SRI BALAJI COLLEGE OF EDUCATION

Irumbedu, Arni T.k., Thiruvannamalai Dist., Tamilnadu – 632 317.

SELF STUDY REPORT FOR NAAC

A. Profile of the Institution

1. Name and address of the institution   : **Sri Balaji College of Education**,
   Arcot Road, Irumbedu, Arni T.k.,
   Thiruvannamalai Dist., Tamilnadu
   Pin code: 632317.

2. Website URL   : www.sbce.in

3. For communication   :

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. P. Vaiyapuri Raja Principal	04173-291275	04173-227725	sribalajicoed@yahoo.in pvrnaiker@gmail.com
Mr. H. Prabhu Co-ordinator	04173-227725	_	prabhuknb@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. P. Vaiyapuri Raja Principal	_	97860 50258
Mr. H. Prabhu Co-ordinator	0416-2230072	94880 14921

4. Location of the Institution:
   Urban ☐   Semi-urban ☐   **Rural** ✔   Tribal ☐
   Any other (specify and indicate) ☐

5. Campus area in acres   :   **5.19 Acres**

1

6. Is it a recognized minority institution?   :   Yes ☐   **No** ☑

7. Date of establishment of the institution   :
      Month & Year

MM	YYYY
05	**2007**

8. University/Board to which the institution
     is affiliated   :

Tamil Nadu Teachers' Education University, Chennai-97.

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
       Month & Year

2f
MM	YYYY
-	-

      Month & Year

12B
MM	YYYY
-	-

10.   Type of Institution

     a.   By funding   i. Government   ☐
                                ii. Grant-in-aid   ☐
                                iii. Constituent   ☐
                                iv. **Self-financed**✓   ☐
                                v.   Any other (specify and indicate)   ☐
     b.   By Gender   i. Only for Men   ☐
                                ii. Only for Women   ☐
                                iii. **Co-education**✓   ☐
     c.   By Nature   i. University Dept.   ☐
                                ii. IASE   ☐
                                iii. Autonomous College   ☐
                                iv. **Affiliated College**✓   ☐
                                v.   Constituent College   ☐
                                vi. Dept. of Education of Composite

                                   College   ☐
                                vii. CTE   ☐
                                viii. Any other (specify and indicate)   ☐

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
i.	Secondary/ Sr. secondary	B.Ed.,	(B.Sc.,/ B.A.,/B.C.A.) Graduate	Degree	2 Years	Tamil & English
ii.	Post Graduate	M.Ed.,	B.Ed. Graduate	Degree	2 Years	English

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/ Sr. Secondary	B.Ed.,	F.SRO/NCTE/APSO3032/ B.Ed./TN/2014-15/63793 Date: 01.05.2015	Permanent	**2 Units** (100 Students)
Post Graduate	M.Ed.,	F.SRO/NCTE/APSO8906/ M.Ed./TN/2015/65308 Date: 22.05.2015	Permanent	**1 Unit** (50 Students)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
    Vision

Yes	✔	No	

    Mission

Yes	✔	No	

    Values

Yes	✔	No	

    Objectives

Yes	✔	No	

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

Yes	✔	No	

    If yes,

    a) How many programmes?   **Two (B.Ed., & M.Ed.,)**

    b) Fee charged per programme   **Rs.37500/- & Rs.38000/-**

3. Are there programmes with semester system   **No**

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

Yes		No	✔

    If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

--

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

    B.Ed.   **8**

    M.Ed. (Full Time)
                                           2 per year
    Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	✔

Number	---

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

Yes	✔	No	

Number	**Frequently**

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✔	No	

Number	3

9. 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	

- Employers

Yes	✔	No	

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

6 Months

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

| Yes | | **No** | ✓ |

| Number | |

12. Are there courses in which major syllabus revision was done during the last five years?

| **Yes** | ✓ | No | |

| Number | **2** |

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

Yes   ✓   No

14. 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 (specifies and indicates) ☐

    (If more than one method is followed, kindly specify the weightages) ☐

2. Furnish the following information (for the previous academic year): (2015-2016 I Year)

    a) Date of start of the academic year | **01.10.2015**
    b) Date of last admission | **16.11.2015**
    c) Date of closing of the academic year | **17.06.2016**
    d) Total teaching days | **186**
    e) Total working days | **200**

3. Total number of students admitted (2016-17)

Programme	Number of students			Reserved (SC/ST)			Open		
	M	**F**	**Total**	**M**	**F**	**Total**	**M**	**F**	**Total**
B.Ed.	16	84	100	12	42	54	_	_	_
M.Ed. (Full Time)	30	20	50	27	18	45	_	_	_

4. Are there any overseas students?

| Yes | | No | ✓ |

If yes, how many?

| --- |

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

       a) Unit cost excluding salary component

       b) Unit cost including salary component

| **29.00** (in thousands) |
| **48.00** (in thousands) |

(Please provide the unit cost for each of the programme offered by the institution as detailed at

Question 12 *of profile of the institution)*

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

Programmes	Open (2015-16)		Reserved (2015-16)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	87%	45%	–	40% Just Pass
M.Ed. (Full Time)	79%	50%	–	50%

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
	I Yr.	II Yr.	I Yr.	II Yr.	_
B.Ed.	86%	56%	14%	44%	
M.Ed. (Full Time)	72%	86%	28%	14%	

10.　　Pre-practice teaching at the institution

a)　　Number of pre-practice teaching days　　| 1 | 4 |

b)　　Minimum number of pre-practice teaching lessons given by each student　　| 0 | 5 |

11.　　Practice Teaching at School

a) Number of schools identified for practice teaching　　| 2 | 1 |

b)　　Total number of practice teaching days　　| 8 | 0 |

c) Minimum number of practice teaching lessons given by each student　　| 6 | 0 |

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. **5** | No. of Lessons Pre-practice teaching | No. **5** |

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.	*30%*	*70%*
M.Ed. (Full Time)	*30%*	*70%*
M.Ed. (Part Time)	_	_

16.   Examinations

a)   Number of sessional tests held for each paper | **0** | **3** |

b)   Number of assignments for each paper | **1** | **0** |

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	✔	
Any other (specify and indicate)	**Smart Class Room**	

10

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

Yes	✔	No	

Number	1

19. Does the institution offer computer science as a subject?

Yes	✔	No	

    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	5	&	21%

2. Does the Institution have ongoing research projects?

Yes		No	✔

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
–	–	–	–
–	–	–	–
–	–	–	–
–	–	–	–

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

–

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** | ✔ |
    - ○ Any other specify and indicate | ---- |

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

Yes [ ]   **No** [✔]

6. Number of research degrees awarded during the last 5 years.

    a.   Ph.D.   [---]

    b.   M.Phil.   [---]

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

Yes [ ]   **No** [✔]

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals		✔	__
National journals – referred papers Non referred papers	✔		30
Academic articles in reputed magazines/news papers	✔		2
Books		✔	__
Any other (specify and indicate)		✔	__

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

Yes		No	✔

Number	___

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

	Faculty	Students
National seminars	3	—
International seminars	2	—
Any other academic forum	—	—

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   ✓

Any other (specify and indicate)   ____

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

   Yes   ✓   No   ☐

   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**   ✓

14. Are there any other outreach programmes provided by the institution?

   Yes   ✓   No   ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

3 Per Year

16. Does the institution provide consultancy services?

Yes [ ]   **No** [✓]

In case of paid consultancy what is the net amount generated during last three years.

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.)

   | 3018 Sq. Mts. |

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

   a) Methods lab   **Yes** [✓]   No [ ]

   b) Psychology lab   **Yes** [✓]   No [ ]

   c) Science Lab(s)   **Yes** [✓]   No [ ]

   d) Education Technology lab   **Yes** [✓]   No [ ]

   e) Computer lab   **Yes** [✓]   No [ ]

   f) Workshop for preparing
      teaching aids   **Yes** [✓]   No [ ]

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

   | 25 Computers |

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

   | 29,000/- |

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

   | Rs.10,000/- |

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

Rs.29010/-

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** [✓]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	11	10	0	2
Non-teaching	5	5	_	_

10. Total number of posts vacant

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

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	9	7		1

	Open		Reserved	
	M	F	M	F
Readers	1	1		

	Open		Reserved	
	M	F	M	F
Professors	1			1

17

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	_	_	_	_

	M	F	M	F
Readers	_	_	_	_

	M	F	M	F
Professors	_	_	_	_

c. Number of teachers from

Same state	21
Other states	_

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:7
M.Ed. (Full Time)	1:5

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	3	3	_	_
Temporary	_	_	_	_

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	2	2	_	_
Temporary	_	_	_	_

14. Ratio of Teaching – non-teaching staff

5:2

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

> 40%

16.   Is there an advisory committee for the library?

Yes   ✓   No

17. Working hours of the Library

On working days   9.30 am to 5.00 pm

On holidays   _----

During examinations   9.00 am to 5.00 pm

18. Does the library have an Open access facility

| **Yes** | ✓ | No | |

19. Total collection of the following in the library

a. Books   3747

  - Textbooks   456

  - Reference books   65

b. Magazines   6

e. Journals subscribed

  - Indian journals   12

  - Foreign journals   ---

f. Peer reviewed journals   12

g. Back volumes of journals   2

h. E-information resources

  - Online journals/e-journals   10

    - CDs/ DVDs   20

  - Databases   ---

   - Video Cassettes   ---

  - Audio Cassettes   ---

20. Mention the

    Total carpet area of the Library (in sq.mts.) | **123 Sq. Mts.** |

    Seating capacity of the Reading room | **50 seats** |

21. Status of automation of Library

    | Yet to intimate | --- |
    | Partially automated | ✔ |
    | Fully automated | --- |

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

    | Circulation | ✔ |
    | Clipping | ------ |
    | Bibliographic compilation | ------ |
    | Reference | ✔ |
    | Information display and notification | ✔ |
    | Book Bank | ✔ |
    | Photocopying | ✔ |
    | Computer and Printer | ✔ |
    | Internet | ✔ |
    | Online access facility | ✔ |
    | Inter-library borrowing | ✔ |
    | Power back up | ✔ |
    | User orientation /information literacy | ---- |
    | Any other (please specify and indicate) | ---- |

23. Are students allowed to retain books for examinations?

    | **Yes** | ✔ | No | |

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 (2013-14)	Year 2 (2014-15)	Year 3 (2015-16)
B.Ed.	---	1	1
M.Ed. (Full Time)	----	---	---

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

Yes	✔	No	

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

10

3. Does the institution offer Remedial instruction?

Yes		**No**	✔

4. Does the institution offer Bridge courses?

Yes		**No**	✔

5. Examination Results during past three years (provide year wise data)

	UG			PG		
	I (2013-14)	**II** (2014-15)	**III** (2015-16)	**I** (2013-14)	**II** (2014-15)	**III** (2015-16)
Pass percentage	89%	98%	95%	34%	37%	50%
Number of first classes	85	86	16	12	13	14
Number of distinctions	2	7	79	_	_	4
Exemplary performances (Gold Medal and university ranks)	_	1	_	_	_	_

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	**1**	--	--
SLET/SET	--	**1**	**1**
Any other (specifies and indicate)	--	--	--

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

Financial Aid	I (2013-14)	II (2014-15)	III (2015-16)
Merit Scholarship	---	---	---
Merit-cum-means scholarship	---	---	---
Fee concession	**4**	**1**	**44**
Loan facilities	---	---	---
Any other specify and indicate (SC/ST Govt. Fee Scholarship)	**17**	**27**	**44**

(Additional rows may be inserted as per requirement)

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

Yes	✔	No	

9. Does the institution provide Residential accommodation for:

	Yes		**No**	✔
Faculty				

	Yes		**No**	✔
Non-teaching staff				

10. Does the institution provide Hostel facility for its students?

Yes		**No**	✔

   If yes, number of students residing in hostels

Men | --- |

Women | --- |

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

Sports fields | **Yes** | ✔ | No | |

Indoor sports facilities | **Yes** | ✔ | No | |

Gymnasium | Yes | | **No** | ✔ |

12. Availability of rest rooms for Women

Yes	✔	No	

13. Availability of rest rooms for men

Yes	✔	No	

14. Is there transport facility available?

Yes	✔	No	

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✔	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	---	----	----	---	---	---
Inter-university	----	----	---	---	---	----
National	----	---	----	---	---	---
Any other (specify and indicate)	----	----	----	----	---	----

   (Excluding college day celebration)

23

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

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

18. Does the institution have an active Alumni Association?

Yes	✔	No	

If yes, give the year of establishment

2009

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

	Year 1 (%) (2012-13)	Year 2(%) (2013-14)	Year 3(%) (2014-15)
Higher studies	20%	22%	25%
Employment (Total)	80%	78%	75%
Teaching	70%	75%	70%
Non teaching	10%	3%	5%

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.

1 (2013-14)	2 (2014-15)	3 (2015-17)
15	20	50

24. Does the institution provide the following guidance and counseling services to students?   **Yes**   No

- Academic guidance and Counseling   ✔

- Personal Counseling   ✔

- Career Counseling   ✔

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) (2015-16)

Governing Body/management	**4**
Staff council	**4**
IQAC/or any other similar body/committee	**4**
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	**4**

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

Loan facility	Yes	**No** ✓
Medical assistance	**Yes** ✓	No
Insurance	Yes	**No** ✓
Other **(EPF)**	Yes ✓	No

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

0	**0**	**0**

c. 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
   organization

-----

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

   National

---	--	---

   International

----	--	---

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

e. Research development programmes attended by the faculty

0	0	2

f. Invited/endowment lectures at the institution

----	--	---

Any other area (specify the programme and indicate)

---	--	---

d. 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	✔

7. Are the faculty assigned additional administrative work?

Yes	✔	No	

If yes, give the number of hours spent by the faculty per week

6 Hrs.

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

Grant-in-aid		----

Fees		70,86,400

Donation		----

Self-funded courses		----

Any other (Other Income)		3,72,028

9. Expenditure statement (for last two years)

	Year 1 (2014-15)	Year 2 (2015-16)
Total sanctioned Budget	100%	100%
% spent on the salary of faculty	18%	30.5%
% spent on the salary of non-teaching employees	5%	10%
% spent on books and journals	2%	0.5%
% spent on developmental activities (expansion of building)	---	----
% spent on telephone, electricity and water	2%	2.5%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	43%	0.5%
% spent on maintenance of equipment, teaching aids, contingency etc.	1%	1%
% spent on research and scholarship (seminars, conferences, faculty development programs, facultyexchange, etc.)	5%	2%
% spent on travel	9%	12%
Any other (specify and indicate) (Other Expen.)	15%	41%
Total expenditure incurred	87,50,514	65,38,286

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.
1,68,000	---
----	19,66,000
-----	9,80,286

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:

Activity	Yes		No	
Administration	**Yes**	✔	No	
Finance	**Yes**	✔	No	
Student Records	**Yes**	✔	No	
Career Counseling	**Yes**	✔	No	
Aptitude Testing	**Yes**	✔	No	
Examinations/Evaluation/	**Yes**	✔	No	
Assessment	**Yes**	✔	No	
Any other (specify and indicate)	Yes		**No**	✔

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?

	Category	Men	%	Women	%
a	SC	38	25.3%	60	40%
b	ST	1	0.6%	--	--
c	OBC	7	4.6%	43	28.6%
d	Physically challenged	---	---	----	---
e	General Category	---	----	1	0.6%
f	Rural	35	23.3%	75	50%
g	Urban	11	7.4%	29	19.3%
h	Any other (specify)	---	---	---	---

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	9.6%	---	---
b	ST	---	---	---	---
c	OBC	19	90.4	10	100%
d	Women	6	25%	5	50%
e	Physically challenged	---	---	----	---
f	General Category	----	---	---	---
g	Any other (specify)	----	----	----	---

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

Category	At Admission		On completion of the course	
	Batch I (2013-14)	Batch II (2014-15)	Batch I (2013-14)	Batch II (2014-15)
SC	29	27	20	26
ST	---	---	---	---
OBC	100	107	89	96
Physically challenged	---	---	---	----
General Category	1	1	1	----
Rural	83	96	75	84
Urban	47	39	35	38
Any other (specify)	---	----	----	----

THE EVALUATION REPORT

1. Executive Summary

The college is functioning under the trust namely Tmt. Kannammal Educational Trust.

The aims of the trust has been given below:

1. Providing quality education for the rural students.

2. Achieving excellence in technology.

3. Developing social and civic awareness among students.

4. To meet challenges in their higher education.

The College is situated in a vast area of 5.19 acres on Arni-Arcot Road, 4 k.m., from Arni Town. The college is run by Tmt.Kannammal Educational Trust. The college was started in 2007. The Trust has provided sufficient infrastructural facilities upto the requirements. The team of staff are dynamic, duty conscious and disciplined. They adhere the logo of our college and work hard. They take special care to inculcate values among students.

Our college is having cordial relationship with 25 High and Higher Secondary Schools in Tiruvannamalai District. Our students undergo internship in those schools. The present educational system is facing many challenges due to technological progress. Society also expects the best solution which could be available only from education.

The library is housing nearby 3800 books consisting of various subjects and monthly magazines with 12 journals subscribed also adorn the library. Regarding lab facilities physical, biological, psychology, computer arrangements are available.

The main objective of Sri Balaji College of Education is to pave the way for learning as well as acquiring practical knowledge in broadening the thought and action of the students.

We list down some of the objectives of our college.

1. To adopt the students with the qualities like tolerance, adaptability, co-operation, etc.,

2. To make the students involve in co-curricular activities.

3. To provide opportunities to the students in realizing civic responsibilities and awareness of social norms.

4. To buildup character and morality.

5. To make the students in facing the challenges of socio and economic issues.

6. To help the students in acquiring skills vocationally as well as intellectually.

7. To inculcate the spirit of lifelong learning among the students.

8. To kindle trainees to have a high aim and make them to achieve the goal.

The student community should realize that they are going to play a vital role in making the strong India, self-sufficient in all aspects and preparing to lead other countries also to make the term globalization a successful one.

The teachers are molding the students in such a way to bring out their potentialities and capacities to buildup strong nation. A real teacher is one who not only teaches but also going on learning. He is referred as friend, philosopher and guide. He is also playing the role as facilitator, guide and motivator. Student teacher must have mastery over the subject, skills development, practical knowledge, adopting innovating techniques with sincerity, honesty and hard work.

The trainees of our college adhere norms, adapt to situations and come up and shine well.

THE CHALLENGES FACED BY THE INSTITUTION IN

BUILDING A QUALITY INSTITUTION

The vision of Sri Balaji College of Education is imparting quality education to attain wisdom. Knowledge is power. To acquire knowledge arrangement of educational system is must. Educational system should be operated by teaching faculty. So bread winning alone is not the aim of education. But what is expected by the society is to be taken into account.

Our mission is affording the quality education at a affordable cost. But qualitative aspect to be considered at all levels. Values and norms are floated in the air. Quality is undermined and quantity is counted. To change this scenario competent teaching academic personalities are required.

Education is life, power, anything and everything. The impact of education should be known to one and all. Education is endless process. Learning is life process and it is applicable also in acquiring education.

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.*

Objectives

➢ To make the students buildup qualities like tolerance, forbearance, adaptability, co-operation, etc.,

➢ To make the students involvement in co-curricular activities.

➢ To provide opportunities to the students in realizing civic responsibilities and awareness of social norms.

➢ To buildup character and morality.

➢ To make the students in facing the challenges of socio and economic issues.

➢ To help the students in acquiring skills vocationally as well as intellectually.

➢ The spirit of lifelong learning to be inculcated among the students.

➢ Teacher acts as promoter like a ladder, platform to perform many activities.

➢ To kindle trainees to have a high aim and make them to achieve the goal.

VISION

"IMPARTING QUALITY EDUCATION TO ATTAIN WISDOM"

MISSION

"EDUCATION FOR LIFE"

MOTTO

"ENTER AS AN EDUCAND, EXIT AS AN EDUCATOR"

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)?*

The Curriculum and the syllabus are framed by the Tamil Nadu Teachers Education University (TNTEU) keeping in view the curriculum framework of National Council for Teacher Education (NCTE). Therefore the College follows the curriculum and the syllabus designed by TNTEU. Nevertheless, while following the curricular framework for curriculum transaction, the College takes efforts in consultation with academic experts, the faculty, Alumni and with the stakeholders to conduct additional courses for the benefit of the student teachers.

Need Assessment

➢ Adopting the concept of floating awareness, the Institution looks at the staff and the student-teachers background (socio-cultural, economic and religious), their life experiences, their limitations and expectations, understands their current needs and organizes programmes accordingly for the staff and student-teachers.

➢ Brainstorming is periodically conducted for the student–teachers by the Management to know their needs in order to keep the staff members abreast of the student teachers expectations and limitations.

A diagnostic test is administered to identify the level of proficiency in English language of the student-teachers at the start of the academic year and accordingly remedial classes are arranged. Similarly, Entry Behavior Test is administered to the student-teachers at the beginning of the academic year to know the level of teaching aptitude.

Feedback about Curricular Development

The institution makes a conscious effort to take stock of all the curricular programmes collectively at different levels with an aim to identify the grey areas that need to be done away with gradually by concentrating more and more on the strengths of the programmes to bring about not only academic excellence but also the holistic development and growth of the students.

At the level of Staff: Each curricular, co-curricular and extra-curricular activity is collectively reviewed by the management, the principal and the staff in the staff meetings with view to improve the areas for better results in the future.

At the level of Students: Similarly all the curricular, co-curricular and extra-curricular activities are evaluated by the students either in a written or spoken form.

At the level of Alumni: The institution receives feedback from its alumni during its Annual Alumni Meet.

At the level of Stakeholders: The institution periodically conducts parents meeting to gather views and opinions of the parents / spouses and encourages feedback from parents at any time of the year.

At the level of School Officials: The Headmasters/Principals or teacher delegates of respective practice teaching schools express views and opinions regarding practice teaching and offers a number of suggestions to improve the quality of practice teaching.

Based on the feedback and recommendations, the College passes on the feedback to the University for its kind perusal in the review meeting.

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

The college has effective teacher education curriculum to meet the emerging needs and their goals and objectives. To fulfill the goals and objectives, the curriculum has the following features:

The first objective- To help prospective teachers to develop competence in each subject of their specialization is achieved through the depth of teaching and its various methods.

The second objective- To create teachers, who are dynamic versatile and meet national and global challenges, is achieved through debates, class seminar, Educational workshop, practice teaching, use of ICT, and a course paper of computer literacy, co-curricular and extra-curricular activities. The curriculum is not limited to teach only compulsory course papers but to train in the activities like computer operation, research project, action research, case study, class seminar, orientation of workshop, book review, paper analysis, achievement test, internship etc.

The college has good infrastructure to conduct all type of activities such as curricular, co-curricular and extracurricular activities. The optimum utilization of these facilities is done by the students.

The values inculcation is also our important objective. This objective is fulfilled through prayer, views, Yoga, cultural, sports, practice teaching, celebration of important days, community works etc.

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

The curriculum of the college is designed broadly by keeping in mind all the issues like environment, value inculcation and use of ICT etc.

Environment: The College is itself located in the lap of nature, where pollution is not a problem. Besides it, the College has taken an initiative to organize activities. In the campus and outside the campus-

- ➤ Tree Plantation
- ➤ Cleaning up the surrounding area.
- ➤ Maintaining plastic free campus.

Value Education:

- ➤ As the value inculcation is significant now-a-days and it is one of the objectives of the college. Therefore, to fulfill this objective the college is conducting some activities.
- ➤ The daily programme of the college starts with morning assembly.
- ➤ Values are inculcated through Morning Assembly, sports, cultural programmes among the students.
- ➤ Special seminar on value Education is conducted.

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1. Assembly:

- Prayer
- Pledge for the trainee teachers
- News
- Views (Value Education)
- Thoughts
- General knowledge
- Instructions
- National Anthem

2. Sports Activity

- Volleyball (Men and Women)
- Badminton (Men and Women)
- Shuttle badminton (Men and Women)
- Football (Men)
- Kho-Kho (Women)
- Kabbadi (Men)
- Track and field

3. Social Activity:

- Social Service
- AIDS awareness
- Human Right awareness
- Health awareness
- Blood Donation Awareness and Camp
- Rally

4. **Cultural Activity:**

- National days celebrations

- Great Leader's Birthday celebration

- Debate

- Dance Competition

- Singing Competition

- Rangoli Competition

- Essay writing Competition

- Speech Competition

- Poem Writing

- Quiz Competition

- Drawing Competition

ICT (Information and Communication Technology):

Teacher and teacher-educators are of control importance in tapping the potential offered by information and communication technologies (ICT) to enhance the quality of education. The student teachers are trained to develop power point lessons. Student teachers are encouraged to do the following:

- Power point presentation

- LCD presentation

- Net browsing assignment

- Website analysis

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

Yes, ICT is used in teacher education for simplifying the teaching learning process, it is utilized for

> ➢ Preparation of lesson plans.
>
> ➢ Planning and presentation of lessons effectively in the classroom.
>
> ➢ Use in micro teaching classes.
>
> ➢ Rectifying the errors committed by the student teachers.
>
> ➢ Preparing e-teaching learning materials.
>
> ➢ Internet access in library, multipurpose, computer resource centers.
>
> ➢ Use of ICT in Teaching: through, LCD presentation and PowerPoint presentation.

