT JEYARAJ L	PDAA	066	P	PDAB	050	P	PDAC	026	RA	PTVV	27	091	118	P	0390	RA
	07/07/1970	கிஸ்பர்ட் ஜெயராஜ் லூ	PTEN	064	P	PWED	066	P										
5	1300711MD005	JAYABHARATHI K	PDAA	WD	WD	PDAB	WD	WD	PDAC	WD	WD	PTVV	WD	WD	WD	WD	WD	WD
	07/10/1980	ஜெயபாரதி க	PTEN	WD	WD	PWED	WD	WD										
6	1300711MD006	JAYARANI C	PDAA	059	P	PDAB	AAA	RA	PDAC	AAA	RA	PTVV	38	093	131	P	0190	RA
	08/05/1977	ஜெயராணி கு	PTEN	AAA	RA	PWED	AAA	RA										
7	1300711MD007	JOHN BOSCO A	PDAA	068	P	PDAB	050	P	PDAC	050	P	PTVV	40	098	138	P	0395	RA
	10/04/1974	ஜான் போஸ்கோ ஆ	PTEN	036	RA	PWED	053	P										
8	1300711MD008	JOHN BRITTO A	PDAA	050	P	PDAB	050	P	PDAC	030	RA	PTVV	34	092	126	P	0319	RA
	07/06/1967	ஜான் பிரிட்ஜோ அ	PTEN	036	RA	PWED	027	RA										
9	1300711MD009	KAVIYARASAN G	PDAA	050	P	PDAB	053	P	PDAC	033	RA	PTVV	28	085	113	P	0342	RA
	12/04/1988	கவியரசன் கோ	PTEN	061	P	PWED	032	RA										
10	1300711MD010	KESAVAN P	PDAA	AAA	RA	PDAB	050	P	PDAC	039	RA	PTVV	28	095	123	P	0314	RA
	27/05/1980	கேசவன் பெ	PTEN	050	P	PWED	052	P										
11	1300711MD011	MAHESWARAN S	PDAA	056	P	PDAB	054	P	PDAC	036	RA	PTVV	34	090	124	P	0398	RA
	17/02/1982	மகேஸ்வரன் செ	PTEN	058	P	PWED	070	P										
12	1300711MD012	MAKESVARAN A	PDAA	AAA	RA	PDAB	AAA	RA	PDAC	020	RA	PTVV	28	098	126	P	0265	RA
	16/04/1971	மகேஸ்வரன் ஆ	PTEN	050	P	PWED	069	P										
13	1300711MD013	MALINIDEVI S	PDAA	065	P	PDAB	055	P	PDAC	033	RA	PTVV	28	090	118	P	0397	RA
	05/05/1985	மாலினிதேவி ச	PTEN	062	P	PWED	064	P										
14	1300711MD014	MURUGALAKSHMI P	PDAA	059	P	PDAB	050	P	PDAC	037	RA	PTVV	27	086	113	P	0376	RA
	31/05/1980	முருகலட்சுமி பெ	PTEN	055	P	PWED	062	P										