The institution has developed good relations with other Colleges of Education. Experts are invited to tender advice on curriculum development.

1.2 Academic Flexibility

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

The teachers provide theoretical as well as practical knowledge to student-teachers by giving different activities and assignments. The student-teachers apply these instructions in micro teaching as well as in macro teaching to make it more communicative and effective. The teachers give feedback on students' performance to help them to understand the teaching in well

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manner.

Besides it, the college has adopted some activities like Seminar paper presentation and discussion in the class, debate competition and presentation of lesson through the LCD and PPT. All these activities are helpful to provide experiences to the students that make teaching reflective.

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?*

The Principal of the college periodically convenes staff meetings to discuss in detail the curricular strategies for meaningful curriculum transaction and curricular activities after gathering relevant data about the needs and expectations of the student-teachers through the method of floating awareness, and available resources like time, personnel, fund and technology, and prepares a list of all the activities that promote reflective practice and critical analysis.

Accordingly the Principal prioritizes the different curricular activities, co-curricular activities and extracurricular activities in the order of importance in consultation with the faculty members. The Principal also selects suitable teacher educator among the faculty for a specific curricular transaction.

Besides this, the Principal also identifies apt resource persons who can orient the student-teacher community and offer the following varied learning experiences so that the student-teachers will emerge as profoundly reflective thinkers who can make a

strong impact on the people in general and particularly on the students during their internship. Through group discussion, panel discussion, poster making, seminar and workshop;

➢ through exposure programmes, field visits, and educational tour;

➢ through creative art works like painting, drawing, dancing, acting, miming, computer graphics, etc.;

➢ through annual cultural extravaganza and annual sports & games competitions;

➢ through guidance and counseling, mentoring, yoga practice, meditation, personal God-experience;

➢ the available instructional and infrastructural facilities, flexible time-table, freedom to choose their optional subjects;

It is inferred from the above that there is a provision in the institute for academic flexibility in carrying out the meaningful curricular transaction. Moreover the organization encourages such academic flexibility.

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

No value added courses have been introduced by the institution during the last three years.

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

(i)   Interdisciplinary/Multidisciplinary

In curriculum transaction, a multidisciplinary approach is followed

➢ The curriculum promotes a multi-disciplinary approach through the study of Philosophical, Sociological and Psychological foundations, Educational Innovations and Management, ICT, etc.

➢ The syllabi of Teaching of English, Teaching of Mathematics and Teaching of Biological and Physical Sciences are interrelated.

➢ Provision is made in the curriculum of B.Ed. Course to opt for either English or Tamil as the second optional paper.

(i)   Multi-skill development

The curriculum has provision for multi skill development. As committed to instructional excellence the institution nurtures the development of the following skills.

➢ **ICT skill**

Encourages preparing lesson plans and seminar papers & PowerPoint presentations of the same. B.Ed., syllabi make it imperative to carryout website analysis.

➢ **Social skill**

Citizenship Training Camp, Community outreach programmes, Extension activities, Field trips, Excursions, etc. are done to develop social skills. The students are encouraged to develop the spirit of team work.

➢ **Managerial Skill**

House system, followed in the college, Citizenship Training Camp, morning assembly, and active involvement in organizing events of the college provide a platform to develop leadership skills, problem solving abilities, adjustment and organizational skills.

➢ **Life Skill**

Life skill experiences are provided to handle interpersonal relations, take appropriate decisions, communicate effectively and manage emotions and to gain professional development. These are done through personality development programmes, leadership training, physical and health education and various awareness programmes.

➢ **Communication Skill**

Communication Skills are essential to become as effective teacher. Students are given training to develop verbal and non-verbal communication abilities. They are also exposed to develop soft skills and skills of listening and speaking through classroom teaching.

(iii) Inclusive education

➢ Disabled students are given priority in admission.

➢ There is 5% reservation for special category as per University Norms.

➢ Individual attention is given outside the class for the visually and physically challenged students.

(iv)   **Practice teaching**

➢ Practice teaching is conducted in selected neighboring Govt. aided High Schools and Higher Secondary schools for 80 working days.

➢ Student teachers have to prepare a minimum of 40 lesson plans for each optional subject.

➢ Practice in lesson plan writing is given to all students before the commencement of practice teaching.

➢ ALM methodology classes are conducted to update the new trends followed in schools. The following activities are done by them before the actual practice teaching.

➢ Micro teaching practices and mini teaching of a minimum of six skills.

➢ Observation of a minimum of ten demonstration lessons in the college.

➢ Pre-practice teaching lessons (Criticism Lessons) by the students in the college.

➢ Observation of a minimum of ten lessons of mentor teachers in the school.

(iv)   School experience/internship

Student teachers involve themselves in all school activities such as

➢ Conducting the morning assembly.

➢ Assessing the home works given to students.

➢ Organizing Sports Meets.

➢ Organizing programmes like cultural competitions, literary competitions, etc.

➢ Conducting class tests.

➢ Participation in celebration of festivals and days of national and international importance.

➢ Participation in school co-curricular activities.

➢ Conducting case studies.

(vi)   Work experience/SUPW

Due importance is given to work experience. Provision is made in the time-table for work experience. There is a separate room with necessary materials for makings socially useful productive works. Every student is made to prepare a minimum of five items.

The institution conducts the following SUPW activities:

➢ Preparation of craft items.

➢ Preparation of improvised aids.

➢ Making paper bags.

➢ Flower making.

➢ Fur toy making.

➢ Making paper envelops.

➢ Making Decoration things

(vii)   Any other (Specify and give details)

The college also provides the following activities:

- ➢ On the spot evaluation of teaching aids.

- ➢ On the spot evaluation of SUPW.

- ➢ Model viva for M.Ed.,

- ➢ Model practical exam for B.Ed.,

- ❖ Work Experience: Preparation of charts, models, folders.

- ❖ Any Other (Specify): Case study, Book Review, Paper Analysis, Achievement test, Psychological tests, Unit test, Home assignment, magazine, Guidance Bureau.

1.3 Feedback on Curriculum

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

The institution encourages formal and informal feedback and communication from students, alumni, employees, community, academic peers and other stakeholders.

Students

- ➢ Student's feedback is collected through feedback forms.

- ➢ Feedback is obtained from the results of the examination.

- ➢ The institution has installed a suggestion box inside the campus. The suggestions/grievances written by the students are reviewed periodically.

Alumni

- ➢ During the alumni meeting, feedback forms are given to alumni to

collect information about the curriculum and the administration and development of the institution.

Employers

➤ Employer's feedback on curriculum is obtained and considered with its seriousness and their suggestions are documented for the improvement of student's teaching competency, classroom management, effective use of teaching materials and use of technology.

Community

➤ Interactions and opinions from the parents and the heads of thepractice teaching schools are obtained regarding the curriculum.

Academic Peers

➤ Feedback on curriculum is also obtained from the academic peers of neighboring institutions.

1. *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, there is a mechanism for analysis and use the outcome from the feedback from students and faculty.

Feedback analysis

➤ The feedback forms are arranged and the responses are tabulated item wise.

➤ Percentage of responses of the feedback is carried out for each item (for

all the categories) quantitatively.

> The percentage of responses to each item in all the categories is examined.

> After reviewing the feedback, the faculty members discuss the strength and weakness of the curriculum in the staff meeting.

Areas for improvement

Based on the feedback analysis the following areas were identified for improvement:

> Library resources.

> Technology Based teaching content.

> Models of teaching.

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

   No contribution

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).*

Theory Courses:

In the one-year teacher education programme there were only three core papers. In making teacher education programme a two-year programme from the academic

year 2015-16, NCTE has brought in major curriculum revision. With the help of the Academic Council, the University has framed the syllabus based on the curriculum revision by NCTE. Consequently the student-teachers will study four core papers related to perspectives in education along with suggested activities in the first year and in the second year there are three core papers.

There is no extraordinary change in pedagogic studies. The students can opt for pedagogy subjects in which they want to specialize but they do their specialization at Level I and Level II. Level I refers to upper primary (Classes VI-VIII) and Level II refers to Secondary (Classes IX-X) or Higher Secondary (Classes XI-XII). The student-teachers are to study three more papers like ICT, Yoga, Physical and Health Education and Environmental Education which were optional earlier and now they are compulsory. However in the second year there is a provision for optional course.

Practicum:

Student-teachers are expected to engage themselves in various practical activities. In the first year there are 29 practical records to be done by the student-teachers. 20 records have to be completed during the second year. In order to have hands-on experience, the students are exposed to field activities, too.
(Ref. Annexure I)

Internship:

Earlier, the duration of school internship was only 40 school working days including observation. But in the new curriculum framework, the duration of school internship is 20 weeks. That is to say 4 weeks in the first year and 16 weeks in the second year. The students are to be engaged actively in teaching for 16 weeks in the second year at two levels: Level I refers to upper primary (Classes VI-VIII) and Level II

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refs to Secondary (Classes IX-X) or Higher Secondary (Classes XI-XII).

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

The Institution adheres to the syllabus framed by the University as it is affiliated to TNTEU. It is not an autonomous college that can revise and update the syllabus according to the emerging trends. However the institution adopts strategies to include value added certificate courses within the curricular framework. The Institution periodically receives the feedback from the student community and from practicing schools in a very formal and informal ways to keep pace with the current trends in the country and the world. The institution takes all the necessary efforts to equip the student-teachers with teaching competencies, communicative skills and latest technology based teaching- learning.

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?*

As the part of promoting quality teacher education an IQAC, has been working effectively under expert guidance. The following measures have been taken by the institution for the quality sustenance and quality enhancement.

➢ Feedback analysis

➢ Reflective practice on curriculum.

➢ Publication of Seminars papers.

➤ Preparation of innovative teaching aids.

➤ Lesson plan on micro teaching.

➤ Framed syllabus for soft skills.

➤ Preparation of lesson plans based on model teaching.

➤ Programmed Learning materials.

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

To realize the objectives and thereby to reach academic excellence, the institution has planned and implemented innovations and best practices in curricular aspects. They are listed below:

BEST PRACTICES

1. Tittle: Developing English

Context

Most of our students belong to rural areas. So naturally there is a tendency to rely on mother tongue for communication purpose. The University has given flexibility in writing examination either in English or Tamil. Hence, most of the students read Tamil books and prepare to write in Tamil. As a result they become more proficient in Tamil than in English. Thus they lag behind in English and face some difficulties. After the completion of B.Ed. course, most of the students have opportunities to work in the matriculation schools where knowledge in English is

quite unavoidable to survive as a good teacher. In these circumstances there is a dire need to train them to get maximum exposure of English language.

Objectives

➢ To orient student teachers to listen and speak English fluently.

➢ To make the student teachers read and write simple English.

➢ To help the student teachers to face various competitive examinations, interviews and career options.

Practice

➢ A Bridge course is arranged before the commencement of the new academic year to develop the English language.

➢ They are given training to develop the listening, speaking, reading and writing skills.

➢ CDs/Audio cassettes are used to develop the listening skills by making use of the language lab.

➢ Practice on reading newspaper, magazine, journals are encouraged.

Strategies used

➢ One hour per week is allotted for spoken English session.

➢ To create and to increase interest in English, songs in English were played to them.

> ➤ New vocabulary is developed using play way method.

Empowering computer skills

> ➤ Our institution is situated in a rural area. Most of the students are from these places, and most of them are ignorant of computer skills. Skills in computer application are essential to become a teacher of next generation. In such a context in the institution decided to provoking knowledge and practice in computer skills to make them fit into their future teaching profession.

Objectives

> ➤ To inculcate the basics of computer.
>
> ➤ To optimize the uses of e-resources.
>
> ➤ To promote multi-skill development.
>
> ➤ To familiarize them with instructional software.

Practice

> ➤ Practice to use MS Word, MS Excel, MS PowerPoint.
>
> ➤ Instructional software's are familiarized.

Strategies Used

> ➤ Arranged classes to make the students use computer.
>
> ➤ Encouraged students to teach seminars by the use of MS PowerPoint.
>
> ➤ They were encouraged to submit their Assignments, Web analysis and Seminars are used by Internet Browsing.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR RE –ACCREDITATION / RE-ASSESSMENT.

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Evaluative Observations made in the first assessment are as follows:

CURRICULAR ASPECTS	OBSERVATIONS
Curricular Design and Development	- Affiliated to the Tamilnadu Teachers Education University, Chennai. - Syllabi prescribed by the affiliating University adopted - Value education and Environment education incorporated in curriculum
Academic Flexibility	- Limited choice available for electives in both B.Ed., and M.Ed., courses. - Add-on courses not available
Feedback on Curriculum	Feedback system is in place
Curriculum Update	- Curriculum is revised and updated by the university - Institution has no role in revising the curriculum
Best Practices in Curricular Aspects (If any):	Yet to be established

While taking sincere efforts to enhance the strengths pointed out in the first assessment, the management also pays its sole attention on improving the areas recommended by the NAAC Peer Team. The following are the actions taken to improve the quality of curricular aspects.

➢ The Secretary and the Principal attend the review meeting convened by the University and express the concerns of the student-teachers and the staff.

➢ A systematic feedback mechanism is in place to record the views gathered from the student-teachers, staff, alumni, academic peers, community, and stakeholders through feedback forms, emails, and letters and through organized meetings.

➢ Boxes for appreciation and suggestions fixed on the wall on the ground floor exclusively for the purpose of soliciting feedback.

2. *What are the major quality sustenance and enhancement measures undertaken by the*

Institution since the previous assessment and accreditation?

➢ Learner centered strategies are strengthened.

➢ Core values of NAAC and the institution are consciously being practiced.

➢ Creation of an apt ambience for the staff as well as for the student-teachers for effective teaching- learning process.

➢ Developing a culture of quality in the teaching- learning process.

➢ Strengthening the role of IQAC in planning, organizing and monitoring all the

academic endeavors and accomplishments of the institution continuously towards quality assurance and sustenance.

➢ Enhancement of the Teaching faculty by providing the faculty the necessary orientation and training, thus academic freedom.

➢ Following a systematic feedback mechanism to obtain valuable feedback from holding periodical meetings with the staff and student-teachers, stakeholders, and academic peers to identify the areas of strengths and areas for further growth and improvement.

➢ Result analysis for model exam / university exam is conducted to improve the performance of the student-teachers and of the teachers.

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CRITERION: II - TEACHING LEARNING AND EVALUATION

2.1 Admission process and student 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 institution is approved by NCTE and is affiliated to Tamilnadu Teachers Education University, Chennai. The institution strictly follows the rules and regulations stipulated by the University regarding the admission procedures.

Eligibility for admission to B.Ed., Course

> A pass in X and XII with 10+2+3 or 11+1+3 pattern of study of the respective State Board or CBSE or any other recognized Board of Education / Examination.

> The candidate should have also passed UG Degree examination of the UGC approved Universities.

Marks Criteria

> Minimum of 40% for SC/ST

> Minimum of 43% for MBC students

> Minimum of 45% for BC students

> Minimum of 50% for OC students

The admission processes for the B.Ed., Course

The admission for the B.Ed., Course is carried out on merit basis by the admission committee formed by the college. The institution is transparent in the admission process. It provides equal chance and access to all eligible candidates without any discrimination.

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

The college publishes its updated prospectus annually, which contains the following information.

- Vision, Mission, Goals and objectives of the college.

- About the college.

- Eligibility Criteria.

- Subjects offered.

- Admission procedure.

The programmes are advertised through the following:

- Advertisement in the newspapers.

- Notice board of the college

- Banners

- TV media

The advertisement contains the following:

- Duration of the Course.

- Eligibility Criteria.

- Subjects offered.

<u>Infrastructure Facilities:</u>

- Multipurpose, Psychological, Science, Sports, Computer Learning Resource Centre, Library, Medical facility, Transport facility, Hostel

accommodation, Girls common room etc.

➢ General rules and regulations.

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

The institution is transparent in the admission process. It provides equal chance and access to all eligible candidates without any discrimination. The administrative committee of the college monitors the admission decisions taken by the admission committee to ensure equity special attention is given to the poor and the marginalized.

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

The various measures adopted by the institution to retain the diverse student population admitted to the institution include the following programmes:

➢ Fee concessions are given to the economically backward students.

➢ Free books

➢ Various religious, cultural interests of the students are catered through celebrating religious and cultural festivals.

➢ Grievance Cell functions exclusively to address the needs and problems of the students.

➢ Bilingual method in instruction and provision of writing examination either in Tamil or in English.

➢ Freedom to teach either in English or Tamil during practice teaching.

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.*

Yes, there is a provision of assessing students' knowledge before the commencement of teaching programme.

➢ During the orientation programme teachers provide some educational topics to the students and they deliver a speech concerning it.

➢ Overall assessment is done through self-introduction and discussion.

➢ Written and oral communication skills are assessed during the induction programme, conducted in the first week of the course.

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 creates an overall environment, conducive to learning and development of the students in the following ways:-

A. Infrastructure & Instructional facilities

➢ The College has good Infrastructure, sufficient to fulfill the demands of B.Ed., and M.Ed., programme according to N.C.T.E. norms.

➢ It has enriched Library containing 3747 books on various subjects of education field, Reference books, Encyclopedia, Dictionaries, educational journals, magazines, e-material etc.

➢ It has well equipped psychological, work experience, science, sports, and computer centers'.

➢ Individual attention and remedial teaching are given wherever necessary.

B. Qualified faculty- The College has qualified faculty to teach students regularly in the classes, as their periods allotted in the time-table. Stress-free learning environment is created through a pleasant student teacher relationship

C. Co-curricular activities- Students are encouraged to take participate in these activities like- Debate, Essay, Singing, Dance, Rangoli, Play and sports competitions.

D. Extension Lectures, Seminar and Workshop- Extension lectures are organized time to time in the campus.

Besides it is a Workshop organized at least once in a year. Motivational and Inspirational thoughts are displayed on the walls of classrooms, libraries and the campus wall to mound the thought process of students.

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

   (a) Teaching strategies for Advanced Learners:
   ➢ Complicated topics of Assignments and Seminar are allotted to them.
   ➢ Advanced Learners are encouraged to present class seminar through LCD and PPT.

(b) Teaching strategies for Slow Learners:

   The Slow Learners are taught through discussion and demonstration methods. Opportunities are given for collaborative learning. Individual attention and special coaching is given to the slow learners.

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

There are different activities envisioned in the curriculum for student-teachers to understand the role of diversity and equity in teaching-learning process. The curriculum is envisioned to cover the following:

- ➢ Constitutional provisions of education.

- ➢ Social structure and nature of the society

- ➢ Bases of individual differences

- ➢ Diversified learning activities

- ➢ Guidance and counseling

- ➢ Topics like national integration and international understanding

- ➢ Individual projects

- ➢ Observation of days of National importance

- ➢ Citizenship Training Camps
- ➢ Field works

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

The institution ensures that the teacher educator's are knowledgeable and sensitive to cater to the diverse student needs in the following ways:

- ➢ Teacher's qualification and experience.

- ➢ Various co-curricular activities.

- ➢ Organizing remedial teaching.

- ➢ Encouraging participation in seminars, workshops, orientation courses, refresher courses, talks/discussions with experts and invited lectures.

- ➢ Encouraging to publish the papers.

- ➢ Encouraging the use of internet facility.

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?**

The following practices help student teachers to develop knowledge and skills related to diversity and inclusion

- Citizenship Training Camp

- Celebration of festivals

- Following uniformity in dress code

- Group discussions & seminars on diversity and inclusion.

- Books on diversity and inclusive education

- Display of articles related to diversity & inclusion on the notice board.

- In the morning assembly the following activities are practiced

    - Thought for the day

    - General Knowledge

    - Newspaper reading

    - Narration of moral stories to inculcate values.

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, internship, practicum, etc.)**

Students are engaged in Active learning in the form of many activities. These are:

Library: The period for library is allotted in time table. In this period

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students use library.

Internet: There is a facility of Internet (Broadband) in computer room, where students can use it to prepare class seminar, assignments and notes.

Individual Project: All students are assigned topics for class seminar and Home Assignments.

Practice Teaching: All students do micro teaching as well as macro teaching in both the school subjects.

Practical Work: Each and every student does these practical works:

- Observation of lessons taught by student teachers in each method.
- Preparation of teaching aids and experiments in two offering subjects.
- Practical in the Audio-Visual equipment's.
- SUPW camp.
- Administration and Interpretation of psychological tests.
- Administration of two Achievement tests in two School subjects.

2. _How 'learning' is 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?_

'Learning' is made student-centered by adopting the following participatory learning activities.

Individual Project: All students are assigned topics for class seminar and Home Assignments.

Practice Teaching: All students do micro teaching as well as macro teaching in both the school subjects.

Practical Work: _Each and every student does these practical works:_

- ➤ Observation of lessons taught by student teachers in each method.
- ➤ Preparation of teaching aids and experiments in two offering subjects.

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- Practical in the Audio-Visual equipments.

- SUPW camp.

- Administration of psychological tests.

- Administration of two Achievement tests in two school subjects.

Extra-Curricular Activities:

- Subject Clubs

- Citizenship training camp

- Educational tour

- Use of ICT

- Quiz

- Debates

- News reading in the morning assembly

- Thought for the day

- Conducting competitions

- Power point presentations

All these activities are student centered. Through these participatory activities, students acquire knowledge and use it in the development of skills.

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

The following instructional approaches are adopted:
- Behavioral approach

- Cognitive approach

- Constructive approach

The following methods are used for effective learning:
- Lecture cum demonstration method.

➢ Demonstration method.

➢ Discussion method.

➢ Presentation of model lesson (Micro Teaching and Macro Teaching)

➢ Project Method.

➢ Using Power point.

➢ Remedial teaching

The following innovative practices are used for effective learning:

o **Study Circle**

Students gather in their respective circles, study their day to day lessons and clarify their doubts

o **Tutor-ward-system**

All trainees of the college are divided into groups and put under the charge of a tutor. They are free to discuss issues, both personal and academic with the tutor individually and in groups.

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.*

Yes, there is a provision for additional training in models of teaching like

Herbert Model of Teaching.

Preparation for practice teaching:

The institution has provision for additional training in models of teaching before starting Micro-teaching and Macro lessons in simulated conditions. Classes are organized in the institution every year for this purpose. In these classes, teachers give Demonstration lessons on each teaching skill and in each teaching subject. Here every student has to complete 5 lessons in the teaching skill in both teaching subjects.

5. Do 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.

Yes, the student teachers use micro-teaching technique for developing teaching skills. The following skills are practiced

- Skill of probing questions
- Skill of explanation
- Skill of reinforcement
- Skill of blackboard writing
- Skill of stimulus variation
- Integration skill

All the above skills are practiced by the student teachers until they acquire proficiency in each skill.

6. Details 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.)

Process of practice teaching in schools

Lessons given by a student teacher per day   : Minimum of 02

Lessons observed by the teacher educator   : A minimum of 03/ student

Lessons observed by Peers   : 05

Lessons observed by the school teachers   : Sixty lessons.

- The teacher educator of the subject concerned and supervising teacher of the schools monitor the lessons and teaching activity of the trainees.
- The teacher educator ascertains the suitability of learning activities and learning aids prepared by trainees.
- The teacher educator in consultation with the school teacher

concerned evaluates the whole program of practice teaching on the basis of the above said process and responds in the assessment scale.

7. *Describe the process of Block teaching/ Internship of students in vogue.*

The processes of Block teaching/Internship are given below:

 ➢ The trainees undergo a period of minimum 80 working days of practice teaching in various neighboring schools with a systematic and planned schedule.

Trainees are expected to observe the given time schedule and participate in the following activities:

 ➢ Identification of the schools for practice teaching.

 ➢ Ensuring the consent of the respective schools.

 ➢ Discussion with the concerned teacher of the school about the topics to be taught.

 ➢ Collection of the time table from the schools.

 ➢ Preparation of a minimum of 60 lesson plans in the optional subjects.

 ➢ Conduct of practice teaching for Minimum 80 working days.

 ➢ Get familiarized with the administrative process.

 ➢ Interaction with the school academic bodies.

 ➢ Observing the infrastructural and instructional facilities.

 ➢ Participation in all the activities of the schools as a teacher.

 ➢ Conducting Case study of the problematic student.

 ➢ Conducting diagnostic and achievement tests.

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.*

Yes, the practice teaching sessions/plans are developed in partnership, cooperatively involving the teacher educators and mentor teachers. The details are given below:

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➤ The practice teaching time tables are prepared in consultation with the mentor teachers.

➤ The teacher educators examine the lesson plans, mentor teacher verifies the lesson plans, and teaching aids.

➤ The teacher educators and mentor teachers give support to carry out Action Research, Case Study and Psychological Tests in the classrooms.

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

The student teachers are prepared well for managing the diverse learning needs of the students in schools in the following ways:

➤ The student teachers well motivated and oriented with the teaching skills and different methods of teaching before the commencement of teaching practice.

➤ Student teachers are trained well in psychological experiments which are used to understand the concept of individual differences.

➤ Student – teachers are trained to teach in the class keeping in mind the mental level of all the students.

➤ For slow learners, student teachers use more audio-visual aids to explain the content.

➤ Teaching is conducted in such a way to satisfy the needs of bright students as well as of slow learners.

➤ The student teachers are given experiences to explore multilevel learning activities in schools through discussion lessons, demonstration and criticism classes.

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

The students are encouraged to use hardware and software aid maximum during practice teaching. The maximum use of teaching aid effects on the judgment of the students. Trainees are given training for preparing

power point presentation use them during the practice teaching sessions.

2.4 Teacher Quality:

1. *Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.*

The principal gives permission to conduct practice teaching in school and teaching staff provide topics to the students of their concerning subjects.

Teacher Educator also remains in continuous touch with head of the school, school teachers and student teachers. They are provided an opportunity to reflect on the quality of the programme. Students often interact with the school and the community in the context of the issues and problems faced by them. They interact and prepare a report on specific aspects of school/community and submit the same to the Institution for evaluation.

2. *What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?*

The approximate ratio of student-teachers identified for practice teaching-school is 5:1. This ratio varies on the basis of classes and its sections exist in the schools. While selecting the schools preference is given for neighboring Government High Schools and Higher Secondary Schools. The list of schools selected is displayed in the notice board. Students are given freedom to select the schools according to their need. Classes are allotted based on the requirement of the trainees and availability of the classes in the schools.

3. *Describe the mechanism of giving feedback to the students and how it is used*

for performance improvement.

Micro and Macro Teaching: By observing the teaching and lesson plan record of student-teachers the teacher-educators give feedback in their lesson diaries. Sometimes they give orally also. Feedback is given on the basis of Teaching Assessments Performa by following the feedback is obtained from the mentor teachers and Head Masters of the school through feedback form. During the practice teaching the trainee share their experiences and clarifies the doubt with the teacher educators at their school visit. They encourage them and give suggestions to overcome the drawbacks.

4. *How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?*

The revised books of the school syllabus are available in the college Library through which the student teachers get an overview of the school syllabus.

➢ The teacher educators give an orientation programme regarding the needs of the school.

➢ Team teaching and demonstration on ALM is given by well trained teachers in advance.

➢ The institution also permits the student teachers to meet the mentors and the head of the institutions before the start of practice teaching to familiarize with policies and functioning of the schools.

➢ The school calendars also help them to know the policy direction and needs of the schools.

5. *How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?*

The students and the faculty keep pace with the recent developments in the school subjects and teaching methodologies in the following way:

➢ The institution organizes seminars on recent teaching methodologies

and models of teaching.

➢ Experts are invited to give orientation programmes to the trainees and the teacher educators on the reason developments in the school subjects and teaching techniques.

➢ Regular interactions by the teacher educators with the school teachers and Head Masters are done in order to understand the requirements and expectations of the schools.

➢ The recent developments are also known through internet facility, newspapers, magazines and other materials.

➢ School teachers are invited to the college to discuss the recent revisions of the syllabus and evaluation system in the school.

6. *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 college encourages

➢ Teaching Staff to enhance their academic qualifications.

➢ To attend and participate in seminars, workshops, orientation and refresher programmes.

➢ To publish educational articles in different educational journals and magazines etc.

➢ To write books.

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

    Yes, the faculty members are appreciated for their excellent performance and awards are given on important days celebrated by the institution.

➢ The faculty members are motivated and awarded in every stage especially they are appreciated and felicitated by the management on

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College day and Teachers day.

➢ The faculty members are given special awards for their meritorious performance.

➢ Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes.

➢ Incentive is given for higher qualification of the teachers.

2.5 Evaluation Process and Reforms:

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

The barriers to student learning are identified through:

➢ Feedback from students.

➢ Suggestion box.

➢ Informal talks with students.

➢ Alumni

Barriers communicated and addressed

➢ Computer Lab is strengthened with more computers.

➢ Inverter facilities are arranged.

➢ Language Lab is strengthened.

To ensure the teacher quality

➢ Selection is made by subject experts and management.

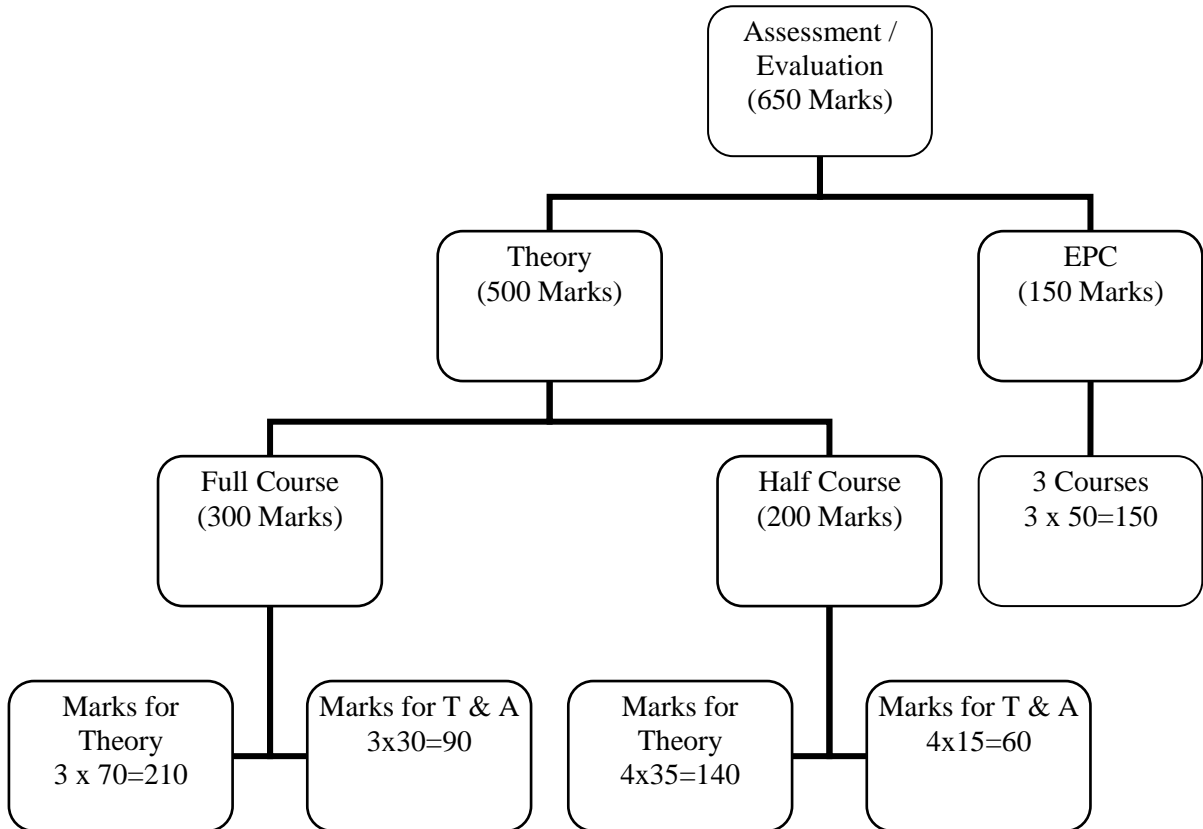➢ Appointments are made strictly in accordance with NCTE and University norms.

1.   Provide details of various assessment/evaluation processes (internal assessment, midterm assessment, term and evaluations, external evaluation)

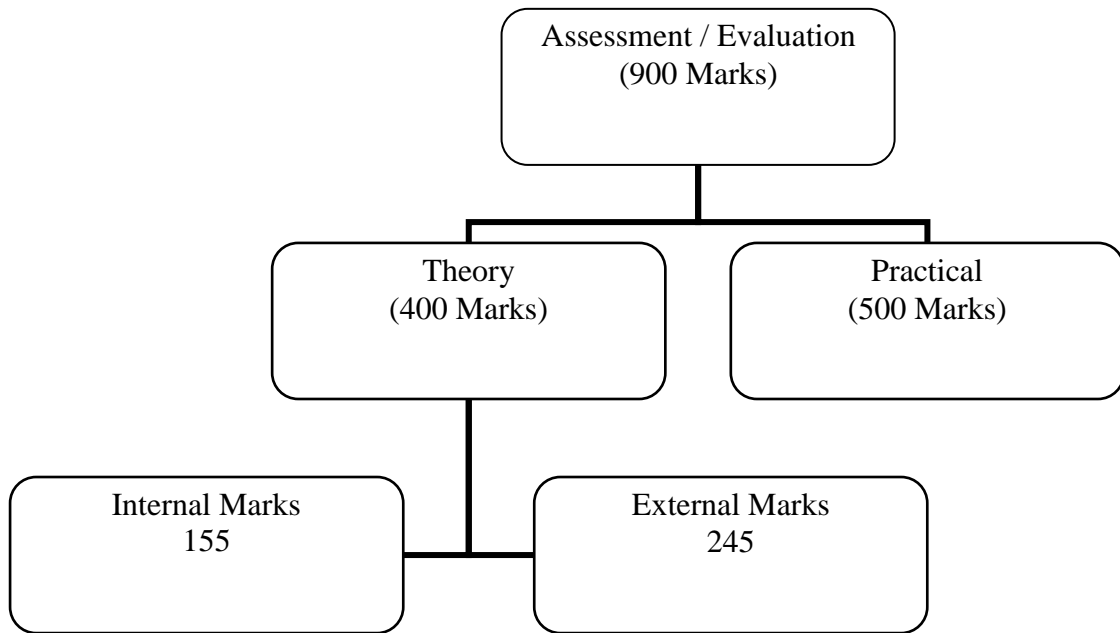*used for assessing student learning?*

ASSESSMENT / EVALUATION PROCESS – B.Ed., I YEAR

1. *Provide details of various assessment/evaluation processes (internal assessment, mid term assessment, term and evaluations, external evaluation) used for assessing student learning?*
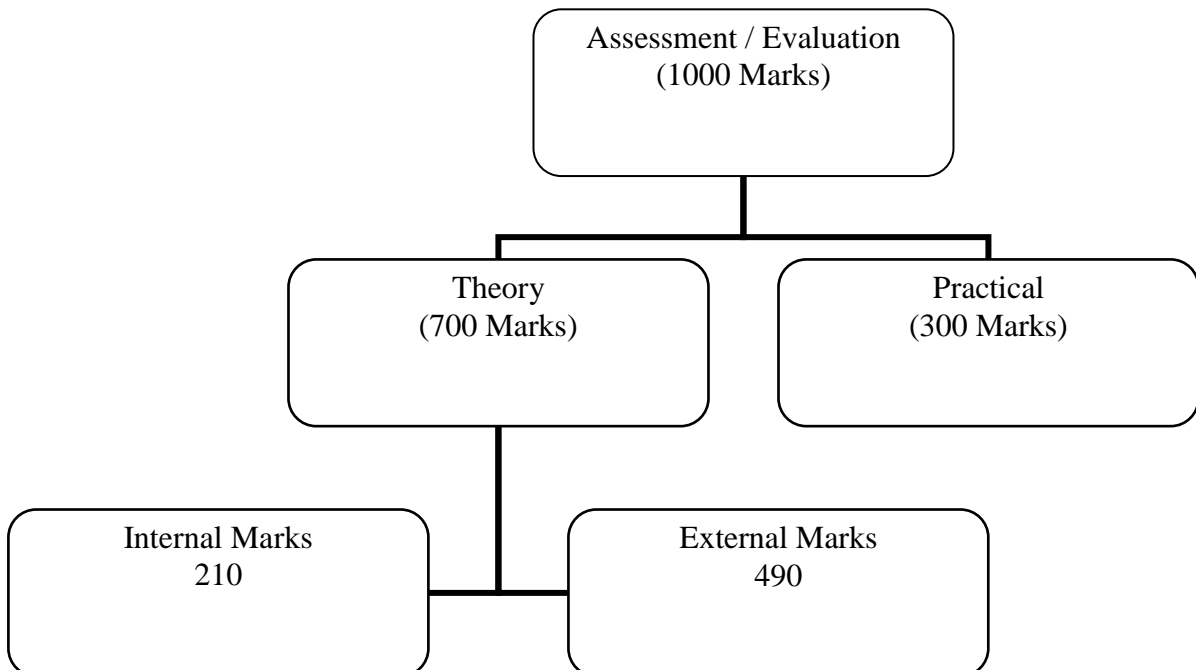
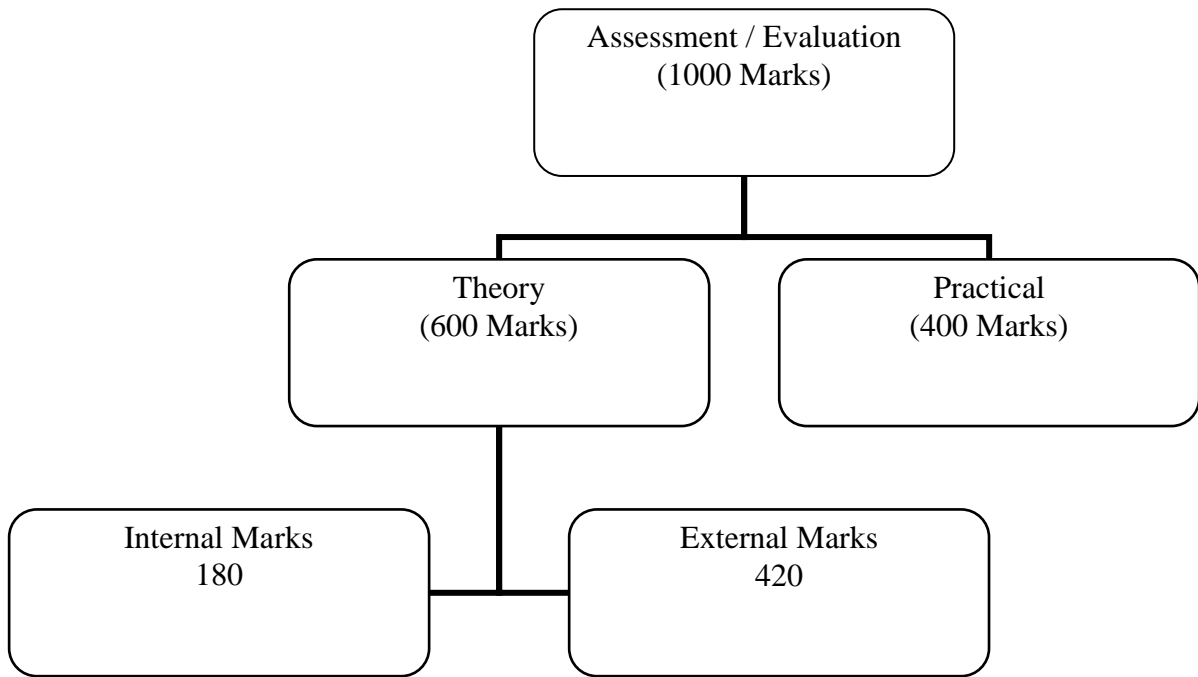**Assessment / Evaluation Process – B.Ed., I Year**

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                          Assessment /
                          Evaluation
                          (650 Marks)
                     ┌──────────┴──────────┐
              Theory                          EPC
            (500 Marks)                    (150 Marks)
        ┌───────┴───────┐                      │
  Full Course      Half Course            3 Courses
  (300 Marks)      (200 Marks)            3 x 50=150
    ┌───┴───┐        ┌───┴───┐
Marks for   Marks for T & A   Marks for   Marks for T & A
Theory      3x30=90           Theory      4x15=60
3 x 70=210                    4x35=140
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Assessment / Evaluation Process – B.Ed., II Year

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                    ┌──────────────────────────┐
                    │ Assessment / Evaluation  │
                    │      (900 Marks)         │
                    └──────────────────────────┘
                    ┌──────────────┴──────────────┐
          ┌──────────────────┐         ┌──────────────────┐
          │     Theory       │         │    Practical     │
          │   (400 Marks)    │         │   (500 Marks)    │
          └──────────────────┘         └──────────────────┘
          ┌──────────┴──────────┐
  ┌──────────────────┐   ┌──────────────────┐
  │  Internal Marks  │   │  External Marks  │
  │       155        │   │       245        │
  └──────────────────┘   └──────────────────┘
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Assessment / Evaluation Process – M.Ed., I Year

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                    ┌──────────────────────────┐
                    │ Assessment / Evaluation  │
                    │      (1000 Marks)        │
                    └──────────────────────────┘
                    ┌──────────────┴──────────────┐
          ┌──────────────────┐         ┌──────────────────┐
          │     Theory       │         │    Practical     │
          │   (700 Marks)    │         │   (300 Marks)    │
          └──────────────────┘         └──────────────────┘
          ┌──────────┴──────────┐
  ┌──────────────────┐   ┌──────────────────┐
  │  Internal Marks  │   │  External Marks  │
  │       210        │   │       490        │
  └──────────────────┘   └──────────────────┘
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Assessment / Evaluation Process – M.Ed., II Year

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                    ┌─────────────────────────┐
                    │  Assessment / Evaluation │
                    │      (1000 Marks)        │
                    └────────────┬────────────┘
              ┌──────────────────┴──────────────────┐
      ┌───────────────┐                    ┌───────────────┐
      │    Theory     │                    │   Practical   │
      │  (600 Marks)  │                    │  (400 Marks)  │
      └───────┬───────┘                    └───────────────┘
      ┌───────┴───────┐
┌─────────────┐  ┌─────────────┐
│Internal Marks│  │External Marks│
│     180     │  │     420     │
└─────────────┘  └─────────────┘
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External Assessment

Theory Examinations

The first year written examinations will be conducted for six and a half theory courses by the Tamilnadu Teachers Education University after completing 200 working days in the first year.

Each theory course question paper will be designed for 3 hours for full course and 1½ hours for half a course. The questions and allotment of marks are as described below:

Type of Course	Type of Questions	Marks	Total Marks	Maximum Word / page limits for each questions
Full Course	Essay Questions (7 out of 10)	7 x 10	70	600 words / 5 pages of each questions
Half a Course	Essay Questions (5 out of 7)	5 x 7	35	300 words / 3 pages of each questions

Marks qualifying for a pass

- ➢ 50% in each paper, with a separate minimum of 45%
- ➢ 75% and above for first class with distinction
- ➢ 60% and above in the aggregate for a first class
- ➢ 50% and below 60% for a second class

A candidate who fails in one or more papers in the written examination shall be permitted to appear again only for those papers in which he/she failed.

REVALUATION / RETOTALLING / XEROX COPY OF ANSWER SCRIPTS

Candidates can apply for revaluation / Retotalling / xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

PRACTICAL EXAMINATION

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 16 weeks of school internship in the second year. Practical examination shall be normally conducted three months prior to the commencement of written examination. A panel consisting of two external members (one Convener, one member) appointed by the University will examine the teaching competency of each candidate as 12 mentioned in Part –A below and also his/ her practical works, records and instructional materials as mentioned in Part –B below.

PART- A

Assessment of Teaching Competency Marks

1. Teaching Competency Level I - 50 Marks

2. Teaching Competency Level II – 50 Marks

Total 100

PART- B

Assessment of Teaching Competency Marks

1. Observation Record Level I   - 05

2. Demonstration Record Level I   - 05

3. Lesson Plan Record Level I (30 lesson Plans)   - 20

4. Instructional Materials Record Level I   - 10

5. Test and Measurement Record Level I   - 10

6. Observation Record Level II   - 05

7. Demonstration Record Level II   - 05

8. Lesson Plan Record Level II (30 lesson Plans)   - 20

9. Instructional Materials Record Level II   - 10

10. Test and Measurement Record Level II   - 10

11. Teaching Skills (Mini-teaching) Practice Record   - 10

12. Visit to Innovative schools and Healthy Practices - 05

13. Students Portfolios / CCE Record   - 10

14. Reflective Journal – Diary   - 05

15. Environmental Education Record   - 10

16. Community based Engagement/

    Skill Development Record   - 10

Total 150

Grand Total (100 + 150) 250

PRACTICAL COMPONENTS IN THE FIRST YEAR 4-WEEK INTERNSHIP
1. Lesson Plan Writing and Achievement Test Construction - 2 weeks

2. Teaching Skills Practice (Mini-teaching)   - 1 week

3. Visit to Innovative Schools   - 1 week

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4 weeks

PRACTICAL COMPONENT IN THE SECOND YEAR 16-WEEK INTERNSHIP

1. Observation of Regular Class Teacher in Regular Classroom - 1 week

2. Intensive Teaching Practice (Teaching 30 lessons, lesson plan preparation, preparation of teaching-learning materials, conducting, test & measurement, knowing the self / psychological tests, conduct of school assembly, organization of PTA meeting, conducting case study). - 15 weeks (1+15=16) **Total 16 Week**

PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate should apply for the practical examination in the first appearance.

Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the practical components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination in the second year and their decision on the marks to be awarded shall be final.

Reappearance for theory examination

Each unsuccessful candidate is permitted to reappear for the written examinations in the next three consecutive academic years.

Percentage of Marks	Classifications
50 to 59	Second Class
60 to 74	First Class
75 and above	Distinction

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

➢ There is a continuous assessment system followed in the college. Student's performance in all the activities including class tests, model exams, assignments, seminars, practicum and practical works are continuously evaluated by the teacher educators concerned and feedback is given.

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➢ The assessment system is made transparent to the students by informing them in the beginning itself. Outcome of the assessment is used to improve the performance of the students and curriculum transaction.

➢ The outcomes are informed to the parents of the students so as to enable them to encourage their wards.

➢ The model exam marks are sent to their parents.

➢ Parents are also given opportunities to consult with the teachers about their wards during meetings, and other timings.

4. *How ICT is used in assessment and evaluation processes?*

ICT is used in assessment and evaluation processes by feeding the numbers of all the activities in the computer and each and every student record is prepared in computerized file.

2.6 Best Practices in Teaching- Learning and Evaluation Process:

1. Detail on   any   significant innovations in Teaching / learning/ evaluation introduced by the institution?
Innovations in Teaching and Learning is-

➢ Extension lectures by the experts in different fields are arranged to provide wider exposure to the students about varied walks of life.

➢ Orientation in computer application for all students.

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

The students have good response toward this innovative practice. They realize that the programme is very beneficial for them.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION:

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?*

The following are the evaluative observations and suggestions made in the first assessment by NAAC peer team. The institution has grown further in its strengths.

TEACHING – LEARNING & EVALUATION	OBSERVATIONS
Admission Process and Student Profile	• Merit based admissions made by the college • University rules applied in admissions
Catering to the Diverse Needs	• Mentoring system is in place • Addressing the needs of diverse learners is yet to be introduced
Teaching – Learning Process	• Academic calendar is prepared by the college • Lecture method is predominantly used • Content notes are prepared by the teachers for students
Teacher Quality	• Staff development programs yet to be initiated

Evaluation Process and Reforms	• Both internal and external evaluation is in practice • Students are informed about the evaluation system and their performance in examinations • Use of ICT and evaluation reforms are yet to be thought of
Best Practices in Teaching – Learning and Evaluation (If any):	• Students' progress continuously monitored by teachers

2. *What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?*

• Conducting panel discussion, debates etc. are some of the useful activities that enable the staff to understand the diverse need of the student teachers.

• A suitable and amiable organizational climate is maintained for effective teaching – learning.

• SWOT analysis by students and staff is done to plan and function in a better way.

• The teacher educators are constantly encouraged to adopt certain relevant active learning techniques and modify them in order to address learning objectives in their respective class and to make the student teacher find it useful for their learning.

• The teacher educators adopt interactive learning activities and experiential learning activities that address the unique learning needs, interests, aspirations or/and socio cultural and economic experiences of individual student teachers, thereby making learning student cantered.

- Organizing a series of staff enrichment/development programmes throughout the academic year.

- Conducting staff and review meeting with respect to academic programs as and when need arises

- Motivating staff to act as resource persons in other institutions.

- Providing various opportunities for staffs to organize extracurricular programs.

- Model exams are conducted to ensure the student teachers' progression in their academics.

- Result analysis after model exam is done.

- Students are given assignments and seminars to widen their spectrum of knowledge.

- Remedial classes are arranged for slow learners and academically low achievers.

- Mentoring sessions are arranged to guide the student teachers in their progression.

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CRITERION III – RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

The College motivates its teachers to take up research by:

- ➢ Doing adjustment in teaching schedule.
- ➢ Providing financial help for research work.
- ➢ Providing leave.
- ➢ Providing the facilities of typing, photocopying and internet.
- ➢ Giving one extra increment for those who completed their research
- ➢ Participation in seminar/workshop at district level, state level and National Level.

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

There is no such thrust areas of research priority by the college.

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

No. The College doesn't encourage teachers for conducting Action Research.

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

List of Conference, Seminar and Workshop attended by faculty members are:

	Conference	*Workshop*	*Seminar*
Attended	5	2	2
Organized	-	5	-

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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.