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SN	REGNO	NAME	COD EXT RST	COD EXT RST	COD EXT RST	COD VIV EXT TOT RST	GTO	ORT
15	1300711MD015	MUTHAIYAN S	PDAA 063 P	PDAB 056 P	PDAC 032 RA	PTVV 29 080 109 P	0386	RA
	01/08/1983	முத்தையன் ச	PTEN 064 P	PWED 062 P				
16	1300711MD016	NAGARAJAN T	PDAA AAA RA	PDAB 050 P	PDAC 010 RA	PTVV 26 089 115 P	0285	RA
	05/06/1981	நாகராஜன் த	PTEN 055 P	PWED 055 P				
17	1300711MD017	NARESH KUMAR A	PDAA 070 P	PDAB 063 P	PDAC 050 P	PTVV 40 079 119 P	0423	P
	02/09/1983	நரேஷ் குமார் ஆ	PTEN 061 P	PWED 060 P				
18	1300711MD018	PRASATH S	PDAA 029 RA	PDAB 054 P	PDAC 014 RA	PTVV 28 102 130 P	0342	RA
	11/05/1980	பிரசாத் ச	PTEN 051 P	PWED 064 P				
19	1300711MD019	RAMESH A	PDAA 058 P	PDAB 050 P	PDAC 039 RA	PTVV 27 115 142 P	0395	RA
	10/05/1981	ரமேஷ் அ	PTEN 053 P	PWED 053 P				
20	1300711MD020	RAMYA T	PDAA 064 P	PDAB 054 P	PDAC 028 RA	PTVV 27 117 144 P	0402	RA
	09/04/1987	ரம்யா தி	PTEN 054 P	PWED 058 P				
21	1300711MD021	RANJITH KUMAR A	PDAA 064 P	PDAB 053 P	PDAC 039 RA	PTVV 26 100 126 P	0406	RA
	03/11/1983	ரஞ்சித் குமார் ஆ	PTEN 051 P	PWED 073 P				
22	1300711MD022	SAMPATH S	PDAA 062 P	PDAB 061 P	PDAC 065 P	PTVV 26 085 111 P	0426	P
	28/05/1985	சம்பத் செ	PTEN 050 P	PWED 077 P				
23	1300711MD023	SATHEESH KUMAR D	PDAA 051 P	PDAB 052 P	PDAC 021 RA	PTVV 27 095 122 P	0366	RA
	16/10/1982	சதிஷ் குமார் த	PTEN 053 P	PWED 067 P				
24	1300711MD024	SELVARAJ A	PDAA 063 P	PDAB 060 P	PDAC 041 RA	PTVV 30 104 134 P	0421	RA
	03/10/1981	செல்வராஜ் அ	PTEN 050 P	PWED 073 P				
25	1300711MD025	SELVI K	PDAA 069 P	PDAB 055 P	PDAC 014 RA	PTVV 28 082 110 P	0364	RA
	02/03/1971	செல்வி க	PTEN 056 P	PWED 060 P				
26	1300711MD026	SEMBULINGAM S	PDAA 027 RA	PDAB 033 RA	PDAC AAA RA	PTVV 34 102 136 P	0232	RA
	05/03/1985	செம்புலிங்கம் செ	PTEN 036 RA	PWED AAA RA				
27	1300711MD027	SHIYAMALA DEVI E	PDAA 075 P	PDAB 065 P	PDAC 065 P	PTVV 33 098 131 P	0471	P
	10/01/1983	சியாமளா தேவி ஏ	PTEN 064 P	PWED 071 P				
28	1300711MD028	SINGARAVELU M	PDAA 051 P	PDAB 051 P	PDAC 070 P	PTVV 26 102 128 P	0418	P
	10/11/1985	சிங்கரவேலு ம	PTEN 061 P	PWED 057 P				



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29	1300711MD029	SIVAPRAKASAM T	PDAA	AAA	RA	PDAB	AAA	RA	PDAC	AAA	RA	PTVV	36	082	118	P	0118	RA
	09/03/1973	சிவப்பிரகாசம் த	PTEN	AAA	RA	PWED	AAA	RA										
30	1300711MD030	SOWRIRAJA L	PDAA	053	P	PDAB	036	RA	PDAC	058	P	PTVV	28	091	119	P	0389	RA
	04/01/1986	சவுரிராஜா ல	PTEN	061	P	PWED	062	P										
31	1300711MD031	STANISLAUS P	PDAA	065	P	PDAB	024	RA	PDAC	036	RA	PTVV	35	076	111	P	0367	RA
	15/11/1970	ஸ்தனிஸ்லாஸ் ப	PTEN	058	P	PWED	073	P										
32	1300711MD032	THANGADURAI C	PDAA	063	P	PDAB	051	P	PDAC	025	RA	PTVV	30	097	127	P	0380	RA
	06/02/1980	தங்கதுரை செ	PTEN	054	P	PWED	060	P										
33	1300711MD033	VARADARAJ M	PDAA	051	P	PDAB	026	RA	PDAC	019	RA	PTVV	28	100	128	P	0324	RA
	12/03/1986	வரதராஜ் மு	PTEN	050	P	PWED	050	P										
34	1300711MD034	VIRAPPANE E	PDAA	054	P	PDAB	036	RA	PDAC	011	RA	PTVV	27	102	129	P	0328	RA
	08/02/1973	வீரப்பன் ஏ	PTEN	038	RA	PWED	060	P										
35	1300711MD035	YVONNE MARIE BONCOEUR K	PDAA	067	P	PDAB	050	P	PDAC	050	P	PTVV	38	104	142	P	0412	P
	01/10/1978	இவோன் மரி போங்கர் கி	PTEN	051	P	PWED	052	P										

COD-Subject Code, INT-Internal Marks, EXT-External Marks, TOT-Subj Total, RST-Result, VIV- Viva-voce, GTO-Grand Total Marks, ORT-Overall Result ,
P-Pass, RA-Reappear, AA-Absent, RSU- Resubmission, RJ-Rejected, WD-Withheld

Chennai - 600005

11/08/2012



[Signature]
Controller of Examinations



TAMIL NADU TEACHERS EDUCATION UNIVERISTY
RE-VALUATION RESULTS
M.Ed. Degree Examination May/June 2012