To enhance the quality of teaching the institution has developed the following instructional and other materials.

> ➢ Question bank.

> ➢ Printed learning materials.

> ➢ PowerPoint teaching.

2. Give details on facilitates available with the institution for developing instructional materials?

The College has rich library, including reference books, Encyclopedia, Journals, Dictionaries and subject books etc.

> ➢ There are extra desktops too placed for the use of student teachers. They are allotted to learn computer, prepare PowerPoint presentations.

> ➢ Language laboratory is available.

> ➢ Besides the teachers can get charts, models, specimen, graphs and other instructional materials for teaching.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

The following technology related instructional materials have been developed during last five years.

➢ PowerPoint lessons.

➢ Audio/Video lessons.

➢ Video Clippings.

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

a. Organized by the institution

b. attended by the staff

c. Training provided to the staff

Organized by the institution

Workshop:

➢ A workshop on **_"Handling Computer gadgets in the Class room"_** was organized by the college. The workshop was conducted by the eminent personalities.

➢ A workshop on Improving Handwriting and Chart writing were conducted for the trainees.

➢ Workshop on preparation of teaching aids, chart writing, making of flannel board and other teaching aids.

Other Training Programmes

The trainees of our institution are given training in making.

➢ Making flower vase.

➢ Flowers and greeting cards.

➢ Small bamboo baskets and wire baskets.

➢ Making Embroideries in handkerchiefs.

➢ Decorating things.

➢ Making surf and phenol.

5. *Give details of the awards, honors and patents received by the faculty members in last five years.*

Nil

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

Nil

3.3 Consultancy

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

No consultancy service has been provided by the institution.

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 publicize the available expertise.*

No

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

Nil

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

No

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 local community has been benefited from the institution through its various extension activities. A few of them mentioned below:

Blood Detection and Donation Camps:

Free blood group detection was conducted for the public. The students have donated blood to the sick of the local community.

Health Awareness Programme:

The institution conducts Health Awareness Programme with the assistance of the cell therapist Dr. S. SUDHARSAN.

Special coaching classes for TET examinations

TNTET coaching class was conducted.

Awareness Rally Programme

The institution conducted an awareness programme Plastic Awareness Rally on 26th Feb 2016.

The institution conducted rally on FIRE SAFETY MEASURES WEEK every year.

Tree Plantation

Tree plantation was done in our college campus and the nearby villages.

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

The institution has benefited from the community in the following manner:

> ➢ The institution has network with neighborhood schools and they provide faculty conducting practice teaching of the teacher trainees.

> ➢ The college has benefited from the community through its participation in the programmes of the college and through its encouragement and participation in the form of PTA.

> ➢ Experts of local community were invited to share their specified expertise among the student teacher, and the teacher educator in events like Sports day, Annual day, Independence day, Republic day and other festival celebrations.

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

Major activities:

The college plan to take up more initiatives in outreach programmes like

➢ Awareness on healthy food habits among the rural people.

➢ Promoting health and hygiene.

➢ Plans to extend cleaning programmes to a broader area.

➢ Awareness on protecting green environment to Students.

➢ Awareness of TET Exam for students.

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

Not applicable

5. How does the institution develop social and citizenship values and skills among its students?

The institution has planned and organized the following activities to develop social and citizenship values and the skills among our students.

➢ Morning assembly includes News paper reading, reading on three religions, Moral stories, Thirukkural recitation, General Knowledge for inculcating citizenship values in them.

➢ SUPW activities are done to develop social values.

➢ Various extension activities and outreach programmes of the college provide opportunities to acquire social sand citizenship values.

➢ Seminars, workshops and other activities of the college help to develop social attitudes among the teacher trainees.

➢ Moreover, the curriculum itself encompasses social and citizenship values and skills.

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.

No

2. Name the international organizations, with which the institution has established linkages 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?

➢ *Curriculum Development*

➢ *Teaching*

➢ *Training*

➢ *Practice Teaching*

➢ *Research*

➢ *Consultancy*

➢ *Extension*

➢ *Publication*

➢ *Student Placement*

The college has established an Advisory Board, helpful in the advancement of teacher training programme.

The college reformed in the following aspects:

➢ Curriculum Development

➢ Teaching

➢ Practice Teaching

Workshops on micro teaching and teaching techniques by eminent educationists have improved the efficiency in practice teaching.

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

➢ The college has a good rapport with the schools where the students are sent for teaching practice. In addition, the college remains in touch with other schools, which come for campus interview.

➢ Conducting Practice teaching in schools.

➢ Providing Teaching aids to schools.

➢ Consultancy in schools.

➢ Through practice teaching, the students try to fulfill the requirements requested by the various schools like conducting competitions, organizing school assembly involvement in physical training, sports, quiz programmes and supervising examinations.

➢ The teachers of neighboring schools have acted as a judge in cultural competitions, quiz programmes and sports and games.

➢ Cultural competitions were organized for schools and college students every year.

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.

The faculty of were actively engaged in schools. All faculty members are divided into groups for schools, by considering their subject specialization. In schools, subject teachers check the student-teachers lesson plans of their subjects and supervise the teaching of student-teachers in their classes by giving proper feedback in their lesson diaries.

The faculty also instructs student-teachers for active participation in morning assembly, co-curricular activities and school administration.

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

The institution is actively collaborating with various schools, other institutions and universities faculties for strengthening learning.

Collaboration with schools

➢ The faculty collaborates with teachers of different schools during practice teaching.

➢ Our teachers have participated and delivered talks in various school functions.

➢ Neighborhood school teachers collaborate with the college to conduct various competitions.

Collaboration with other institution

➢ Faculty members attend workshops, seminars and present papers organized by other colleges.

- Have given special talks on communication skill in the Citizenship Training Camp.
- Attended various functions of other colleges.

Collaboration with Universities

- Various University teachers are invited to the college to give lectures and talks related to education.
- Our faculty acts as examiners in University exam.
- They are involved in the valuation works of the University.
- Attended seminars and workshops organized by Universities.

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?

Nil.

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

Nil.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION:

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to research, consultancy and extension and how have they been acted upon?

The following are the evaluative observations and suggestions made in the first assessment by NAAC peer team. The institution has grown further in its strengths.

RESEARCH, CONSULTANCY & EXTENSION	OBSERVATIONS
Promotion of Research	• The research culture is yet to be created
Research and Publications Output	• A few publications by faculty in Indian journals
Consultancy	• No institutional consultancy in place • Neither the revenue is generated
Extension Activities	• Yet to be introduced
Collaborations	• Not yet thought of
Best Practices in Research, Consultancy & Extension (If any):	• Not observed

2. What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

• The staff members are given a wide range of opportunities to enhance their professionalism.

- The staff members presented their papers in conferences and seminars organized at state, National and International levels.

- The staff members also periodically publish their research articles in leading research journals.

- The staff members attended a workshop on SPSS organized by our college.

- The staff members served as resource persons, moderators and judges for seminars and competitions held in other esteemed institutions.

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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.

Yes, the institution has the physical infrastructure as per NCTE norms. Sri Balaji College of Education is having the land of **5.19** acres with total built up area of **3018 Sq.Mt.** The college has physical infrastructure as per NCTE norms:

Sl.No	Type of Rooms	Numbers	Sq.mt
1	Classrooms	8	62s.mt.x 8
2	Multipurpose Hall	1	337 sq.mt.
3	Library cum Reading Room	1	123 sq.mt.
4	Principal's Room	1	48 sq.mt.
5	Physical Science Lab	1	62 sq.mt.
6	Biological Science Lab	1	62 sq.mt.
7	Psychological Lab	1	123 sq.mt.
8	Board Room	1	31 sq.mt.
9	Educational Technology & Computer Science Lab	1	92 sq.mt.
10	Physical Education Room	1	62 sq.mt.
11	Work Experience Lab	1	123 sq.mt.
12	Language laboratory	1	62 sq.m.
13	Rest Room for Boys	1	62 sq.mt.
14	Rest Room for Girls	1	62 sq.mt.

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15	Administrative Office	1	62 sq.mt.
16	Staff Room	1	92 sq.mt.
17	Girls Common Room	1	62 sq.mt.

Total Amount Investing developing the infrastructure for Last Four Years

SI.No	Particulars	Amount in Lakhs
1	Building	76.25
2	Furniture	01.88
3	Audio and Visual Equipments	0.81
4	Computers	
5	LCD Projectors	0.85
6	Arts/Craft and SUPW Materials	0.80
7	Library Books	1.95
8	Laboratory Equipments	1.70
9	Sports Equipments	

The Master Plan of the building is given in **Annexure**.

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

The institution plans to

➢ set up SMART classrooms.

➢ add more books and journals to library.

➢ enhance the technology and psychology lab with more equipments.

- ➤ add more sports equipments to the physical education department.
- ➤ boost the performance of the existing computers by upgrading the hardware [RAM] in the computer lab.
- ➤ enhance its website.
- ➤ Implement Bio-metric attendance

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

Multipurpose Hall – With Amplifier facilities. It is used for the activities of co-curricular, extension lectures and student seminars. The college has own play ground for games and sports, where all kinds of outdoor games are conducted.

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

Complete infrastructural and instructional facilities are being used by B.Ed. programme only. However, the facilities of the institution are extended to

- ☐ the practice teaching schools
- ☐ conduct inter college level tournaments
- ☐ conduct outdoor games
- ☐ other institutions

5. 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 center, etc.)

- ☐ Rest Room facility: Rest room for Girls and boys.
- ☐ Canteen Facility: The College has a canteen. In which various food and beverages like tea, snacks etc. are provided to the staff and students

6. 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.

Hostel Facility- No

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.

* Building * Laboratories * Furniture * Equipments * Computers * Transport/Vehicle

The allocation budget and unspget balance is following:

Budget and Actual Expenditures in Assets Including Maintenance for Last Four Years:-

YEAR	PARTICULARS						
		BUILDING	FURNITURE	EQUIPMENT / LABO RATORY	COMPUTER	VEHICLE	GRAND TOTAL
2015-16	**BUDGET ALLOTTED**	120047.71	54375.05	170085.12	30915.12	25966.88	**401390.19**
	UTILIZATION	7252841.24	19932.54	29524.58	20377.93	20436.79	**7343113.08**
2014-15	**BUDGET ALLOTTED**	133386.35	60416.72	42979.04	8647.86	30549.11	**275979.09**
	UTILIZATION	111155.29	50347.27	157486.50	28625.11	24043.41	**371657.58**
2013-14	**BUDGET ALLOTTED**	134484.18	67369.68	133365.57	14491.5	35940.13	**385651.06**
	UTILIZATION	123505.88	55941.41	39795.41	8007.28	28286.21	**255536.19**
2012-13	**BUDGET ALLOTTED**	126250.45	5718.55	113607.70	12344.61	30615.66	**288536.97**
	UTILIZATION	137228.75	62157.12	123486.64	13418.06	33277.90	**369568.47**

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

- Computer laboratory is used by the students and staff to prepare PowerPoint presentations and for doing ICT related works.
- Audio-visual aids are utilized as part of methodology of teaching on concerned subjects.
- Language lab is utilized to develop the language skills of the students.

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

Measures adopted by the institution to minimize the pollution in general are listed below:

- ➤ Classrooms are well ventilated Floor and walls are made fungus free.
- ➤ The College premises are always kept clean and all the measures have been taken to avoid non-degradable materials inside the campus.
- ➤ The college campus has been made plastic free.
- ➤ By retaining the existing trees and planting more saplings to prevent dust particles entering in to the building.
- ➤ Planting more trees to reduce the carbon dioxide level and increase the fresh oxygen level.

Since the college is situated in the middle of rural area and lush green surrounding there is no air and noise pollution. The College building is airy and full of light. The surrounding areas are clean, water supply is through borewll in college campus.

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 services)?

Yes, the institution has a qualified full time Librarian and sufficient technical staff to support the library for stock taking, issue and return of books, rearrangement of books and to offer computer services.

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 Resources available to staff and students are as follow:

Library Resources

Total number of books	-3747
(Text books, Reference book)	
Number of Titles	– 1186
National Journal	– 12
International Journal/E-journals	–6
Encyclopedia	– 20
Magazines	– 6
Newspapers	_6
Audio Visual teaching learning resources	–18
Internet Access	– yes

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.

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The college has developed a mechanism to review systematically the various library resources.

➢ The librarian contacts to the different publishers for catalogues. These catalogues are given to the college library where the teachers select the books as per requirement of their subjects.

➢ Teachers concern library to make notes, wherever they feel requirement of particular books, journals and reports. They communicate to the librarian.

➢ Through these mechanisms, required books and literature bought up in the library.

➢ If any teacher finds any book, suitable for the students, he/she can purchase it for the library and bill is paid.

➢ **Library committee members are –**

- **Convener (Librarian)**
- **Member (Teacher)**
- **Member (Library Assistant)**

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

Yes. The library is in the process of computerization. The feeding process of books is going on.

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 college library has computer, internet and photocopy facilities.

Computer: The books loading process is going on.

Internet: Available

Photocopy Facility: Library provides photocopy facility to the students as well as faculty in minimum charges of library books.

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

The College does not make use of Inflibnet/Delnet or IUC facilities.

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 functions on all working days from **9.30 am to 5.00 pm.**

☐ During examination days it functions from **9.00 am to 5.00 pm.**

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

☐ The staff and students come to know of the new arrivals through display board and display stand and through circular.

☐ The librarian conveys this message to the faculty concerned through staff meeting.

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

No, the college doesn't have the library Book Bank facility.

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

There is no special facility for visually and physically challenged person.

4.4 ICT as learning Resource:

1. Give details of ICT 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.

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ICT facilities:-

- Computer
- Printer
- Internet Access
- Television
- Headphone
- Digital Camera
- Mike
- Screen
- Slide projector
- C.D. Player
- Sound Speaker
- Amplifier
- LCD Projector
- Educational C.D.
- D.V.D. Player
- Charts and models are also present.

These hardware and software aids are used in various academic activities, conducted according to the time-table in the college. Educational technology, practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, teaching by teacher educators and student-teachers are performed using these learning resources.

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, there is a provision in the curriculum for imparting computer skills to all students. The major skills that the students acquire are

- System operating skill
- Browsing skill
- The skill of downloading text and images.
- Use of e-mail

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➢ Drawing skill

➢ PowerPoint presentation and presentation skills.

➢ Data transformation skills.

➢ Skill of using computer peripherals.

➢ Skill of using MS Word, Excel, PowerPoint to solve, analyze and represent data on charts.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The institution incorporates ICT and new technology in curriculum transaction process as follows:

☐ PowerPoint presentation and presentation by teachers and students.

☐ Information is downloaded from websites for teaching and learning

☐ Spoken English is developed through audio cassettes and language lab.

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                        ┌──────────────┐
                        │   ICT IN     │
                        │  CURRICULUM  │
                        │ TRANSACTION  │
                        └──────┬───────┘
     ┌───────────┬────────────┼────────────┬──────────────┐
┌─────────┐ ┌──────────┐ ┌──────────┐ ┌──────────────┐ ┌──────────────┐
│ Power   │ │  Web     │ │Evaluation│ │ Collaborative│ │Showcasing of │
│ point   │ │  based   │ │          │ │              │ │  student     │
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               ┌──────────────┼──────────────┐
          ┌──────────┐  ┌──────────┐  ┌──────────────┐
          │Assignment│  │   ICT    │  │Spot Evaluation│
          │          │  │Integrated│  │              │
          └──────────┘  └──────────┘  └──────────────┘
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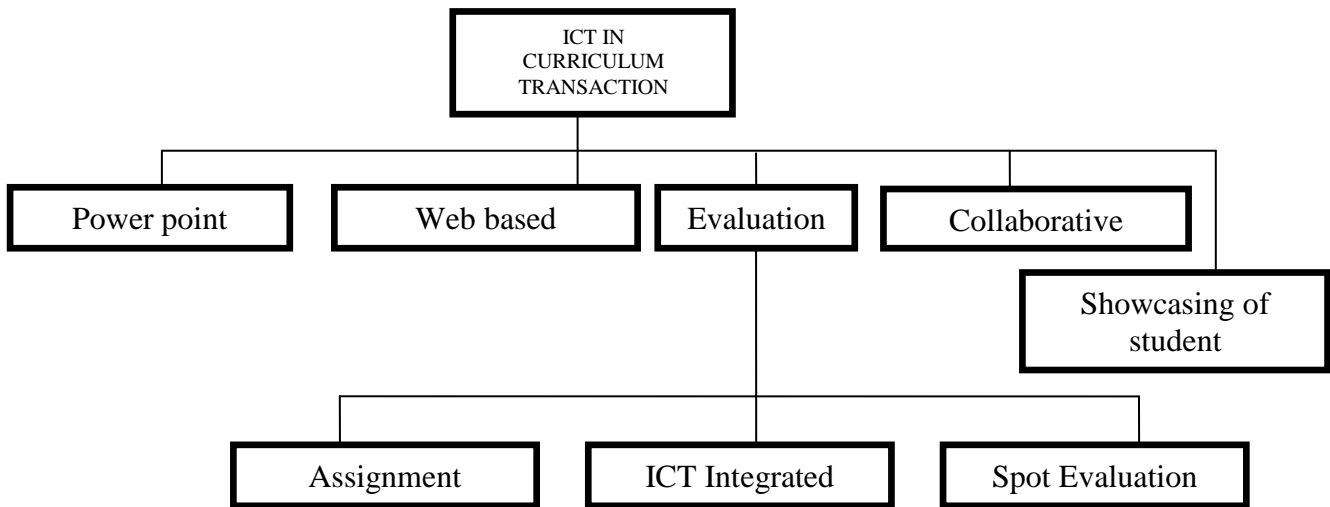
4. What are major areas and initiatives for which student teachers use / adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The student-teachers use technology in developing lesson plan, and its presentation (teaching), Micro teaching, Class seminar, Preparing teaching aids, Computer Learning and Educational technology practical.

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 program), to other institutions and to the community.

- ☐ The institution extends its facilities with the local community whenever there is a need for it.
- ☐ Infra structure facilities are utilized well by local bodies and other organizations.
- ☐ Some instructional facilities like LCD Projector etc. is being shared with other units when needed.

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

There are sufficient amount of CDs and Audio-visual cassettes, e-resources materials are available in the college.

The student teachers are encouraged to use these CDs and during class-seminars, micro teaching and macro teaching. Besides it, student teachers also prepare CDs for LCD presentation themselves.

B.Ed curriculum ensures optimal use of audio-visual facilities and materials in the following ways:

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 various general and methods laboratories available in the institution are mentioned below:

- ➤ Language laboratory
- ➤ Physical science laboratory
- ➤ Biological laboratory
- ➤ Psychology laboratory
- ➤ Educational Technology laboratory
- ➤ Computer laboratory
- ➤ Work experience laboratory

The college enhances the facilities in laboratories according to the requirements of the curriculum. Management provides funds for maintenance and up gradation of the laboratories and for laboratory requirements as and when the teacher in charge of the laboratory makes a request. Maintenance works are also done in the same way.

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

- ➤ 1 Multipurpose Hall – It contains LCD projector with screen, and the capacity of **350 chairs.**
- ➤ Conference Hall-It contains ceiling mounted LCD projector with screen, O.H.P. facilities and the capacity of 35 chairs.
- ➤ 1 Sports room and 1 Playground – Most of the sports items were available in this room.

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.

- o There is one multipurpose hall, where latest technology is available, like LCD projector with screen.
- o The teachers use these technologies whenever required. There is facility

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of LCD Projector in classrooms.

o   In the future the institution plans to provide 'smart' classrooms for all optional subjects.

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 faculty seeks to model and reflect best practices in instruction by,

- ➢ Reading newsletters from other educational institutions.
- ➢ News publications of NCERT and NAAC.
- ➢ Video graphing the micro teaching lessons and demonstration lessons given by them.
- ➢ Downloading course materials from the internet to satisfy diverse educational needs.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

The innovative practices related to the use of ICT, which contributed to quality enhancement in the institution are given below:

- ➢ Use of multimedia presentations by the teachers and students.
- ➢ PowerPoint supported presentation of lectures by the faculty.
- ➢ Integrated ICT in assignments/seminars/projects.
- ➢ Website analysis by the students.
- ➢ Preparation and use of slides.
- ➢ Collecting information through Internet.

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

The following innovations/best practices are adopted in our college.

- ➢ Free browsing centre: Majority of our students comes from rural areas and

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they don't have any internet access in their homes.

➢ Using freely internet for preparing teaching aids.

➢ Listed below are some of the best practices that enhance the academic information environment and usability.

➢ Inclusion of sufficient information about the library in the college prospectus.

➢ Compiling student/teacher attendance statistics and locating the same on the notice board.

➢ Displaying newspaper clippings on the notice board periodically.

➢ Internet facilities to different user groups.

➢ Suggestion/Complaint box timely response.

➢ Examining Library user's register.

➢ Publication of two journals on education and research.

➢ Publication of seminar proceedings.

➢ Films on value education.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION:

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to aspects of infrastructure and learning resources and how have they been acted upon?*

The following are the evaluative observations and suggestions made in the first assessment by NAAC peer team. The institution has grown further in its strengths.

ASPECTS OF INFRASTRUCTURE AND LEARNING RESOURCES	OBSERVATIONS
Physical Facilities for learning	• The college has good infrastructure facilities • Psychology lab, Science lab, ET lab, Computer lab, Language lab and Work experience room available • Auditorium available
Maintenance of Infrastructure	• Management provides financial support for maintenance of physical facilities • The ambience of the campus is neat, clean, pleasant and pollution free
Library as a learning resources	• Library is yet to be fully automated • Open access facility exists in the library • Reading room facility available for students
ICT as Learning Resources	• Limited internet facility provided • Student teachers make Power Point Presentations for practice teaching

Other facilities	• Free transport facility made available to staff
Best Practices in the development of Infrastructure and Learning Resources (If any):	• Play ground, hostel and canteen shared with sister institutions • Optimum use of instructional infrastructure

2. *What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?*

- The staff in-charge of the laboratories visit the laboratories of the reputed institutions to have an overview of the systematic maintenance of the laboratories.

- Stock registers are carefully maintained.

- Library is partially digitalized.

- There is an increase in the number of books related to the teacher education programme.

- All the infrastructure facilities are enhanced and used by the staff and the students.

- All the classrooms are well equipped with furniture's. The staff and the students make use of the latest technologies for teaching – learning as they are trained in the use of the latest technologies.

- 24*7 internet and Wi-Fi facilities for the office.

- The management provides various opportunities to avail audio – visual facilities for effective learning and practice teaching as well. It creates an ambiance for such learning activities.
- Our college has created rain water harvesting system in the campus.
- Staff and students make use of the ICT facilities extensively for effective teaching and learning.

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CRITERION: V – STUDENT PROGRESS 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 conducts an week of orientation programme is arranged for the students regarding

- ➢ The College Details
- ➢ Mission & Vision of the College
- ➢ Course Introduction
- ➢ Academic Calendar
- ➢ Various Clubs & Committee
- ➢ Special Talks on Academic and Professional Skills, Personality Development, Soft skills.

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

The institution ensures that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students in the following ways:

- ➢ A conducive campus environment is available to establish a good rapport between students and teachers, among students, and students and staff.
- ➢ Infrastructure facilities of the institution are adequate for the curriculum transaction and motivation of the student teachers.
- ➢ Natural development without imposing undue restrictions on student teachers is encouraged.

➢ Availability of attractive and well equipped library, laboratories, classrooms and other facilities help the student teachers to perform their level best.

➢ Students are provided ample opportunities for acquiring knowledge and skills through Seminars, Open forums, Lectures by experts, Debates, Group discussions, Panel discussions, Field trips, Social Orientation Programmes, etc.

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

There is no drop out case.

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 provides additional services for the students to compete for jobs and to progress towards higher education.

➢ The institution provides books, magazine and study materials on UGC-NET/JRF examinations in the library for enabling them to prepare for various competitive examinations.

➢ The Career and placement cell of the college arranges campus selection for placements in schools.

➢ Participation of student teachers in various campus interviews provides experience to enhance confidence level to appear for future interviews.

➢ Special coaching classes are being conducted by the college for UGC-NET examination and Tamilnadu Teachers Eligibility Test (TNTET).

➢ Eight of our students have cleared TRB/TET, and have got placement in various government schools.

➢ Experts have been invited to take class for TET aspirants.

➢ Training in Soft Skills, Life Skills, Theatre Pedagogy, Yoga, Value Education,

➢ National Integration, Learning Strategies, Learning Disabilities, and Time-

➢ Management is given

➢ Resume preparation, and mock interview is conducted.

➢ Job Fair and campus interviews are organized.

➢ Guidance & Counseling Skills and Personality Development are provided.

➢ Opportunities for Employment are displayed in the notice board.

➢ Career Guidance is arranged for the benefit of the students.

➢ The staff are involved in the SLET / NET & TET coaching.

➢ No data is available on how many students appeared/qualified in SLET, NET, Central/State services through competitive examination.

YEAR	NO OF STUDENTS QUALIFIED IN				
	NET	SLET	TRB	TET	TNPSC
2012-2013				10	
2013-2014					2
2014-2015		1			
2015-2016		1			

5. What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years?

	2014-15	*2015-16*	*2016-17*
Higher Studies	25%	-	30%
Teaching	70%	-	50%

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, given details on the same.

The College provides training to operate following equipment's:

> ➢ General information is provided to access the library.

> ➢ Computer- Basic knowledge.

> ➢ LCD Projector.

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.

Yes, the institution provides placement services to students through a placement cell. The following services are provided to the student teachers under the auspices of this cell of the college.

> ➢ Neighboring schools intimate their vacancy positions to the institution for getting apt candidates.

> ➢ The teaching vacancies that are advertised in the newspaper are put up on the notice board.

> ➢ Campus interviews are conducted by neighboring reputed schools and students are selected with attractive pay packages.

> ➢ The students are given training to face interviews through personality development programmes.

> ➢ The number of students selected through Career and Placement Cell are given below:

YEAR	2014-2015	2015-2017
Number of students employed	20	50

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

There are few difficulties faced by placement cell.

➢ Teachers are usually appointed before the reopening of schools.

➢ Since the B.Ed., course is completed in the month of June, students find difficulty in timely placement.

➢ To overcome this difficulty, obligation to recruit our students before the university results.

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

Yes, the college has arrangements with practice teaching schools for placement of student-teachers. The college approaches for vacancies that would arise in practice teaching schools and the information is displayed on the notice board.

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

The college provides human, financial and computer with internet facility to the placement cell.

Financial

The management provides financial support to the functioning of the cell. After the campus selection, the selected candidates are taken to the respective schools for teaching ability test in actual situations. The expenses are met either by the respective schools or by the management.

Human Resource

A faculty is in-charge of the Career and Placement Cell.

ICT

The Career and Placement Cell is provided computer with internet facility.

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?

The activities are planned out, according to the B.Ed., curriculum of the college. These curricular, co-curricular and extracurricular are accommodated in the academic calendar appropriately.

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

There is no special curricular planning differently for physically challenged students.

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

➢ Each Tutor has been allotted minimum of 5 students, maximum of 25 students of their optional subject at the beginning of the session.
➢ These Tutors / Mentors take care of the students on all aspects with special reference to their academic growth throughout the programme until the students' remains with the institution.

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

There are various provisions in the college to enhance the effectiveness of the faculty:

➢ The faculty is encouraged to use library facility to prepare notes.
➢ The faculty is encouraged to teach through different teaching methods by using audio-visual aids.
➢ Computer and Internet facility is provided to the faculty.

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

Yes, the institution has its website. The information given in the website contains the following:

➢ Institutional profile

➢ Admission norms

➢ Staff profile

➢ Vision & Mission

➢ Goals & Objectives

➢ Infrastructure facilities

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

Yes, the institution has a remedial programme for academically low achievers. The lists of low achievers are prepared and they are provided remedial programme through the following:

➢ Individualized instruction by the teacher educators

➢ Peer teaching

➢ Resource support

➢ Combined study

➢ Guidance and Counseling

6. *What specific teaching strategies are adopted for teaching?*
(a) Advanced Learners and (b) Slow Learners

(a) Teaching strategies for Advanced Learners:

➢ Complicated topics of Assignments and Seminar are allotted to them.

➢ Advanced Learners are encouraged to present class seminar through LCD.

➢ Seminar presentation

➢ Discussions and debates

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(b) Teaching strategies for Slow Learners:

➢ Peer teaching

➢ Group projects

➢ Remedial teaching

➢ Cooperative learning

➢ Mentoring

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

The college provides the following guidance & counseling services to the students.

➢ Personal guidance & counseling

➢ Educational guidance

➢ Mentoring

➢ Placement services

➢ SLET/TET coaching

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

The students can communicate their grievances to the Grievance and Redressal Committee. The problem is sort out through discussion in the meeting:

There is no major grievance occurred in last two years.

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

The students' progress is monitored through Unit Tests, Model exams, Assignments, Micro Teaching and preparation of teaching aids regular attendance is taken in the morning assembly. Performance of the students in and outside the classroom is regularly monitored and evaluated. Thus students' progress is monitored time to time during the whole session and appropriate feedback is given for these activities orally or in written form.

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?

The college conducts programme before starting the practice teaching. The programme is given below:

Pre-practice Teaching:
- Theoretical aspects of teaching method.
- Orientation of Micro Teaching.
- Presentation of model lesson by the concerned teacher-educator.
- Introduction of Skills (Introduction, Questioning, Blackboard Writing, Reinforcement and Stimulus variation skills).

Practice of Macro Teaching:
- Theoretical aspects of Macro Teaching.
- Orientation of Macro Lesson Planning.
- Presentation of model lesson by the concerned teacher-educator.
- Practice Teaching in Schools.

Through these programmes the college is ensured about the students' competency before the beginning of practice teaching.

Practice Teaching: The subject teacher-educators of the college check the lesson plans which are prepared by the students and give appropriate feedback. On the other hand, Teacher-educators observe their teaching in the classes, and provide required feedback, concerning teaching the subject teachers of schools also observe their teaching of their subjects and communicate their suggestions to the concerning teacher-educators the guidance is provided for the curricular and co-curricular activities, conducted in the schools, to the student-teachers to assist.

5.3 Student Activities:

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

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years.

(iv) Give details of the top ten alumni occupying prominent position.

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

Yes, The college posess on Alumni association.

(i) List of current office bearers:

SI.No	Name of the Office Bearer	Designation
1	R. Vimal Backiyaraj	President
2	N. Samima	Secretary

(ii) The year of last election

The last election was held on 03-05-2017.

(iii) Alumni Association activities of the last two years.

The following activities are done by the Alumni Association:

➢ They acted as judges in various competitions.

➢ Demonstration classes to develop the skills of microteaching.

➢ Handled classes on TET Awareness.

➢ Involved in Tree plantation.

(iv) Details of the top ten alumni occupying prominent positions.

S.No.	Name of the Alumni	Year of Passing	Design. In details
1	G. Damodharan	2012-13	B.T. Asst. Vellore
2	B. Jegathambal	2012-13	Postal Dept.
3	S. Gopinath	2012-13	A/P for M.Ed. SBCOED
4	K. Barathi	2013-14	Lect. In SBC Engg. College
5	T.L. Lakshmi	2013-14	Jr. Asst. in Revenue Dept.
6	D. Loganathan	2013-14	Jr. Asst. in Revenue Dept.
7	E. Vadivukkarasi	2013-14	Lect. In Dr. MGRCAC
8	R. Padmapriya	2014-15	Teacher in Tulip I.S.
9	C. Nambikkairaj	2014-15	Teacher in St. Jemma
10	P. Shanthi	2015-17	Teacher in SRK

(v) Details on the contribution of alumni to the growth and development of the institution.

The alumni have contributed the following to the college.

➢ They have been taking constant efforts to give constructive suggestions for the development of the institution. They give feedback on curriculum which helps us to take necessary measures for further development.

➢ They give motivation to the students before their campus recruitment.

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.

The institution provides specific platform for the students to participate in:

➢ Literary activities

> Cultural activities

> Sports and games

Individual talents of the student teachers are exhibited in the morning assembly, celebration of National days like Independence Day, Republic Day, Teachers Day, and Cultural Festivals like Pongal, Religious festivals like Christmas and other special occasions where students share their talents of arts, craft, music, dance, one act play, etc.

Students are also encouraged to participate in social welfare activities and rendering community outreach activities and services.

Participation of students in extracurricular and co- curricular activities

The College encourages the students by awarding certificate and shield.

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

The students are involved in publishing the following

> Participation in the college magazine

> News albums

> Picture albums

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

Yes, The institution has a student council. The students select class representatives. And the class representatives select the office bearers.

The following is the structure of the student council

1	Class Representatives
2	Fine art secretary
3	Club secretaries (ex. Tamil, English etc)
4	Sports secretary

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Major activities

> ➢ Organizing association meetings.
> ➢ Organizing extra-curricular activities.
> ➢ Organizing cultural programmes.
> ➢ Organizing club meetings.
> ➢ Leadership in arranging sports events.
> ➢ Celebrating National days and other festivals.
> ➢ Rendering support to organize seminars, workshops.
> ➢ Extension services are carried out under the leadership of the student Council.

Funding

For the activities of the student council, the amount is spent by the management.

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

The students have representation in the following academic and administrative bodies:

S.NO	NAME OF THE COMMITTEE	COMPOSITION	MAJOR ACTIVITIES
1	Academic Committee	Principal Faculty in-charge Student representatives	• Organizing tutorial groups. • Organizing workshops and seminars. • Giving ICT training to students. • Systematically organizing all academic activities.
2	Library Committee	Principal Librarian Student representatives	• Organizing book exhibitions. • Informing students about the arrival of new books. • Encouraging students to read books. • Organizing Library Week.

3	Fine Arts Committee	Principal	• Organizing various cultural events and competitions.
		Faculty in-charge	• Celebrating national days like Independence Day, Republic Day, Teachers Day etc.,
		Fine Arts Secretary	
		Students representatives	• Celebrating festivals.
4	Extension Committee	Principal	• Organizing awareness programmes.
		Faculty in-charge	
		Student representatives	• Giving cloths to the poor
			• Community work in the villages.
			• Tree plantation programme.
5	Sports Committee	Principal	• Making students participate in various sports and games activities inside and outside the college.
		Director of Physical education	• Conducting sports day.
6	Youth Red Cross	Principal	• Promotion of Health and Hygiene.
		Faculty in-charge	• Service to others.
			• World Friendliness.
7	Red Ribbon Club	Principal	• Awareness programmes on AIDS.
		Faculty in-charge	• Voluntary Blood Donation.
			• Awareness programmes on Eye Donation.
			• Preparedness and prevention of communicable an infectious diseases.
			• Relief operation in fire and accidents.
8	Subject Clubs	Principal	• Elocution competition.
			• Essay writing competition.
		Subject teachers	• Poster competition.
			• Recitation competition.
		Student representatives	• Publication of manuscript magazines.

			• Tree plantation. • Article writing competition • Book reviews.
9	Grievance Cell	Faculty in-charge Student representatives	• Addressing the grievance made by the students • Organizing guest lecturers to sensitize students to women's rights. • Celebrating Women's day.
10	Placement Cell	Principal Faculty in-charge Student representatives	• Displaying job opportunities on the notice board. • Arranging campus interviews. • Getting placements for students.

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 in touch with the employed alumni and collects feedback from them and their employers through the feedback forms. Feedback collected from them and employers are used to improve the preparation of the programme and the growth and development of the institution.

5.4 Best Practices in Student Support and Progression:

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

The College has few good practices to support students:

➢ To make the students aware of various job opportunities through the placement cell.

➢ Displaying job opportunities on the notice board.

➢ Cultivating the skills of leadership and communication.

➢ To practice self-supporting activities.

- Creating awareness of protecting the environment.
- To know the core value of dignity of labor.
- To achieve self-sufficiency.
- For maintaining good garden at home.
- Creating the social responsibilities.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION:

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to student support and progression and how have they been acted upon?*

The following are the evaluative observations and suggestions made in the first assessment by NAAC peer team. The institution has grown further in its strengths.

STUDENT SUPPORT AND PROGRESSION	OBSERVATIONS
Student Progression	• Negligible student dropout • Very few students opt for higher studies • Continuous decline in pass percentage in Both B.Ed., and M.Ed., has not drawn attention of the staff and management
Student support	• Grievance redressal cell is functioning • Remedial teaching and counseling to low achieving students provided • Placement cell has been setup • Alumni association is in place
Student activities	• Student are member of the committees of the college • Celebrate important events organize picnic annually • Cultural activities yet to be strengthened

Best Practices in student support and progression (If any):	• Counseling and additional help provided to low achieving students

2. What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

- Workshops on various themes according to global trends.

- 21st century skills and learners skills are focused.

- Field visits to rural areas.

- Management scholarships to more number of students.

- Internet facility and technology enabled education.

- Student friendly administration and proper feedback mechanism are some of the added best practices.

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CRITERION VI – GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership:

1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Purpose:

To realize the Vision and Mission of Sri Balaji College of Education.

Values:

- Enhancing professional leadership
- Perceiving academic excellence
- Developing right attitude towards social, cultural and economic values.
- Use of technology and ICT in the teaching learning process
- Fostering national integration.
- Imparting quality education.

The college instills its mission, vision and values into the stakeholders in the following ways:

- The vision and mission are statements and values are mentioned in the college.
- It is also displayed in the college website.
- Teacher educators reinforce and accomplish the vision, mission and values of the institution through their lectures and daily activities.

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, the mission includes goals and objectives. These are:

- ➢ To help future prospective teachers to develop competence in their subject specialization, on the basis of an adequate theory of learning and sound knowledge of the subjects.

➢ To create teachers, who are dynamic, versatile and to meet national and global challenges.

➢ To create conducive environment to conduct academic activities for overall development of prospective teachers.

➢ To equip prospective teachers with the futuristic outlook.

➢ To inculcate humanitarian values in prospective teachers.

The above goals and objectives are set to meet national and global challenges.

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.)*

Board of Governance

➢ Over all supervision (The performance of Teaching staff as well as Non-teaching staff).

➢ Meetings with the teaching staff and Non-teaching staff.

➢ Supervise the functions of various committees established in the college.

➢ Supervise Class Room Teaching.

Faculty :

- Teaching

- Organizing the activities, allotted to them.

- Conducting the activities of committees.

Non-Teaching Faculty:

- Office

- Lab Assistant

- Librarian

- Peon

- Sweeper.

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

The management conducts meeting and discussions with the principal. Resolutions of the meetings are informed to the teaching faculties. Other activities are carried out with the help of various committees. Responsibilities are assigned to the teaching faculty in the meeting.

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?

The management and the head of the institution encourage a continuous feedback system. Feedback from the staff, parents, students, alumni, teachers and head of the practice teaching schools are obtained and specific issues are communicated to the management.

Further the management keeps the key of the Suggestion Box, and the Suggestions got from it are reviewed by the head and the management for valid suggestions and their possible implementation.

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

The feedback received from the students, staff, teachers of practice teaching schools and other stakeholders is of immense help a lot to identify the barriers. The Institution addresses the barriers by preparing timely action that leads to achieving the vision, mission and goals of the institution. Further the staff council and the student council help to address the barriers.

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

The management encourages the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways.

➢ All the staff is equally engaged in different activities to enhance the educational image of the institution.

➢ The management provides all encouragement and support to the faculty members for organizing extension lectures, state and national level seminars, workshops, awareness programmes, camps, field trips, club activities, various sports and cultural events and other extension programmes.

➢ The management deputes faculty members to attend seminars, workshops, orientation programmes and present papers at regional, national and international levels.

➢ The management provides sufficient facilities for each faculty members to carry out their work in a smooth atmosphere.

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 Principal of college supervises the work done by the Teaching Staff and Non-teaching staff on the basis of work distributed/ allotted to them.

 Curriculum: Papers and other activities are allotted to the teachers.The Principal supervises the performance of these activities whether they are running properly or not.

 Administration:

Supervise the following activities, whether these are running properly or not:

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- Morning Assembly.

- Teaching in classes according to the time table.

- Office's works.

- Duties, allotted to fourth class (peon, sweepers)

- Other Programmes (Co-curricular and extra curricular)

Allocation and Utilization of Resources: Supervise the resources, whether these are sufficient or not to run the college activities properly.

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.

The different committees/cells constituted by the institution for managing different institutional activities and the detail of the meeting held and the discussion made are listed below:

Advisory Committee

| No.	DATE	IMPORTANT RESOLUTIONS
1	27/07/2016	Decided to provide fee concession to deserving students.
2	01/08/2016	Decided to prepare the selection list.

IQAC

1. FDP : Innovative Teaching strategies.

2. Workshop : Application of SPSS in Educational Research

3. Students : The future of Micro & Macro Teaching.

Some meetings are held between the college management and the faculty members, regarding academic management, finance, infrastructure, faculty, extension and examination during the last year. Meeting agendas are decided according to the expected requirement of committees or activities as depicted in academic calendar. Some meetings are held in the beginning of the session and some meetings are held during the session, by seeking its requirement. On the basis of meetings agendas resolutions are passed after discussion.
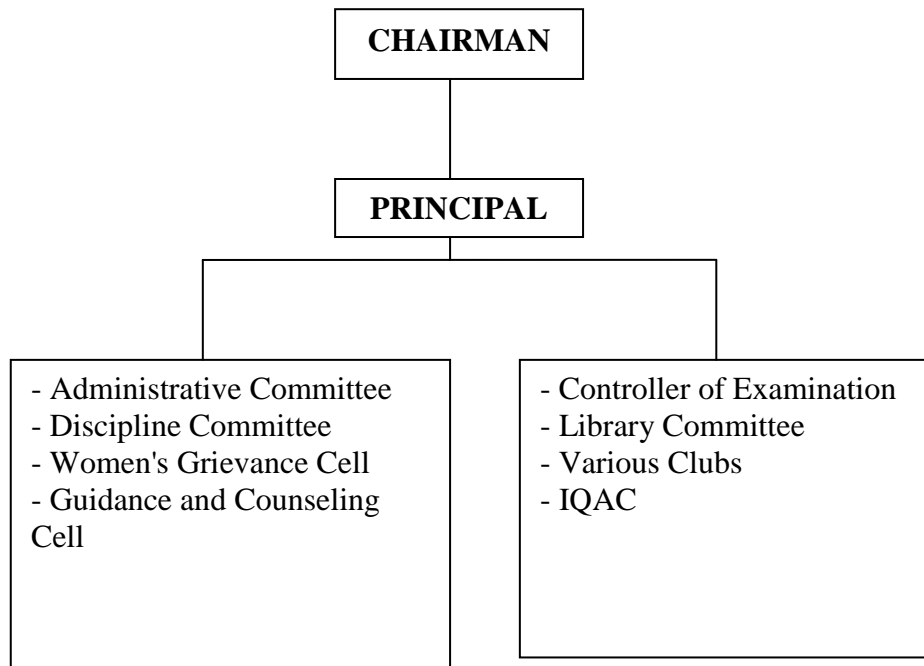
2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The college has an efficient internal coordinating and monitoring mechanism, which consist of the following central authority and various other committees.

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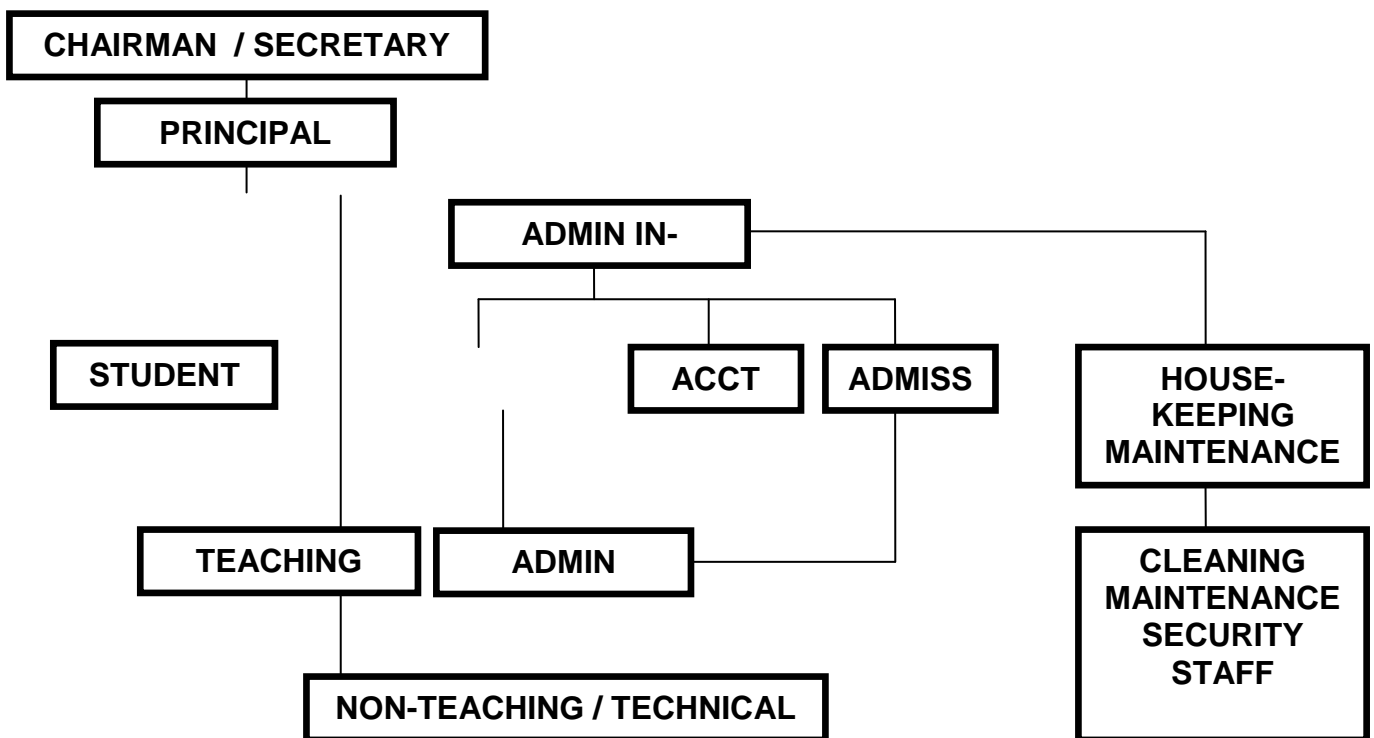
3. To what extent is the administration decentralized? Give the structure and details of its functioning.

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                          ┌──────────────┐
                          │   CHAIRMAN   │
                          └──────┬───────┘
                                 │
                          ┌──────┴───────┐
                          │   PRINCIPAL  │
                          └──────┬───────┘
              ┌──────────────────┴──────────────────┐
   ┌──────────────────────┐          ┌──────────────────────┐
   │ - Administrative     │          │ - Controller of      │
   │   Committee          │          │   Examination        │
   │ - Discipline         │          │ - Library Committee  │
   │   Committee          │          │ - Various Clubs      │
   │ - Women's Grievance  │          │ - IQAC               │
   │   Cell               │          │                      │
   │ - Guidance and       │          │                      │
   │   Counseling Cell    │          │                      │
   └──────────────────────┘          └──────────────────────┘
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4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The institution collaborates with the following sections / departments and school personnel to plan and improve the quality of education in the following:

➢ The teacher of neighboring schools and colleges are invited to give talks on various topics related to education.

➢ Collaboration with the neighboring schools and colleges in participation of the cultural event and competition.

➢ The teachers of neighboring schools and colleges are invited to attend the seminars and workshops conducted in the college.

➢ Collaboration with neighboring schools for doing practice teaching, psychological experiments and case study.

➢ Tree plantation programmes.

➢ Collaborating with hospitals for conducting Blood Donation Camp.

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

Yes, the institution collects the feedback from students, school heads, alumni, invited experts, and teacher educators for finding strength and drawbacks. The feedback information is collected regularly and discussed among the teacher educators and the management and decisions are made for further improvement.

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

The College has taken following initiative to promote co-operation among the faculty members, sharing of knowledge, innovations and empowerment of the faculty.

- Co-operation and sharing of knowledge: Through Extension Lectures, Seminar, Workshop and Orientation programmes.
- Innovation: The faculty members are given training to use innovative teaching techniques with the help of technology.
- Empowerment of faculty: Participation in Seminar, Workshop, Refresher and Orientation programme, Publication of articles in Educational magazine.

6.3 Strategy Development and Deployment:

1. Has the institution and MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, the College has Management Information System is in place to select,

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collect align and integrate data and information on academic and administrative aspects. MIS is a subset of the overall internal controls of our institution covering the details of students, documents, technologists and procedures by management solve organizational problem and to being in automation. Practically, every activities and work undertaken by the institution is documented in the following ways:

- ☐ The information about the institution, its vision and mission, values, objectives, brief history of the college, details of the management and staff of the college, details about the courses offered and the curriculum etc., are displayed in the college website.

- ☐ Separate files are maintained for practice teaching, time-table, continuous assessment, examinations, extension work, alumni, personal files etc.

- ☐ The names of the students, the roll numbers, addresses, graduation marks and other related details are maintained normally and they are under the process of the computerization.

- ☐ Examination question papers, internal assessment work, etc. are maintained in computer files.

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

Human Resource:

- The human resource is allocated their duties; they have to accomplish their duties, if any new changes occur during the process of accomplishment.

- The appropriate person is fetched out from the present human resources and the desired responsibility transferred to him.

- The other way is the person of desired qualification is appointed through interview committees.

- In this way the human resource is allocated to accomplish and sustain the changes.

Financial Resource: During the annual financial planning, a particular budget is allocated for the accomplishment and sustaining the changes from the action plan after discussion with the financial advisor.