College Code and Name : 13007 - Paulsons Teacher Training College

Paulsons Nagar, Pullichapallam, Villupuram District, 605 109

SNo.	Regno	Name	Subject Code	Original Marks	Marks secured after Revaluation	Results
1	1300711MD011	MAHESWARAN S	PDAC	36	37	RA No Change
2	1300711MD014	MURUGALAKSHMI P	PDAC	37	28	RA No Change
3	1300711MD015	MUTHAIYAN S	PDAC	32	53	P Change
4	1300711MD018	PRASATH S	PDA A	29	24	RA No Change
			PDAC	14	30	RA No Change
5	1300711MD019	RAMESH A	PDAC	39	52	P Change
6	1300711MD020	RAMYA T	PDAC	28	60	P Change
7	1300711MD024	SELVARAJ A	PDAC	41	41	RA No Change
8	1300711MD030	SOWRIRAJA L	PDAB	36	42	RA No Change
9	1300711MD033	VARADARAJ M	PDAB	26	53	P Change
			PDAC	19	31	RA No Change

Note :

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- 2) "No Change" - Revised Statement of Marks **will not** be issued.

Chennai - 600005
05/10/2012

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Controller of Examinations i/c



4.9. SAMPLE OF FEEDBACK ON PRACTICE TEACHING

1. TEACHER EDUCATOR FEEDBACK ON TEACHING PRACTICE

NAME OF THE STUDENT TEACHER:

CLASS:

SUBJECT:

LESSON:

Sl. No.	Parameters	Very Good	Good	Satisfactory	Poor
1.	Attitude Towards Teachers and Teaching. ஆசிரியர்கள் மற்றும் கற்பித்தல் குறித்த மனப்பான்மை				
2.	Active Participation of Students in the Teaching Learning Process. கற்றல் செயல்பாட்டில் மாணவர்களின் பங்கேற்பு				
3.	Usage of Teaching Aids கற்பித்தல் உபகரணங்கள் பயன்படுத்துதல்				
4.	Explanation of the Topic பாடங்களை விவரித்தல்				
5.	Interaction in the Presentation கற்பித்தலில் விவாதம்				
6.	Engagement in School Activities பள்ளி செயல்பாடுகளில் ஈடுபாடு				
7.	Integration of Teaching Skills கற்பித்தல் திறன்கள் ஒன்றுகலத்தல்				
8.	Integration of ICT in Teaching கற்பித்தலில் தகவல் தொழில்நுட்ப ஒன்றுகலப்பு.				

9.	Time Management நேர மேலாண்மை				
10.	Classroom Management வகுப்பறை மேலாண்மை				
11	Progression in Action Research செயல் ஆராய்ச்சியில் முன்னேற்றம்				
12.	Overall Performance மொத்தத்தில் கற்பிக்கும் திறன் வெளிப்பாடு.				

CONSTRUCTIVE CRITICISM:

Signature of the teacher educator

2. PEER FEEDBACK ON TEACHING PRACTICE**NAME OF THE STUDENT TEACHER:****CLASS:****SUBJECT:****LESSON:**

Sl. No.	Parameters	Very Good	Good	Satisfactory	Poor
1.	Attitude Towards Peers and Teaching. கற்பித்தல் மற்றும் சக பயிற்சி ஆசிரியர்கள் குறித்த மனப்பான்மை.				
2.	Active Participation of Students in the Teaching learning Process. கற்றல்				

	கற்பித்தல் செயல்பாட்டில் மாணவர்களின் பங்கேற்பு				
3.	Usage of Teaching Aids கற்பித்தல் உபகரணங்கள் பயன்படுத்தல்				
4.	Explanation of the Topic பாடங்களை விவரித்தல்				
5.	Interaction in the Presentation கற்பித்தலில் விவாதம்				
6.	Engagement in School Activities பள்ளி செயல்பாடுகளில் பங்கேற்பு				
7.	Integration of Teaching Skills கற்பித்தல் திறன்கள் ஒன்றுகலத்தல்				
8.	Relationship with Students மாணவர்களுடன் தொடர்பு				
9.	Time Management நேர மேலாண்மை				
10.	Classroom Management வகுப்பறை மேலாண்மை				
11.	Overall Performance மொத்தத்தில் கற்பிக்கும் திறன் வெளிப்பாடு.				