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

> ➢ To achieve mission and goals, an academic calendar is made.
> ➢ On the basis of academic calendar, various activities are conducted in the college.
> ➢ These activities and programme include universities' prescribed syllabus.
> ➢ To conduct these activities, human and financial resources are needed.
> ➢ Required qualified persons are appointed to run the college smoothly.
> ➢ The management allocates annual budget for the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

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

In the beginning of every academic year, Academic calendar of the institution is prepared by the Principal in coordination with all the teacher educators of the institution. It consists of all the curricular and co-curricular programmes to be carried out in one academic year. The academic plan is developed in consultation with the practice teaching school teachers, faculty and other stakeholders. It helps the activities to be carried out smooth and systematically. Care is taken to see that the practice doesn't overlap with the examination schedule of the schools.

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

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Objectives are communicated through the following ways:

➢ The academic calendar is developed to achieve objectives of teaching and learning.

➢ On the basis of academic calendar, time table is framed for different activities/programmes.

➢ Side by side different committees work.

➢ Objectives are communicated in the staff meeting and through circulars.

➢ Teachers do their duties which are assigned to them in the time table and committee.

➢ The achievements of objectives are reviewed periodically.

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

The vision and mission statements are revealed through various activities. The management, principal and staff closely monitor whether the activities are being carried out according to the vision and mission of the college in the following ways:

➢ Before the commencement of the academic year, staff council meetings are held by the principal and teachers to plan activities based on the vision, mission and objectives of the college.

➢ Staff meetings are held periodically and based on requirements, to monitor the implementations and to evaluate them.

➢ Suggestion box and feedback mechanisms are used to a great extend for the continuous evaluation of achieving the vision and the mission.

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

The institution plans and deploys the new technology for effective and efficient transaction of teaching-learning process in the following ways:

➢ Faculty members use ICT, PowerPoint presentation for delivering their lessons.

➢ Students prepare their lessons on PowerPoint for seminars, and for peer

teaching.

➢ LCD, OHP are used in the classroom teaching as well as in the seminars, conferences and workshops conducted in the college.

➢ E-mail is used for communication purposes, sending articles for seminar and journals and for doing correction work.

➢ Technology laboratory is organized to utilize new resources in teaching learning.

6.4 Human Resource Management:

• *How do you identify the faculty development needs and career progression of the staff?*

The institution identifies the faculty developments needs and career progressions of the staff in the following ways:

- Principals report
- Feedback from the students
- Feedback from the peers
- Feedback from the alumni
- Discussion with the staff

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?

The institution has a sound system of assessment of teaching and service of the faculty members. The mechanism in place for performance assessment of the faculty and staff are

- ☐ Self-appraisal report of the faculty
- ☐ Feedback from the students about the performance and guidance provided by the teacher-educators.
- ☐ Confidential report of the Principal.

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

The college motivates faculty in the following way:

- ❖ Through feedback from Principal, faculty and students, a best teacher is selected and awarded by giving him/her memento and a cash prize for giving 100% result in their subjects.
- ❖ Duty Leave is given to the teacher for participating or attending seminar, workshop, refresher and orientation programmes.
- ❖ The management and principal respect and appreciate the works done by the staff.
- ❖ Encourage them to write articles and publish books.
- ❖ Free Transport facility is provided to the teaching and non- teaching 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.

Yes, the institution conducted staff development programme for skill up-gradation and training of the teaching and non-teaching staff.

- ❖ At the beginning of every academic year an orientation programme for the teacher educators for about one week. In this programmes resource persons from the field of education are invited to brush up the skills of the teacher educators as well as non-teaching staff.
- ❖ Computer training was given to staff.

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 college recruits eligible faculty members as per the norms of the NCTE

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and the University.

- ❖ Vacancies are advertised in leading national, regional newspapers.

- ❖ The selection is done by constituting interview committee comprising of subject experts, principal, representative from the governing body.

- ❖ The salary structure differs based on the candidate's qualification and experience.

- ❖ Eligible leaves in the academic year are given to the staff without any discrimination.

6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The College does not employ part-time or Adhoc faculty.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g.budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, in local, state, national and international professional associations).

- ❖ Seminars, Conferences, Workshops, Courses are made known to the faculty members and they are encouraged to attend in order to improve their knowledge and skills.

- ❖ Brochures of seminars, conferences received from the college are put up on the notice board and also circulated among the staff.

- ❖ Faculty members are encouraged to identify the course with the need for developing professional skills.

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

- ❖ Teachers are provided proper space in staff room and in their labs.

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❖ Every teacher is provided required material in the lab.

❖ Internet facility is provided to the teachers in computer resource centre.

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

The major mechanisms in place for seeking information are the following

- College Office

- Principal

- Notice board

- Website

- Telephone communication

The staffs make their complaints through

- The principal

Students make their complaints through

- The principal

- Suggestion box

- To the mentors

- Grievance cell

- Student council

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.

The faculty members are encouraged in their work in the college for Eight hours a day. They are put in extra hours too whenever there is a need. During the working hours the nature of work includes

- The transaction of methodology and pedagogy of concerned subjects.

- Monitoring of practical and practicum.

- Evaluation of assessments and seminars.

- Organizing seminars and workshops.

- Conducting tests and examinations.

- Monitoring students learning.

- Arranging experts' talks.

- Observation of school activities of teacher trainees.

- Facilitating community oriented programmes by students.

- Club activities.

- Sports and games

- Visiting places of educational importance

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

Yes, the institution has mechanism to reward and motivate staff members.

- Staff members who excel in making constructive contribution in the teaching learning process are appreciated in the staff council.

- Achievement of the staff are recognized and rewarded by the management.

- Teacher educators are awarded prize in the teacher's day celebration.

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 revenue and income generated.

The College is under self-financed scheme thus, it does not get any financial support from the government. The sources of revenue and income are generated as follows:

- Contribution by the management

- Fee from the student

- Income from the Trust

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

Year	Resources	Amount
2014-2015	Books	---
2015-2016	Computer	---
2016-2017	---	---

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

As the college is not an independent body, it is under aegis of the Trust. Therefore, the governing body of the college along with the various reputes (Financial Advisor, Stake Owners) altogether formulates the Annual Budget of the college. At college level, the annual budget is divided in to sub-heads quarterly to meet out day to day expenses. The sub-division of the annual budget in particulars head is now come to know as operational budget. Almost the operational budget is met out with day to day expenses, if any variations / deficit budget arise during this, then deficiency is bear by the trust.

4. What are the budgetary resources to fulfill 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)

Mission of the college is working according to the budget allocated to them. However, if budget formulate any hurdles during fulfilling the mission than extra budget has been allocated for it. Extra budgetary resources are provided by the trust by any means this is not a part of the college.

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 audit report is enclosed as **Annexure.** Accounts of the college are regularly audited by the auditor deputed on behalf of the management. Regular audit mechanism has been followed by the college. If any objections arise during audit the immediate action / measure has been taken by the dep't. Internal Audit system constitutes of:-

- Daily checking of Physical Cash
- Properly creation of vouchers and ledger
- Proper utilization of allocated funds as per allocated heads.
- Proper payment of Parties
- Proper record keeping
- Cross checking / sudden checking of accounts.

External Audit is conducted by the CA appointed by the Governing Body. The authorized person is responsible for finalization of trust account and Internal from college. This is a half early process and made during the end of financial year.

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

Institution is using both Manual and Computerize finance management system. At some level institution is using manual system like issuing of Fees Slip, Voucher etc. However, all of this is entered on the computer for day – to –day analysis of accounts. Further financial advisor and CA of the trust / College are analyzing accounts through various computer soft ware's. However, various working of govt. dept. (like TDS, TAX, CHALLANS, RETURN FILING) is now

through internet and computerize online format, therefore it is mandatory for the college to use computerize finance management system.

6.6 Best practices in Governance and Leadership:

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

The best practices in Governance and Leadership carried out by the institution are detailed below:

- Entrusting responsibilities to the staff for doing academic and non-academic with their willingness.

- Sharing of responsibilities and works by the students.

- Fostering democratic qualities among the students through developing leadership.

- The Staff Council, Students Council, Alumni, PTA are involved in carrying out the curricular and co-curricular activities.

- The faculty members are assigned to co-ordinate workshops and seminars in the college and they get more administrative experience.

- The dedicated support and monitoring of the management is always there for the principal, staff and students and this makes the governs and leadership an effective one.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION:

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to Governance and Leadership and how have they been acted upon?*

The following are the evaluative observations and suggestions made in the first assessment by NAAC peer team. The institution has grown further in its strengths.

GOVERNANCE & LEADERSHIP	OBSERVATIONS
Institutional Vision and Leadership	• The college has well defined vision and mission • The management provides support for institutional development
Organizational Arrangements	• Various committees have been setup in college • Administration is hierarchical
Strategy Development and Development	• Perspective plan not yet conceived of • No formal system of strategy development is in place
Human Resource Management	• Recruitment of staff yet to be formalized • Professional development of staff is limited • Staff appraisal done informally
Financial Management & Resource Mobilization	• Students fee is the major source of income • Accounts are regularly subjected to internal and external audit
Best Practices in Governance and Leadership (If any):	• Financially sound and supportive management

2. *What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?*

- Instilling the vision and mission and values of the institution through different activities with the hope of the making the staff and the prospective teachers to be men and women for others.

- Inculcation of the human and moral values in the staff and prospective teachers to make a difference in their teaching and learning.

- Timely guidance and counsel given by the Secretary and Board of Governance regarding staff recruitment framing of action plans, staff development programs and financial management.

- Involving management and staff in the admission committee.

- Periodical staff meetings to plan, to execute and to evaluate each curricular, co-curricular and extra-curricular programs.

- Periodical brain storming sessions conducted to gauge the job satisfaction of the staff.

- Effective feedback system in the college.

- More transparency and accountability in financial transaction.

- Encouraging the participatory approach in the decision making process.

- Representation of the principal in meeting conducted by the Regional Director for finalizing admission norms for B.Ed., program.

- Systematic and well organised faculty enrichment programs to enhance the professional competence of the staff.

- Providing opportunities for the teaching staff to serve as the resource persons for staff orientation programs organised by educational institutions.

- SWOT analysis done by the staff and students to plan and function in a better way.

- Student representation in various committees of the college.

- Effective functioning of IQAC in monitoring the quality of teaching and learning while organising seminars and workshops, conferences and symposium at institutional, state, national and international level.

- Placing suggestion box for students teachers to express their grievances and recommendations.

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CRITERION VII – INNOVATIVE PRACTICES

7.1 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.

Yes, the College has established on Internal Quality Assurance cell (IQAC) in year **2013**. Composition of the IQAC is given below:

- ❖ Principal
- ❖ Coordinator
- ❖ Management Representative
- ❖ Faculty members

Major activities undertaken

- ❖ Organization of workshop/seminars
- ❖ Faculty development Programmes
- ❖ Organizing extension activities
- ❖ Collecting feedbacks from students, parents, head of the practice teaching schools, and alumni
- ❖ Promoting club activities
- ❖ Providing remedial teaching
- ❖ Placement service through placement cell
- ❖ Rectifying the complaints of the students through Grievance cell
- ❖ Providing guidance and counseling

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The College evaluates the achievement of goals and objectives through various activities, included curricular and co-curricular distributed in annual academic calendar.

These activities and programmes are conducted throughout the session in the college. On the basis of their performances, they are assessed; essentially, it is a part of an internal evaluation.

And there is a provision of external evaluation. The University conducts annual exam for B.Ed. /M.Ed., students. Their performance in external exam is also evaluated.

Besides above evaluation, there is a provision of getting feedback from the students, faculty, and alumni.

It may be concluded, that internal and external evaluation plus feedback play an important role in overall evaluation.

3. *How does the institution ensure the quality of its academic programmes?*

The quality of academic programs is ensured through the following ways:

- ❖ Appointing qualified teaching staff.
- ❖ Providing faculty improvement programs.
- ❖ Conducting workshop and seminars for the staff and students.
- ❖ Providing innovative technologies in the teaching-learning process.
- ❖ Utilization of the library and laboratories by the staff and students optimally.
- ❖ Maintaining regularity and discipline among the students.
- ❖ Peer teaching
- ❖ Continuous assessment of the student activities.
- ❖ Feedback from the students and parents.
- ❖ Interaction with eminent academic scholar.

4. *How does the institution ensure the quality of its administration and financial management processes?*

The college ensures the quality of its administration and financial

management through:

- ❖ Documenting all the activities of the institution
- ❖ Updating all the documents
- ❖ Timely clearing all the files
- ❖ Keeping vouchers
- ❖ Distributing salary in time
- ❖ Proper budget allocation
- ❖ Internal and external auditing
- ❖ Transparency in financial accounting
- ❖ Team work of the staff
- ❖ Keeping visitors daily

5. How does the institution identify and share good practices with various constituents of the institution.

- ❖ Three constituents of the institution namely, teacher educators, students and administration cooperate with each other to run the institution at optimum level of efficiency. The good practices are identified by the joint meeting of all these three constituents. On the basis of consensus arrived at in the meeting, such practices are put into practice like action research, book reviews etc.

- ❖ Regular feedback from students, teacher educators and supporting staff is obtained periodically.

- ❖ Suggestions from students, teacher educators and other stake holders are collected through a suggestion box placed in the college.

- ❖ Good practices are shared through:
  - ◻ Staff meeting
  - ◻ Displaying on the notice board
  - ◻ Newsletters
  - ◻ Rewards

7.2 Inclusive Practices:

1. How does the institution sensitive teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The College sensitizes teachers for the issues of inclusion by:

- ❖ Managing Committee of the Institution is liberal in providing fee concessions to economically weak students.
- ❖ Students have option to attempt examination according to their preferred language i.e. Tamil or English.
- ❖ Teachers of the Institution use bilingual method of teaching keeping in view the language limitations of the students.

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?

Various seminars and workshops have been organized to provide adequate knowledge about the exceptionalities. Also the sports and games are played in teams.

- ❖ The college has established women cell, where the lectures are delivered on the sensitive issues (Sex Education, AIDS etc.) for girls.
- ❖ Sports and Games are played in teams.
- ❖ Special Students are dealt in the classes sensitively.

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.

There are various activities, in the curriculum to create learning environment like Unit Test, Assignment, Class Seminar, Curricular activities, Co-curricular activities, Seminar, Workshop, Computer Learning, Extension Lecture, Social Service, Sports and Games, Practice Teaching, Morning Assembly (Views

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and News presentations).

These activities are able to foster positive social interaction, self motivation and active engagement in learning.

- ❖ Cooperative learning
- ❖ Celebration of regional, national and religious festivals.
- ❖ Maintaining good rapport between student and teacher.
- ❖ Community work
- ❖ Extension activities
- ❖ Conducting psychological practical's and science experiments
- ❖ Field trips
- ❖ SUPW

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The student-teachers approach psychologically to adjust the children of diverse backgrounds and exceptionalities in the class.

5. How does the institution address to the special needs of the physically challenged and differently-able students enrolled in the institution?

The college addresses to the special needs of the special students (physically challenged) by shifting them on the ground floor:

- ❖ By psychological dealing.
- ❖ By keeping their mental set sound and psychologically motivated.

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)?

Sensitive topics were discussed for girls and make them use of it. Sports

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and Games are conducted for girls' team wise and the college has common rooms for girls.

7.3 Stakeholder Relationships:

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The access to the information on organizational performance is ensured through College Website

- ❖ College calendar
- ❖ Brochures.
- ❖ News paper advertisement.
- ❖ Administrative records.
- ❖ Student notices.
- ❖ PTA meetings.
- ❖ Circular and proceedings.
- ❖ Alumni associations.
- ❖ Regular meetings with staff.

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?

- ❖ The success and failures of the institutional processes satisfaction and dissatisfaction are shared in the staff council and PTA.
- ❖ The suggestions of the staff council and the PTA are considered for the modification of academic process.
- ❖ Failures and dissatisfactions if any will be rectified at the earliest.

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?

Various feedback mechanisms are adopted to collect data for qualitative improvement. They are

- ❖ Seeking opinion from faculty and experts
- ❖ Suggestion Box
- ❖ Feedback forms
- ❖ PTA Meeting
- ❖ Alumni Association Meetings

Data collected from the above sources are discussed in the staff council for knowing the strengths and weaknesses of the institution and for decision making and quality improvement.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION:

1. *How are the core values of NAAC reflected in the various functions of the institution?*

Inculcating a value system	• Inculcating desirable social and human values and moral principles that would make them principled, value – oriented responsible citizens various workshops.
	• Encouraging inter-religious harmony and peace through meaningful celebration of all major religious festivals.
	• Organizing programs that promote national values like patriotism; and secular values like liberty, equality and fraternity.
	• Training students in conducting morning assembly every day.
	• Celebration of religious and national festivals and observing national and

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	international days of importance.
	• Organizing cultural festival, sports meet and other competitions that will promote values like team sprit, self-motivation, mutual understanding, respect for others, responsibility, sprit of collaboration and cooperation etc.
	• Organizing the citizenship camp to instill the values of simplicity, social responsibility, justice, equality, freedom, commitment to serve the marginalized etc.
	• Organizing workshop on yoga to learn the value of equanimity and silence.
	• Encouraging the staff and the student teachers to nurture their social responsibility by reaching out the victims of natural calamity and the needy.
	• Conducting environmental awareness programs to infuse in the students teachers a sense of cleanliness and of nature.
	• Providing guidance and counseling and mentoring service to the student teachers to boost their courage and confidence
Promoting use of technology	• Enhancement of ICT facilities in the college.
	• Well equipped classrooms, language lab, computer lab and library.
	• Technology enabled teaching and learning

	through PPT, blogs, e-mail and other social networks. • Hands on experience in using computer. • Providing 24*7 internet and Wi-Fi connection, e-books, e-journals. • Encouraging staff to attend seminars related to ICT in education. • Encouraging student teachers to present seminars using ICT resources
Quest of excellence	• Orientation programs arranged for the staff and students to achieve academic excellence. • Organizing a series of academic programs in order to equip the staff and students with necessary knowledge, skills and competencies for academic excellence. • Providing additional certificate and training programs to further the professional development of the students, thereby ensuring their placements. • Facilitating the learning of the students by offering the co-curricular and extra – curricular programmers that would enhance the all round development of the students. • Quality improvement through IQAC. • Building knowledge and competencies

	through library resources.
	• Providing guidance and counseling and mentoring service to the students teachers.
	• Encouraging the use of technology for effective learning and teaching.
	• Periodical academic review for further improvement.
	• Periodical assessment and evaluation of progress of student teachers.
	• Improving the infrastructural and instructional facilities.
	• Encouraging self study, group study, peer tutoring.
	• Providing remedial classes after class hours.
	• Preparation of academic calendar and work schedule.
	• Creating a conducive atmosphere for teaching and learning.
	• Providing opportunities to attend research related programs that would enhance their knowledge.

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POST ACCREDITATION INITIATIVES

The following post-accreditation initiatives have been taken up by the college in the last 5 years after being accredited in 2012.

Criterion I : Curricular Aspects

- Internal Quality Assurance Cell has been set up to monitor the continuous progress of the institution.

- Teaching plans are prepared by the teachers at the beginning of the session.

- Model Questions are provided to students throughout the academic year as and when required along with the progress of the syllabus so that students can prepare themselves more effectively.

- The college now has a partial digital library with internet and Wi-Fi facilities along with e-books and e-journals for enhancing the learning process.

Criterion II : Teaching Learning and Evaluation

- LCD projectors in classroom, better equipped laboratories and up gradation of the Library have contributed to improve the teaching-learning process.

Criterion III : Research, Consultancy and Extension

- Internet facility, have been provided to facilitate research work.

Criterion IV : Infrastructure and Learning Resources

- Well equipped laboratories with required equipment.

- Students are given free photocopy facility.

- Safe Drinking Water provided to teachers, staff and student.

Criterion V : Student Support and Progression

- 100% attendance.
- Campus Interview.
- Cash prize & Shield for college toppers.

Criterion VI : Governance, Leadership and Management

- The IQAC works in close coordination with the Governing Body of the college in realizing the goals and mission of the college.

Criterion VII : Best Practices

- Teachers are now involved in research oriented activities which has resulted in an overall holistic development of the institution.

- The college has instilled environmental consciousness among students and staff.

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D. DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:
(Dr. P. VAIYAPURIRAJA)

Place: Irumbedu, ARNI.

Date: 07.06.2017

Mapping of Academic Activities
of the Institution

"Enter As an Educand   Exit As an Educator"

Mapping of Academic Activities of the Institution
SRI BALAJI COLLEGE OF EDUCATION, ARNI.
I Year Mapping & II Year Mapping

Legend: P = I Year Mapping (purple), G = II Year Mapping (green)

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	P	P																															
Theory	G	G	P/G	P/G	P	P									P	P	P	P	P	P	P/G	P/G							P/G	P/G			
Tutorials/ Seminars																											P/G	P/G					
Sessional Work – Tests & Assignments																															P/G		
Practical Work																										P/G							
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations							P	P	P	P																							
Practice Teaching/ Internship					G	G	G	G	G	G	P/G	P/G	P/G	P/G	G	G	G	G	G	G	G	G											
Co-curricular Activities																									P/G								
Working with community/ project work																							P/G	P/G									
End-Term Examination																																	P/G

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

TEACHER EDUCATION SCENARIO IN TAMILNADU

Knowledge has been recognized as the key driving force of an individual. This knowledge can be acquired through proper education which is the backbone of society and is largely responsible for progress of an individual and of a nation.

Teacher Education is a process of forming and preparing holistic humane and professional teachers in terms of quality. Since independence strenuous and continued efforts have been made by several commissions and other regulatory bodies to enhance the teacher education programme in the country and in the state as well. Consequently a large number of private unaided teacher educational Doctoral levels. In order to bring in all the Colleges of Education under one roof the Tamil Nadu Government established Tamil Nadu Teachers Education University (TNTEU). Subsequently all the Colleges of Education are brought under the preview of Tamil Nadu Teachers Education University (TNTEU). Since its establishment, TNTEU has been making tremendous progress in providing quality teacher education programme. It designs curricular framework for its affiliated colleges of education in the state. It follows the guidelines of the National Council for Teacher Education (NCTE).

Key Achievements of the State in Teacher Education:

➢ Teacher Education is seen as a process of nation building.

➢ Teacher Education in the state prepares competent, committed and professionally well qualified teachers for the improvement of school education.

➢ There are qualified teachers available in the state.

➢ Enrolment in teacher education programmes in the state is almost full.

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> ➢ Continuous Comprehensive Evaluation (CCE), Activity Based Learning (ABL) and Active Learning and Active Learning Method (ALM) have been successfully implemented at the school level.

> ➢ TET has been made mandatory for the recruitment of teachers in the aided schools.

Key Areas that need Improvement:

> ➢ There is no sufficient integration of life skills, techno-pedagogic skills, emotional skills, human development skills and spiritual skills in teacher education programme.

> ➢ The technological innovations in teaching methodologies are not sufficiently adopted for transacting the education.

> ➢ All the teacher education centre's should focus on knowledge construction rather than knowledge deepening.

> ➢ Choice based credit system in teacher education should be introduced to bring about quality in teacher education.

> ➢ Because of the introduction of two year B.Ed., programme, the enrolment in teacher education programme has come down drastically.

> ➢ TET is seen as a threat to many potential teachers.

> ➢ There is a need to have a policy on Teacher Education in the state.

ABSTRACT

Collegiate Education – Colleges of Education – Guidelines for Admission of Students in B.Ed., course in Government / Government Aided / Self Financing Colleges of Education for the year 2017-18 – orders - Issued.

Higher Education (G1) Department

G.O.(1D) No.158

Dated. 11.05.2017
ஹேவிளம்பி, சித்திரை–28
திருவள்ளுவர் ஆண்டு 2048

Read:-

1. G.O. (Ms) No.257, Higher Education Department, dated 19.07.2016.
2. From the Director of Collegiate Education letter No.5152/M1/2017, dated 23.03.2017 and 04.05.2017

ORDER:-

In the Government Order first read above guidelines for admission of students in B.Ed., course in Government / Government Aided / Self Financing Colleges of Education for the year 2016-17 were issued.

2. In the letter second read above, the Director of Collegiate Education has sent the draft guidelines for admission of students in B.Ed. course in Government / Government Aided / Self Financing Colleges of Education for the year 2017-18 and requested the Government to approve the same.

3. The Government after careful consideration have decided to accept the proposal of the Director of Collegiate Education. Accordingly, they approve guidelines for admission of students in B.Ed., course in Government / Government Aided / Self Financing Colleges of Education for the year 2017-18 as indicated in the annexure to this Government Order and direct that the said guidelines be followed strictly.

(By order of the Governor)

Sunil Paliwal
Principal Secretary to Government

To
The Director of Collegiate Education, Chennai – 6.
All Colleges of Education (through the Director of Collegiate Education)
Registrar, Tamil Nadu Teachers Education University, Chennai – 5.
Senior P.A. to Minister Higher Education, Chennai – 9.
All Sections of Higher Education, Chennai – 9.
Private Secretary to Secretary to Government, Chennai – 9.
S.f./S.c.,

//Forwarded by Order//

Section Officer

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ANNEXURE
GUIDELINES FOR ADMISSION TO B.Ed. DEGREE PROGRAMME-
Duration : Two years course
2017-2019

(Government / Government Aided / Self-Financing Colleges of Education)

I.   Major Subjects offered under B.Ed. Degree Programme:

1. The following Major subjects are offered under B.Ed. Degree Programme in Government/Government Aided/Self-Financing Colleges of Education.