COMMENTS IF ANY:

Signature of the Peer

3.GUIDE TEACHER FEEDBACK ON TEACHING PRACTICE**NAME OF THE STUDENT TEACHER:****CLASS:****SUBJECT:****LESSON:**

Sl. No.	Parameters	Very Good	Good	Satisfactory	Poor
1.	Involvement in Teaching கற்பித்தலில் பங்கேற்பு				
2.	Participation in School Activities. பள்ளி செயல்பாடுகளில் பங்கேற்பு				
3.	Attitude Towards Teachers ஆசிரியர்கள் குறித்த மனப்பான்மை				
4.	Timely Completion of Syllabus குறித்த நேரத்தில் பாடத்தை முடித்தல்				
5.	Engagement in Action Research and Case Study				

	செயல் ஆராய்ச்சி மற்றும் தனியாள் பிரச்சனை ஆராய்தலில் ஈடுபாடு				
6.	Preparation and Conduction of Achievement Test. அடைவுத்தேர்வு தயாரித்தல் மற்றும் நடத்தும் பாங்கு				
7.	Performance in Teaching. கற்பித்தலில் சிறப்பான வெளிப்பாடு				

SUGGESTIONS FOR IMPROVEMENT:

Signature of the Guide Teacher

Appendix 5.**5.Data Sheet to record the ‘Best Practices’**

There are many ‘Best Practices’ in our institution that add value to the education that we are offering. We have identified one validated ‘Best Practice’ and details on it are given here.

PRACTICE**1. Title of the practice**

“Peer Group Training in ICT Skills”

2. The Context that Required Initiation of the Practice.

Paulsons Teacher Training Institute felt that the student teachers should develop their ICT skills so that integration of ICT in Education and Teacher Education is possible. It would enhance the quality of Teacher Education as per the Global Trend. Further, as teachers it is their responsibility to meet the needs screen learners. At the time of admission as most of the students were from the rural area around the college, their ICT skills were not well developed. The student teachers who are going to upgrade the nation through their teaching, they themselves lacked this skill. To equip the future teachers to face the challenge, the college is practicing ‘PEER GROUP TRAINING IN ICT SKILLS’

3. Objectives of the Practice

The practice has twin objectives.

- i) To help the student teachers develop ICT skills so as to enable them to face challenges in modern life.
- ii) To motivate the student teachers to learn the skills collaboratively and co-operatively.

4. The Practice

This practice was introduced from the academic year 2009-2010. Student teachers were split into groups as per the ratio of ICT skilled student teachers to non ICT skilled student teachers. The ICT skilled students were selected based on their proficiency and competency in Computer Skills and it was done through Check List. The selected students would undergo three days intensive training from a expert in the fields of computer and teacher education. The training was designed to meet the needs of student teachers to improve ICT skills. Already competent in basic computer skills and trained student teachers would act as the Peer Group Instructors for the whole training. The Peer Group Instructors would give training to their group

students during their computer lab hours under the supervision of our teacher educators. Our student teachers grasp the skills effectively from the Peer Group Instructors. Effectiveness and Utility of such instructions were analysed and evaluated from the feedback of students. Final evaluation is done through Group Project and prizes would be given to best Peer Group Instructor and Best Peer Group.

Training was imparted in the following areas:

- ❖ Creating Powerpoint Presentations,
- ❖ Developing Computer Assisted Instructions,
- ❖ Evaluating Websites, Creating Mail Id and Sending Mails,
- ❖ Browsing and Downloading Images, Videos, Powerpoint, Modules & e-resources from the Website.
- ❖ CD writing and Storing the files in Desired Locations

5. Obstacles Faced If any and Strategies Adopted to Overcome them.

At the beginning of the programme, every student paid utmost attention. They took part in the training eagerly. But as time went by, there were signs of withdrawal on the part of some students. The basic reason for such withdrawal is lack of confidence and poor ICT skills. As most of the students are from the rural area, they were not confident of operating computers. Such students were identified and special attention and care given to them.

6. Impact of the Practice

At the end of the training most of the students familiar with computer and its application in the field of teaching. The objectives framed were fulfilled due to the collaborative efforts of student teachers. The following results were observed from the student teachers

- Produced Innovative Instructional Aids.
- Integrate ICT in Teacher Education.
- Increase in Usage of Computers and Internet.
- Learned the Peer Group Instruction Methodology.
- Upkeep of Contact with the institution through mails.

- Downloaded videos, modules and images which are helpful in teaching.

Those who attended the programme last year still cherish the experience and feel that Paulsons College is the only college in the District that took very special interest in ICT skills. Many of our students gained confidence and they are using ICT components in teaching and learning effectively.

7. Resources Required

Besides finance, readiness of the management and the willingness of students, the following are required:

- Computer Laboratory with Internet Facility.
 - Talented and effective resource person.
 - Time within the working days
 - Audio – Visual Aids
- a. LCD Projector and Screen
 - b. Computer with DVD drive and pen drive slot
 - c. Speakers connected to the computer
 - d. 1 Collar mike or 1 Cordless mike + 1 Cordless mike
 - e. White board or Black board + white board marker or chalk pieces
 - f. Individual moveable chairs for participants

8.Contact Person for Further Details.

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