Subject Code	Major Subjects
01	Tamil/Urdu (Urdu in Self-Financing Colleges only)
02	English
03	Mathematics
04	Physical Science (Physics)
05	Physical Science (Chemistry)
06	Biological Science (Botany)
07	Biological Science (Zoology)
08	History
09	Geography
10	Computer Science
11	Home Science
12	Economics
13	Commerce
14	Political Science
15	Sociology
16	Psychology
17	Logic
18	Indian Culture
19	Philosophy

i)**Subject Codes 01 to 10:**   As these subjects are taught in the High School level, the requisite qualifications for admission to these subjects is UG Degree in the relevant subject with not less than the percentage of marks stipulated in Item II (ix) herein. The minimum % of marks stipulated in Item II (ix) herein shall not be applicable to the candidate those who are having PG Degree in the same subject with not less than 50% of marks. But, the weightage of marks given in clause V 2(i) (a) herein is not applicable for such candidates and the marks scored UG degree alone will be taken to arrive rank.

ii) **Subject Codes 11 to 19:** The requisite qualifications for admission to these subjects is PG Degree in the relevant subject with not less than 50% of marks, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.

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iii)**Subject Codes 14 to 19:** The subjects indicated in these subject codes and Urdu are not offered by the Government and Government Aided Colleges of Education.

2. Actual Major subjects offered in each college and number of seats available will be notified in the DCE website or at the Counselling Centre.

II.   Eligibility and Educational Qualification:

(i) (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The candidates should have undergone 10+2+3(15) or 11+1+3(15) pattern of study and passed the qualifying examination conducted by the respective State Board or CBSE or any other recognized Board of Education / Examination and UG Degree Examination of the UGC recognized Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/ Higher Secondary Education level.

(C) The three year Diploma in Engineering shall be treated as equivalent to +2 course for the purpose of eligibility for admission.

(ii) Candidates, who have passed the UG or PG degree under Open University System without qualifying in 11 years SSLC examination and one year of Pre-University Course (P.U.C) examination or 10+2 pattern of School Education examination are not eligible for admission, even if they subsequently qualify in 11year SSLC and one year PUC or 10+2 pattern of School Education Examination.

(iii) Candidates, who have taken more than one main subject in Part III & Part IV (under Double/Triple Major System) of UG degree course should have to choose only one of the main subjects and should have applied for that Major only. In such cases, marks obtained by the candidates in two/three major subjects shall be taken into account to arrive at the percentage of marks as stipulated in item (ix) herein.

(iv)Candidates, who have passed any degree under Additional Degree Programme with less than three years duration are not eligible for admission.

(v)Candidates, who have passed under four year Dual Degree Programme with two major subjects under Part III are not eligible for admission.

OUR MOTTO

"Enter As an Educand   **Exit As an Educator"**

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(vi)Candidates, who have qualified the P.G. Degree in the subjects in Subject Codes 11 to 19with not less than 50% of marks are eligible for admission, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.

(vii) Candidates, who have qualified the P.G. Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary or allied subjects alone) of the course alone shall be taken into account for admission to the B.Ed. Degree programme for subject codes 01 to 10. The marks obtained by the candidates in the last two years (4th& 5th year) alone shall be taken into account for admission to B.Ed. degree programme for subject codes 11 to 19.

(Viii) Equivalent Subjects:

a) Candidates, who have done their UG degree in Applied Mathematics can apply for Mathematics.

b) Candidates, who have done their UG degree in Applied Physics,Geo-Physics, Bio-Physics and Electronics can apply for Physical Science.

c) Candidates, who have done their UG degree in Applied Chemistrycan apply for Physical Science.

d) Candidates, who have done their UG degree in Bio-Technology,Plant-Biology and Plant Bio-Technology can apply for Biological Science.

e) Candidates, who have done their UG degree in EnvironmentalScience and Micro-Biology can apply for Biological Science.

f) Candidates, who have done their UG degree in Applied Geography can apply for Geography.

g) Candidates, who have done their UG degree in Computer Science, Information Technology and Computer Application can apply for Computer Science.

h) Post Graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with not less than 50% (irrespective of their UG marks) of marks in PG Degree or in the interdisciplinary subjects, which are being declared equivalent by the respective University can apply.

i) Candidates, who have done their PG degree in Nutrition and Dietetics are eligible to apply for Home Science.

j) Candidates, who have done their UG degree in the school subjects are eligible for admission to B.Ed. However, those who have done the UG in the subjects for which equivalence is not covered under this G.O., shall have to obtain an equivalence certificate for the respective

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subjects from the concerned University to consider their admission to B.Ed. degree programme.

k) Candidates, who have done their UG level without language Tamil or other Indian Languages under Part-I and are awarded degree with English and Main subjects concerned will be considered for admission to B.Ed. subject to the condition that they have to qualify in Tamil Language Test conducted by the TNPSC for the purpose of employment.

l) Candidates with at least fifty five percent marks either in the Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics are eligible for admission to the two year B.Ed., degree programme. All the B.E./B.Tech./M.E./M.Tech., graduates irrespective of their Branch in Engineering are eligible to study either Mathematices or Physical Science as Pedagogy of a School Subject. Apart from. the B.E/B.Tech./M.E./M.Tech., graduates in Computer Science related branches and Bio-Technology related branches are also eligible to study Computer Science and Biological Science as Pedagogy of a School Subject respectively.

Science/Social Sciences /Humanity	Engineering
90%	10%

(ix) Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed. degree programme with the subjects in Subject Codes 01 to 10. The marks obtained in UG Degree alone shall be taken to arrive the rank even if they possess PG Degree in the same subject. For the subjects in Subject Codes 11 to 19, PG Degree with not less than 50% marks is mandatory and the subject in UG and PG shall be one and the same.

Community/Category	Minimum Marks
OC	50%
BC/BCM	45%
MBC/DNC	43%
SC/SCA/ST	40%

a) Marks obtained by the candidates in the UG Degree Course Part-III & IV Major and Allied including Practical [Tamil/Urdu, English, Mathematics, Physical Science(Physics), Physical Science(Chemistry), Biological Science(Botany), Biological Science(Zoology), History, Geography and Computer Science] alone shall be taken into account to arrive at the percentage of marks mentioned above. Marks obtained under Part-V subjects shall not be taken into account to arrive at the percentage of marks. If the candidates possess PG degree in these subjects, weightage

of marks will be given as mentioned herein under item 'V 2 (i)'only for arriving rank.

b) Marks obtained by the candidates in the PG Degree *[Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture and Philosophy]* shall be considered eligible for admission, but weightage marks will not be given as mentioned herein under item 'V 2 (i)'.

c) To arrive at above percentage of marks, the marks obtained by the candidates in Major / Ancillary / Allied subjects (Part III & IV) including practical alone shall be taken into account.

d) For the students who have done their Bachelors Degree in Engineering or Technology, the marks obtained in their Degree shall be taken into account.

e) Rounding of marks to the next higher integer shall not be permitted.

f) The candidates who are qualified in UG degree under Open University System after passing 10th Std. and +2 examinations shall alone be considered for admission to B.Ed. degree programme.

g) The candidates who are qualified in UG degree under Open University System without passing 10th Std. and +2 examinations and subsequently passing 10th and +2 examinations are not eligible for admission to B.Ed. degree programme.

(x) Candidates, who have passed PG degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education are not eligible for admission.

(xi) In the case of Differently abled (Physically and Visually challenged) candidates, a minimum pass in the requisite qualification is enough.

The basis of selection shall be in accordance with the Regulations of the University /Government of Tamil Nadu Guidelines for admission to B.Ed. degree programme in force from time to time.

Quality Policy

The Quality Policy of Sri Balaji College of Education : To offer, value based education to students, in theory and practice, in teacher education.

To achieve Excellence in teacher education by continual improvement so that our students can shine in their endeavors.

Motto :

ENTER AS AN EDUCAND
EXIT AS AN EDUCATOR

OUR COLLEGE

Thirumathi Kannammal Educational Trust was found in the year 1985 with the objective of providing quality teacher education in Tamil Nadu. Under the trust, various institutions were established by our Founder Thiru A.C. Shanmugam, Former M.P., and M.L.A., as manifestation of his pioneering vision and forethought. Sri Balaji College of Education is one among them.

Sri Balaji College of Education, an institution of academic excellence, was established in the year 2007-2008 with a cherished desire to serve the cause of humanity through teacher education. This college has been affiliated to Tamil Nadu Teachers Education University, Chennai-600 005 and has been recognized by the Government of Tamil Nadu. It is a Co-Educational College of education offering B.Ed., & M.Ed., Degree Courses.

PERSONAL MEMORANDA

Photo
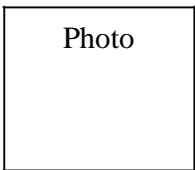
Name ....

Roll No....................

Aadhar Card No. ....

Date of Birth ....

Class :................................. Date of Admission : ....

Bank Details: Bank Name: ....

Account No. ....

IFS Code............................

Day Scholar / Hostel...

Father / Guardian Name ....

Occupation ....

Residential Address

....

....

....

.... Pin code ....

Contact No. ....

Height:............... cms Weight: .... kgs Blood Group : ....

Signature of the Parent/Guardian   Signature of the Student
Teacher

COLLEGE STAFF STRUCTURE

Principal : Dr. S. BOSKA BHAGAYAMA

Teaching Staff

M.Ed.,

Dr. S. Mohamad Rafi **Ph.D.,**

Dr. A. Leela **Ph.D.,**

Dr. P. Vaiyapuri Raja **Ph.D.,**

Dr. V. Sasikala **Ph.D.,**

Mrs. P. Shenbagapriya **M.Sc., M.Ed., SET**

Mrs. G. Priya **M.A., M.Ed.,**

Mrs. R. Rajalakshmi **M.Com., M.Ed.,**

Ms.N. Savitha **M.Sc., M.Ed.,**

Mr. K. Sridharan **M.Sc., M.Ed.,**

Mr. S. Gopinath **M.Sc., M.Ed.,**

B.Ed.,

Mrs. G. Reenadevi **M.C.A., M.Sc., M.Ed.,**

  - *Asst. Prof. in Perspective in Education (Psychology)*

Mr. P. Vijayavaradhan **M.A., M.Ed.,**

  - *Asst. Prof. in Perspective in Education (Sociology)*

Mr. N. Nandhakumar **M.Com., M.Ed.,**

  - *Asst. Prof. in Perspective in Education (Education)*

Mrs. M. Moganambal

  - *Asst. Prof. in Pedagogy (Tamil)*

Mrs. R. Mary Vanaja

  - *Asst. Prof. in Pedagogy (English)*

Mr. K. Devendiran

  - *Asst. Prof. in Pedagogy (Mathematics)*

Mr. H. Prabhu

  - *Asst. Prof. in Pedagogy (Physical Science)*

Mr. D. Rajamani

  - *Asst. Prof. in Pedagogy (Biological Science)*

Mr. V. Vasanthakumar

  - *Asst. Prof. in Pedagogy (History)*

Mr. J. Ramamoorthy

  - *Asst. Prof. in Health and Physical Education*
    (Physical Director)

Mrs. R. Bhuvaneswari

  - *Asst. Prof. in Performing Arts (Music)*

Non-Teaching Staff

Office Superintendent - Mr. M. Govindaraj **M.Com., B.Ed.,**

Librarian - Mr. A. Sabapathy **M.L.I.S**

Junior Assistant - Mrs. R. Vijayalakshmi **B.Com.,**

Junior Assistant - Mr. K.M. Gopiganesh B.**Com.,**

THE NATIONAL ANTHEM

Jana Gana Mana Adhinaayak Jaya Hey,
Bhaarat Bhaagya Vidhaataa
Panjaab Sindhu Gujarat Maraatha,
Draavid Utkal Banga
Vindhya Himaachal Yamuna Ganga,
Uchchhal Jaladhi Taranga
Tav Shubh Naamey Jaagey,
Tav Shubh Aashish Maange
Gaahey Tav Jayagaathaa
Jana Gana Mangal Daayak,
Jaya Hey Bhaarat Bhaagya Vidhaataa
Jaya Hey, Jaya Hey, Jaya Hey,
Jaya Jaya Jaya, Jaya Hey

Jana Gana Mana - English Translation

Thou art the ruler of the minds of all
people, Dispenser of India's destiny.
Thy name rouses the hearts of Punjab,
Sindhu, Gujarat and Maratha,
Of the Dravida and Orissa and Bengal;
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of Jamuna and Ganges and is
chanted by the waves of the Indian Sea.
They pray for thy blessings and sing thy
praise. The saving of all people waits in thy
hand, Thou dispenser of India's destiny.
Victory, victory, victory to thee.

தமிழத்தாய் வாழ்த்து

நீராரும் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தித்தந்தநந் திலகமுமே! அத்திலக
வாசனைபோல் அனைத்துலகும் இன்பமுற எத்திசையும்
புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!
உன் சீரிளமைத் திறம்வியந்து
செயல் மறந்து வாழ்த்துதுமே !
வாழ்த்துதுமே ! வாழ்த்துதுமே !.
      - "மனோன்மணியம்" பெ. சுந்தரம்பிள்ளை.

கொடி பாட்டு

தாயின் மணிக்கொடி பாரீர்- அதைத்
தாழ்ந்து பணிந்து புகழ்ந்திட வாரீர் ஓங்கி
வளர்ந்ததோ கம்பம் - அதன்
உச்சியின் மேல் வந்தே மாதரமென்றே
பாங்கி னேழுதித் திகழும் - செய்ய
பட்டொளி வீசிப் பறக்குது
பாரீர் !கம்பத்தின் கீழ்நிற்றல் காணீர் - எங்கும்
காணரும் வீரா் பெருந்திரல் கூட்டம் நம்பற
குரியவ் வீரா் - தங்கள்
நல்லுயி ரீந்துங் கொடியினைக் காப்பா் - தாயின்

THE NATIONAL PLEDGE

India is my country and all Indians are my brothers and sisters. I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give respect to my parents, teachers and all elders and treat everyone with courtesy.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

உறுதி மொழி

இந்தியா என் தாய்நாடு. இந்தியர் அனைவரும் எனது உடன் பிறப்புக்கள். எனது நாட்டை நான் பெரிதும் நேசிக்கிறேன். இந்நாட்டின் பழம் பெருமைக்காகவும், பன்முகச் சிறப்பிற்காகவும் நான் பெருமிதம் அடைகிறேன். இந்நாட்டின் பெருமைக்கு தகுந்து விளங்கிட நான் என்றும் பாடுபடுவேன். என்னுடைய பெற்றோர், ஆசிரியர்கள் மற்றும் எனக்கு வயதில் மூத்தோர் அனைவரையும் மதிப்பேன். எல்லோரிடமும் அன்பும் மரியாதையும் காட்டுவேன். என் நாட்டிற்கும் என் நாட்டு மக்களுக்கும் உழைத்திட என்றும் முனைந்து நிற்பேன். அவர்கள் வாழ்வில் நலமும் வளமும் பெறுவதிலேதான் நான் என்றும் மகிழ்ச்சி காண்பேன் என்று உறுதி கூறுகிறேன்.

COLLEGE FACILITIES & ACTIVITIES

Scholarship :

Students belonging to SC/ ST/MBC/BC Communities avail the scholarships from Central / State Government. Further, Scholarships are provided for very poor and merited students, by our Chairman.

Hostel :

A good reinforced, concrete, multistoried separate hostels are available for men and women students of our college. Well-furnished rooms are provided to the students.

Canteen :

A Canteen is functioning to cater the needs of the staff and students.

Bus Facilities:

Our college buses are plying from Polur, Vellore, Arcot, Ranipet, Walajah, Chetpet and Arni to our college campus.

Library :

Enormous volumes of books are available in the library, which includes texts and reference books. The library subscribes to 12 Journals and 7 magazines to enable the students and staff to keep themselves updated of the current developments in their areas.

Sports and Games:

A well laid out play field annexed to the college campus provides facilities for various sports and games. The students are guided by a Physical Director. The college conducts Annual Sports Meet every year for students.

Co-curricular Activities:

In addition to the academic programmes, Symposiums, Seminars, Quiz and Cultural festivals are conducted periodically.

Extra – Curricular Activities:

Y.R.C. and R.R.C are available. Tamil, Mathematics, Science clubs are conducting various activities.

GENERAL CONDUCT OF THE STUDENTS

1. Every student shall be dressed neatly and decently. All the students in the college must have ID Card provided by the college on all working days.

2. When a teacher enters the class room, the student shall rise and stand till they are asked to sit.

3. No student shall leave the classroom without the permission of the teacher, or until the teacher leaves the room, or asks the class to disperse.

4. Students shall not make any noise while moving from class to laboratories.

5. No student is allowed to enter the COLLEGE OFFICE unnecessarily.

6. Any damage by the students to the college / Hostel Furniture / Building / Property will be made good at their expense and those responsible for such damage shall be dealt with severely. Collective fines will be imposed for any such damages if detected.

7. Students taking part in communal or political activities will be severely dealt with.

8. Students are expected to read notices put on the College Notice Board. Ignorance of any notice thus put up will not be accepted as an excuse for failing to comply with it.

9. Students guilty of adopting unfair means in the examination will be dealt with severely.

10. Any property last found must be handed over to the Principal / Office from whom the owner can claim it promptly after proving his ownership.

11. The students are expected to behave well inside and outside the college in such a way as to maintain the good name of the college as well as their own.

12. The names of students whose behavior, in the judgement of the Principal or any other College Authority, is undesirable or has unwholesome influence on others shall be struck off from the rolls without assigning any reason.

13. Students are not allowed to loiter in Verandas during class hours.

14. No students of the college shall be a member of any association unconnected, without the prior permission of the Principal, nor shall a student take part in anti-social & subversive activities. A student contravening these rules is liable to be sent out of the college summarily.

15. Students are forbidden to organise or attend any college or collect money for any purposes without the prior permission of the Principal.

16. Cases of improper behavior, or default in the matter of payment of college fees, fines or hostel dues will entail such disciplinary action as the Principal may deem fit.

Note : Under the Government Educational Rules the Principal has full power to inflict the following punishments.

Levy of fines, with-holding of certificates, suspension and expulsion.

ATTENDANCE

1. The College functions from 10.00 a.m to 5.00 p.m with a Lunch break between 1.00 p.m and 2.00 p.m.

2. Attendance will be taken at the beginning of first period. Late comers will lose their attendance for the forenoon / afternoon session.

3. No student should absent himself / herself without leave.
4. The leave application should be counter signed by the parent / guardian.

5. The annual certificate of attendance required for admission to the university examinations will in no case be granted unless,
    a. The student's progress and conduct have been satisfactory and
    b. The student secures atleast a minimum of 85% attendance

6. A student who applies for long leave on medical grounds must attach a medical certificate from a Regd. Medical practitioner. The mere production of the medical certificate is not a means to get condonation for shortage of attendance.

LIBRARY RULES AND REGULATIONS

1. All students and members of the teaching and non-teaching will be members of the library.

2. The library will be kept open on all working days from 9.30 a.m to 5.30 p.m.

3. Each student will be given three borrower's ticket for B.Ed.,/M.Ed., students.

4. Books can be borrowed against the library tickets only.

5. Only one book will be issued against one ticket.

6. The student must, on receiving the books, examine them thoroughly and report to Librarian, if any damages found therein, otherwise they will be held responsible for the damages of the books.

7. Books can be retained for maximum period of 15 days.

8. Overdue charges : If books are not returned to the library on the due date, a fine of Re.1.00 per day for each volume for the first 8 days and Rs.2.00 per day for the next 8 days shall be collected. (Holidays are not counted for levying the fine)

9. Books borrowed from the library are not transferable.

10. Students shouldn't write or make any marking or in any way damage the books and periodicals / journals belonging to the library.

11. Reference books will not be issued for students on any circumstances.

12. Reservation : The extension of borrowed book for another 15 days will be made if there is no reservation for the book.

13. The Librarian may recall any book at any time even if the normal period has not expired.

14. The Librarian may refuse to issue books to those who violate instruction 15.

15. STRICT SILENCE must be observed in the library.

16. Members must leave their private belonging at the entrance before entering the library.

17. Incase of loss of library ticket, the students have to inform the Librarian and a written request must be made to the Principal for the issue of a duplicate ticket. A duplicate ticket will be issued on payment of Rs.10/- per card. However the students will be responsible for any book borrowed on the lost tickets.

COLLEGE WORKING HOURS

10.00 a.m to 1.00 p.m

2.00 p.m to 5.00 p.m

Lunch Break : 1.00 p.m to 2.00 p.m

2016-17 B.Ed., I YEAR - TIME-TABLE

DAY / TIME	10.00-11.00	11.00-12.00	12.00-1.00		2.00-3.00	3.00-4.00	4.00-5.00
MON	C-2	C-3	C-5		OPT.	OPT.	PHY.EDN.
TUE	C-6	C-3	C-4		OPT.	OPT.	LIBRARY
WED	C-2	C-3	C-6	LUNCH	OPT.	OPT.	PHY.EDN.
THU	C-3	C-1	EPC-3		OPT.	OPT.	LIBRARY
FRI	C-2	C-3	C-4		OPT.	OPT.	PHY.EDN.
SAT	C-1	C-3	C-5		OPT.	OPT.	LIBRARY

2016-17 B.Ed., II YEAR - TIME-TABLE

DAY / TIME	10.00-11.00	11.00-12.00	12.00-1.00		2.00-3.00	3.00-4.00	4.00-5.00
MON	SPECS	SPEGS	SPEKC		OPT.	OPT.	LIBRARY
TUE	SPEKC	SPEGS	SPEKC		OPT.	OPT.	PHY.EDN.
WED	SPECS	SPEGS	SPEKC	LUNCH	OPT.	OPT.	LIBRARY
THU	SPEKC	SPEGS	WER		OPT.	OPT.	PHY.EDN.
FRI	SPECS	WER	DRAMA & ARTS		OPT.	OPT.	LIBRARY
SAT	SPEKC	SPEGS	DRAMA & ARTS		OPT.	OPT.	PHY.EDN.

2016- 17 M.Ed., I YEAR - TIME-TABLE

DAY / TIME	10.00-11.00	11.00-12.00	12.00-1.00		2.00-3.00	3.00-4.00	4.00-5.00
MON	FMPA	FMPB	FMPC		LIB.	FMTC	FMTE
TUE	FMSC	FMPB	FMPA		FMPB	FMTC	FMTC
WED	FMTE	FMSC	FMSB	LUNCH	FMPA	FMPB	LIB.
THU	FMPC	FMPB	FMTC		FMTE	FMSC	FMSB
FRI	FMPA	FMPB	FMPC		LIB.	FMTC	FMTE
SAT	FMSC	LIB.	FMPA		FMPB	FMPC	FMSB

2016-17 M.Ed., II YEAR - TIME-TABLE

DAY / TIME	10.00-11.00	11.00-12.00	12.00-1.00		2.00-3.00	3.00-4.00	4.00-5.00
MON	SSITH	SSCCA	STESL		STAER	SPATI	SPPSE
TUE	SSITH	SSCCA	LIB.		STAER	SPATI	SPPSE
WED	SSITH	SSCCA	STESL	LUNCH	STAER	STAER	SPPSE
THU	SSITH	SSCCA	LIB.		STAER	SPATI	SPPSE
FRI	SSITH	SSCCA	STESL		STAER	SPATI	LIB.
SAT	SSITH	SSCCA	STESL		STAER	STAER	LIB.

ACADEMIC YEAR 2016 – 17 JUNE – 2016			
DATE	DAY		No. of Working Days
1	Wed		
2	Thu		
3	Fri		
4	Sat		
5	**Sun**	**HOLIDAY**	
6	Mon		
7	Tue		
8	Wed		
9	Thu		
10	Fri		
11	Sat		
12	**Sun**	**HOLIDAY**	
13	Mon		
14	Tue		
15	Wed		
16	Thu		
17	Fri		
18	Sat		
19	**Sun**	**HOLIDAY**	
20	Mon		
21	Tue		
22	Wed		
23	Thu		
24	Fri		
25	Sat		
26	**Sun**	**HOLIDAY**	
27	Mon		
28	Tue		
29	Wed		
30	Thu		
		No. of Working Days	

ACADEMIC YEAR 2016 – 17 JULY – 2016			
DATE	DAY		No. of Working Days
1	Fri		
2	Sat		
3	**Sun**	**HOLIDAY**	
4	Mon		
5	Tue		
6	Wed		
7	Thu		
8	Fri		
9	Sat		
10	**Sun**	**HOLIDAY**	
11	Mon		
12	Tue		
13	Wed		
14	Thu		
15	Fri		
16	Sat		
17	**Sun**	**HOLIDAY**	
18	Mon		
19	Tue		
20	Wed		
21	Thu		
22	Fri		
23	Sat		
24	**Sun**	**HOLIDAY**	
25	Mon		
26	Tue		
27	Wed		
28	Thu		
29	Fri		
30	Sat		
31	**Sun**	**HOLIDAY**	
		No. of Working Days	

| **ACADEMIC YEAR 2016 – 17** |
| **AUGUST – 2016** |

DATE	DAY		No. of Working Days
1	Mon		
2	Tue		
3	Wed		
4	Thu		
5	Fri		
6	Sat		
7	**Sun**	**HOLIDAY**	
8	Mon		
9	Tue		
10	Wed		
11	Thu		
12	Fri		
13	Sat		
14	**Sun**		
15	Mon	**INDEPENDENCE DAY HOLIDAY**	
16	Tue		
17	Wed		
18	Thu		
19	Fri		
20	Sat	**HOLIDAY**	
21	**Sun**	**HOLIDAY**	
22	Mon		
23	Tue		
24	Wed		
25	Thu		
26	Fri		
27	Sat		
28	Sun	**HOLIDAY**	
29	Mon		
30	Tue		
31	Wed		
No. of Working Days

| **ACADEMIC YEAR 2016 – 17** |
| **SEPTEMBER – 2016** |

DATE	DAY		No. of Working Days
1	Thu		
2	Fri		
3	Sat	**Krishna Jayanthi-HOLIDAY**	
4	**Sun**	**HOLIDAY**	
5	Mon		
6	Tue		
7	Wed		
8	Thu		
9	Fri		
10	Sat	**HOLIDAY**	
11	**Sun**	**BAKRID HOLIDAY**	
12	Mon		
13	Tue		
14	Wed		
15	Thu		
16	Fri		
17	Sat		
18	**Sun**	**HOLIDAY**	
19	Mon		
20	Tue		
21	Wed		
22	Thu		
23	Fri		
24	Sat		
25	**Sun**	**HOLIDAY**	
26	Mon		
27	Tue		
28	Wed		
29	Thu		
30	Fri		
No. of Working Days

ACADEMIC YEAR 2016 – 17 OCTOBER – 2016			
DATE	DAY		No. of Working Days
1	Sat		79
2	**Sun**	**Gandhi Jayanthi – HOLIDAY**	
3	Mon		80
4	Tue		
5	Wed		81
6	Thu		82
7	Fri		83
8	Sat		84
9	**Sun**	**HOLIDAY**	85
10	Mon		
11	Tue	**Vijayadhasami HOLIDAY**	
12	Wed	**Ayudha Pooja & Moharam – HOLIDAY**	86
13	Thu		87
14	Fri		88
15	Sat		89
16	**Sun**	**HOLIDAY**	90
17	Mon		91
18	Tue		
19	Wed		92
20	Thu		93
21	Fri		
22	Sat		
23	**Sun**	**HOLIDAY**	
24	Mon		
25	Tue		
26	Wed		94
27	Thu		95
28	Fri		96
29	Sat		97
30	**Sun**	**DIWALI - HOLIDAY**	98
31	Mon		99
No. of Working Days			

ACADEMIC YEAR 2016 – 17 NOVEMBER – 2016			
DATE	DAY		No. of Working Days
1	Tue		
2	Wed		100
3	Thu		101
4	Fri		102
5	Sat		
6	**Sun**	**HOLIDAY**	
7	Mon		
8	Tue		
9	Wed		
10	Thu		
11	Fri		
12	Sat		
13	**Sun**	**HOLIDAY**	
14	Mon		
15	Tue		
16	Wed		
17	Thu		
18	Fri		
19	Sat		
20	**Sun**	**HOLIDAY**	
21	Mon		
22	Tue		
23	Wed		
24	Thu		
25	Fri		
26	Sat		
27	**Sun**	**HOLIDAY**	
28	Mon		
29	Tue		
30	Wed		
No. of Working Days			

ACADEMIC YEAR 2016 – 17 DECEMBER - 2016					ACADEMIC YEAR 2016 – 17 JANUARY- 2017			
DATE	DAY		No. of Working Days		DATE	DAY		No. of Working Days
1	Thu				1	**Sun**	**NEW YEAR HOLIDAY**	
2	Fri				2	Mon		
3	Sat				3	Tue		
4	**Sun**	**HOLIDAY**			4	Wed		
5	Mon				5	Thu		
6	Tue				6	Fri		
7	Wed				7	Sat	**HOLIDAY**	
8	Thu				8	**Sun**	**HOLIDAY**	
9	Fri				9	Mon		
10	Sat				10	Tue		
11	**Sun**	**HOLIDAY**			11	Wed		
12	Mon				12	Thu		
13	Tue				13	Fri	**Bogi pongal HOLIDAY**	
14	Wed				14	Sat	**Pongal HOLIDAY**	
15	Thu				15	Sun	**Mattu Pongal / Thiruvalluvar Day**	
16	Fri				16	Mon	**Uzhavar Thirunaal**	
17	Sat				17	Tue		
18	**Sun**	**HOLIDAY**			18	Wed		
19	Mon				19	Thu		
20	Tue				20	Fri		
21	Wed	**Milad- i- nabi – HOLIDAY**			21	Sat	**HOLIDAY**	
22	Thu				22	**Sun**	**HOLIDAY**	
23	Fri				23	Mon		
24	Sat				24	Tue		
25	**Sun**	**Christmas – HOLIDAY**			25	Wed		
26	Mon				26	Thu	**Republic Day HOLIDAY**	
27	Tue				27	Fri		
28	Wed				28	Sat		
29	Thu				29	**Sun**	**HOLIDAY**	
30	Fri				30	Mon		
31	Sat				31	Tue		
No. of Working Days					No. of Working Days			

ACADEMIC YEAR 2016 – 17 FEBRUARY- 2017			
DATE	DAY		No. of Working Days
1	Wed		
2	Thu		
3	Fri		
4	Sat		
5	**Sun**	**HOLIDAY**	
6	Mon		
7	Tue		
8	Wed		
9	Thu		
10	Fri		
11	Sat		
12	**Sun**	**HOLIDAY**	
13	Mon		
14	Tue		
15	Wed		
16	Thu		
17	Fri		
18	Sat		
19	**Sun**	**HOLIDAY**	
20	Mon		
21	Tue		
22	Wed		
23	Thu		
24	Fri		
25	Sat		
26	**Sun**	**HOLIDAY**	
27	Mon		
28	Tue		
No. of Working Days			

ACADEMIC YEAR 2016 – 17 MARCH- 2017			
DATE	DAY		No. of Working Days
1	Wed		
2	Thu		
3	Fri		
4	Sat	**HOLIDAY**	
5	**Sun**	**HOLIDAY**	
6	Mon		
7	Tue		
8	Wed		
9	Thu		
10	Fri		
11	Sat	**HOLIDAY**	
12	Sun	**HOLIDAY**	
13	Mon		
14	Tue		
15	Wed		
16	Thu		
17	Fri		
18	Sat	**HOLIDAY**	
19	Sun	**HOLIDAY**	
20	Mon		
21	Tue		
22	Wed		
23	Thu		
24	Fri		
25	**Sat**	**HOLIDAY**	
26	**Sun**	**HOLIDAY**	
27	Mon		
28	Tue		
29	Wed	**TELUGU NEW YEAR HOLIDAY**	
30	Thu		
31	Fri		
No. of Working Days			

ACADEMIC YEAR 2016 – 17 APRIL- 2017			
DATE	DAY		No. of Working Days
1	Sat	**HOLIDAY**	
2	**Sun**	**HOLIDAY**	
3	Mon		
4	Tue		
5	Wed		
6	Thu		
7	Fri		
8	Sat	**MAHAVEER JAYANTHI HOLIDAY**	
9	**Sun**	**HOLIDAY**	
10	Mon		
11	Tue		
12	Wed		
13	Thu		
14	Fri	**GOOD FRIDAY & TAMIL NEW YEAR HOLIDAY**	
15	Sat		
16	**Sun**	**HOLIDAY**	
17	Mon		
18	Tue		
19	Wed		
20	Thu		
21	Fri		
22	Sat	**HOLIDAY**	
23	Sun	**HOLIDAY**	
24	Mon		
25	Tue		
26	Wed		
27	Thu		
28	Fri		
29	Sat		
30	Sun	**HOLIDAY**	
No. of Working Days			

ACADEMIC YEAR 2016 – 17 MAY- 2017			
DATE	DAY		No. of Working Days
1	Mon	**MAY DAY - HOLIDAY**	
2	Tue		
3	Wed		
4	Thu		
5	Fri		
6	Sat		
7	**Sun**	**HOLIDAY**	
8	Mon		
9	Tue		
10	Wed		
11	Thu		
12	Fri		
13	Sat		
14	**Sun**	**HOLIDAY**	
15	Mon		
16	Tue		
17	Wed		
18	Thu		
19	Fri		
20	Sat		
21	**Sun**	**HOLIDAY**	
22	Mon		
23	Tue		
24	Wed		
25	Thu		
26	Fri	**RAMZAAN - HOLIDAY**	
27	Sat		
28	**Sun**	**HOLIDAY**	
29	Mon		
30	Tue		
31	Wed		
No. of Working Days			

COURSE 1: CHILDHOOD AND GROWING UP

Course objectives:

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

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

Unit I   Growth and development of childhood

Meaning and concepts of growth and development-Principles of growth and development- Difference between growth and development- Impact of nature and nurture on child development.

(Suggested instructional approaches and methods:

i) Talk by teachers/experts on the principles of growth and development.

ii) A debate on the influence of nature and nurture on individual development.)

Unit II Stages and dimensions of development

Stages: infancy, early childhood and adolescence and their dimensions of development: physical, cognitive, moral , emotional and social.

(Suggested instructional approaches and methods:

i) Talk by the teacher/psychologist on the various stages of child development.

ii) Invited talk by experts on dimensions of child development.

Unit III Theories of child development

Psycho-social stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-cultural approach to cognitive development Vygotsky), Ecological systems theory(Bronfenbrenner).

(Suggested instructional approaches and methods:

i) Teacher talk on child development theories.

ii) Student seminar on various theories of child development.)

Unit IV   Socializing agencies of child development

Agencies of socialization: Family, school, peer, and community

(Suggested   instructional   approaches   and   methods:
i)   Presentation of report based on field study/ case study on child rearing practices.
ii)   Seminar on family, school and peer influence on socializing process.)

Unit V Gender stereotypes and gender roles

Gender stereotypes in early child, middle childhood and adolescence - Influences of gender stereotyping: biological, cultural and environmental - Gender identity in middle childhood and in adolescence - Gender schema theory - strategies for development non-gender – stereotyped children.

(Suggested instructional approaches and methods:

i) invited lecture by a Feminist on gender stereotypes.

ii) seminar on strategies for development of non-gender-stereotyped children.)

Unit VI Marginalized children: issues and concerns

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour - Measures to promote the status of marginalized children.

(Suggested   instructional   approaches   and   methods:

i) Presentation of report of the problems of marginalized children based on field study.

ii) Seminar on the problems of marginalized children and the measures to be taken .)

Unit VII Understanding adolescence

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviors of children and adolescents

(Suggested   instructional   approaches   and   methods:

i) Teacher talk/ Group discussion on the influences of play on child and adolescent development.

ii) Presentation of report of the adolescent behavior using observation and other techniques.**)**

Unit VIII   Play and child development

Meaning and characteristics of play - kinds of play and their role in child development – play activities of childhood – factors influencing children's play – contribution of play to children's physical, social, emotional and cognitive development

(Suggested instructional approaches and methods:

i) Teacher talk / Group discussion on kinds of play and child development.

ii) Invited lecture by an expert or psychologist on various aspects of children's development.)

Unit IX Media and child development

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children's and adolescent's behaviour - effects of media on racial and gender stereotyping – regulating healthy media use

> (*Suggested instructional approaches and methods:*
>
> **i)** Make a short film on the impact of mass media on children/ adolescents. Group discussion on media violence on children).

Unit X Urbanisation and economic change on child development

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

> (*Suggested instructional approaches and methods*:
>
> i) Invited talk/teacher talk on urbanization and child development.
>
> ii) Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

Tasks and Assignments:

1. Submission of a case study report on an adolescent student in the practice teaching school.

2. Contact various socializing agencies and submit a detailed report on their role on child development.

References:

1. Anitha Woolfolk. (2004). *Educational psychology*. Singapore: Persion Education.

2. Baron.A. Robert (2000). *Pshychology*. New Delhi: Prentice-Hall of India.

3. Bert Laura. E. (2014). *Child development*. New Delhi: PHI Learning.

4. Hurlock, Elizabeth. B. (1980). *Development Psychology.* New Delhi: McGraw Hill Education.

COURSE 2: CONTEMPORARY INDIA AND EDUCATION

Course objectives:

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities

2. explain the salient features of Indian constitutional values on education

3. analyse the causes for inequality, discrimination and marginalisation in education

4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods

5. examine the issues of language policy in education

6. develop an understanding on the emerging trends in education.

Unit I Understanding the social diversity

Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

(*Suggested instructional approaches/methods*:

i) Invited talk on the social diversity of Indian society.

ii) Report presentation based on the group discussion on the role of education to understand the social diversity in India.)

Unit II Educational demands of individuals and diverse communities

Universalisation of primary education - Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

(*Suggested instructional approaches/methods*:

i) Report presentation based on the group discussion/student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.

Unit III Indian Constitutional values on education

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

(*Suggested instructional approaches/methods*:

i) Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.

ii)   Invited talk /legal expert(s) talk on the salient features of Right to Education Act.)

Unit IV Inequality, discrimination and marginalisation in education

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

(*Suggested instructional approaches/methods*:

i)   Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.

ii)   Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.)

Unit V Policy frameworks on education: Pre-independent India

Salient features of Vedic, Buddhist and Jain system of education – Development of education during the pre-independent period - Characteristics of Basic education and its relevance to the present day context.

(*Suggested instructional approaches/methods*:

i)   Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.

ii) Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.)

Unit VI Policy frameworks on education: Post-independent India

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adiseshiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

(*Suggested instructional approaches/methods*:

i)   Student seminar/Teacher talk on the major Recommendations of different Education Committees/Commissions.

ii)   Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005.)

Unit VII Educational planning and financing

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

(Suggested instructional approaches/methods:

i)   Invited talk/teacher talk on the Indian educational funding systems and its implications.

ii)   Report presentation based on student seminar/ brainstorming session suggesting alternative funding systems in education.)

Unit VIII Language policy in education

Language policy during the pre-independent and post-independent India - Language policy as specified in Indian Constitution - Views of great thinkers on medium of instruction: Views of great thinkers-Tagore, Gandhi, Vivekananda.

(Suggested instructional approaches/methods:

Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.

i)   Teacher talk/student seminar on the advantages and disadvantages of the three language formula.)

Unit IX Midday meal scheme as a socialisation process

Objectives of midday meal scheme – Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

(Suggested instructional approaches/methods:

i)   Report presentation based on the field study on the impact of midday meal scheme in rural area.

ii)   Report presentation based on the debate: "Midday meal scheme is an effective tool for socialisation of children".)

Unit X Emerging trends in education

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

(Suggested instructional approaches/methods:

i)   Invited talk/teacher talk on the impact of globalization,

liberalization and privatization on education.

ii)   Invited talk/teacher talk on the importance of life-long learning.)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalisation in education.

2. Write a detailed report on the five year plans implications of universalisation of education.

References:

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsburry Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.

COURSE 3: LEARNING AND TEACHING

Course objectives:

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

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

Unit I   Nature of learning

Learning: meaning and definition - elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning – principles and techniques of active learning and their implications – self learning.

(*Suggested Instructional approaches/ methods:*

i) Student seminar on principles of active learning.
ii) Invited talk by experts based on the nature of learning.)

Unit II Nature of Teaching

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

(Suggested Instructional approaches/ methods:

i) Group discussion on characteristic of a good teacher.
ii) Student seminar on becoming a reflective teacher.)

Unit III Behavioral Theories of Learning

Learning – meaning of learning as defined by behaviourists – classical conditioning (Pavlov) – Law of effect (Thorndike) – operant conditioning and shaping (Skinner) – social learning (Bandura) - Basic assumptions of behavioural theory – strengths and limitations.

(Suggested Instructional approaches/ methods:

i)   Invited talk by the experts on the behavioural theories of learning.
ii) Student seminar on basic assumptions of behavioural theory.)

Unit IV Cognitive and humanistic theories of learning

Learning – meaning of learning as defined by cognitive psychologists – Insight learning (Kohlberg) - Modes of cognitive development (Bruner) – Stages of intellectual development (Piaget) – Learning styles (Kolb) – Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers).

(Suggested Instructional approaches/ methods:

i)   Student seminar on the cognitive theories of learning.
ii) Invited talk by experts on the humanistic theory of learning.)

Unit V Theory of Constructivism

Constructivism – meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

(Suggested Instructional approaches/ methods:

i)   Presentation of a report based on the group discussion on constructivism.
ii) Group discussion on Gagne's eight levels of learning.)

Unit VI Learner- centered teaching

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching – Learner - centered techniques of teaching and their advantages.

(*Suggested Instructional approaches/ methods:*

    i)   Student seminar on learner - centered teaching.

    ii)   A debate on leaner-centered teaching vs teacher-centered learning.)

Unit VII Teaching in Diverse classrooms

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in

a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room-Diversity in the classroom.

(*Suggested Instructional approaches/ methods:*

    i)   Talk by the expert on preparation of teachers for diverse classroom.

    ii)   Student seminar on effective teaching in a diverse classroom.)

Unit VIII Learning in and out of School

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area -approaches to learning outside the class room- learning for outside the classroom-advantages of learning outside the classroom.

(*Suggested Instructional approaches/ methods:*

    i)   Teacher talk on importance of observation learning.

    ii)   Discussion on approaches to learning outside the school.)

Unit IX Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship - inter-personal approach in classroom management - strategies for improving student engagement in learning - Healthy classroom management and academic achievement.

(*Suggested Instructional approaches/ methods:*

    i)   Invited talk by experts on the effective teacher student relationship.

    ii)   Seminar on healthy classroom management and academic achievement.

Unit X Teaching as a profession

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession -Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

(*Suggested Instructional approaches/ methods:*

i) Teacher talk on qualities of a good teacher.

ii) Student seminar on "teaching as the noblest profession".)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.

2. Prepare records that capture a variety of images of learning and teaching.

References:

1. Bandura, A., & Walters, R. H. (1963). *Social learning and personality development.* New York: Holt, Rinehart, & Winston.

2. Bruner, J.S. (1971). The process of education revisited. Phi Delta Kappan, 53, 18–21.

3. Gropper, G.L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), Instructional theories in action (pp. 45–112). Jayaraman, Chindhai.(2005). *School days: In Children's Perspective.* Chennai: Vinodh publications.

4. Thangasamy,Kokila. (2016). *Teach Gently.* Chennai : Pavai Pathippagam.

5. Thorndike, E. L. (1905). *The elements of psychology.* New York: A. G. Seiler.

COURSE 4: LANGUAGE ACROSS THE CURRICULUM

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

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

Unit I Language and Society

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

(Suggested instructional approaches/methods:

i) Organise the students to participate in Discussion on Home Language Vs. School Language.

ii) Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.)

Unit II Language diversity in classrooms

First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. - Mastery in first language and subject - mastery in second language and subject. - Understanding of multilingualism in classroom.

(Suggested instructional approaches/methods:

i) Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, teacher language and student language during interaction-Make a comparative analysis.

Conduct a seminar on: "Language is the vehicle that carries the content".)

Unit III Position of English Language in the Indian Context

Position of English as a second language in India - Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

(Suggested instructional approaches/methods:

i) Arrange an extempore speech competition regarding importance and development of language.

ii) Discussion on common errors in pronunciation and its remedial exercises for students.)

Unit IV Language across Curriculum

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

(Suggested instructional approaches/methods:

i) Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing.(To be the basis of Evaluation after exhaustive sessions to improve communication skills.

ii) Discussion on "Language development in the school is the responsibility of all the teachers".)

Unit V Language related issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children's writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

(Suggested instructional approaches/methods:

i) Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.

ii) Interact with 5 student-teachers and present a paper on:
- the structure of their language
- pronunciation
- vocabulary.)

Task and Assignments:

1. Based on Eller Deficit Theory: Children's from lower socio-economic classes "cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical

thoughts."

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.

Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2. Take a few passages from Science, Social Science and Maths textbooks of

Classes VI-VIII/ IX-X/ XI-XII and analyse on the following issues and offer your findings and suggestions.

- How are the different registers of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?

References:

1. Agnihotri, R.K. (1995), *Multilingualism as a classroom resource*. Heinemann Educational Books.

2. Earl Stevick.W.(1982), *Teaching and Learning Languages*. Cambridge: Cambridege University Press.

3. Krashen, S.D.(1981), *The study of second language acquisition and second language learning*. Oxford: Oxford University Press.

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

Course objectives:

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

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

Unit I Disciplines and Subjects

Disciplines and subjects- meaning, definition and concepts - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline **(Suggested Instructional Approaches/ Methods:**

1. Teacher talk on meaning and concepts of three different school subjects.
2. Small group discussion on differences of any three school subjects.)

Unit II Disciplines and Subjects in Socio-Cultural Perspectives

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice

*(Suggested Instructional Approaches/ Methods***:**
  i)   Discussion about the historical and cultural influences in any one of your school subjects.
  ii) Group discussion on the redefinition of school subject from socio-cultural perspectives.)

Unit III Selection of Content

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

(Suggested Instructional Approaches/ Methods:

  i)   Student seminar on selection of content.
  ii) Seminar on recent developments in school subjects.)

Unit IV Learner Oriented Curriculum

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks

(Suggested Instructional Approaches/ Methods:

  i)   Teacher talk on learner oriented curriculum.
  ii) Discussion on the social oriented curriculum for social reconstruction.

Unit V Life-oriented Curriculum

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter-disciplinary curriculum- Broad field curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content-Based on the experiences of children- communities- their natural curiosities- their subjects.

(Suggested Instructional Approaches/ Methods:

  i)   Discussion on life-oriented curriculum.

    ii) Student seminar on disciplinary approach to school subjects.)

Tasks and Assignments:

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.

2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

References:

1. Carl, Arend E. (2009). *Teacher empowerment through curriculum development.* South Africa: Juta and Company.
2. Cullen, Roxanne., Haris, Michael and Hill, Reinhold, R. (2012). *The learner-centered curriculum.* San Francisco: Jossey-Boss.
3. Ellis, Arthur K. (2013). *Exemplars of Curriculum.*New York: Routledge.

4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). *Inter National perspectives in curriculum history.* Croom Helm.

COURSE 6: GENDER, SCHOOL AND SOCIETY

Course objectives:

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

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

Unit I Gender roles in society

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc)

- Reasons for gender inequalities - Gender-just education outside school settings.

    (Suggested instructional approaches/ methods:

i) Seminar on reasons for gender inequalities.

ii) Discussion the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.)

Unit II Gender identity and socialization process

Gender identity and socialization practices in family, school and organization

- Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - Actual gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

   (Suggested instructional approaches/ methods:
   i)   Presentation of a paper on gender roles based on the visit of students in a school.

   ii) Seminar on the processes of disciplining techniques for boys and girls after visiting schools/ home.)

Unit III Gender and School Curriculum

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

   (Suggested instructional approaches/ methods:
   i) Student seminar on representation of gender roles in textbooks and curriculam.

   ii) Workshop on developing school curriculum for equality and gender-just society.)

Unit IV Violence on Safety of Girls and Women

Safety of girls and women at school, home and workplace - Sexual abuse and violence: Role of education in preventing them - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.

   (Suggested instructional approaches/ methods:
   i) Brainstorming session on safety of girls at school, home and workplace.

   ii) Teacher talk on role of teachers and parents in combating female body objectification.)

Unit V Mass Media and Gender

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

(Suggested instructional approaches/ methods:

   i) Student seminar on gender stereotypes in mass media.

Poster show presentation on gender in media.)

Tasks and Assignments:

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.

2. Prepare a report on child abuse/violation of girl's rights by collecting

   data from various media resources.

References:

1. NCERT. (2006). *Gender Issues in Education.* New Delhi: Publications Division.

2. Kosut, Mary. (2012). *Encyclopedia of gender in media.* New Delhi: Sage Publications.

3. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through textbooks.* Paris: UNESCO Publications Division.

4. Byerly, C. M. (2011). *Global report on the status of women in the news media.* Washington DC: International Women's Media Foundation.

5. Fredrick Luic Aldama. (2005). *Brown on brown: Chicapola representations of gender, sexuality, and ethnicity.* University of Texas Press.

COURSE 7(A): PEDAGOGY OF A SCHOOL SUBJECT

(PART I - METHODOLOGY)

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

Level –I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject. The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at

TNTEU B.Ed., Syllabus

Level- I.

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

NOTE:

The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.

COURSE 7(a): PEDAGOGY OF ENGLISH
(Part - I Methodology)

Course objectives:

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

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

Unit I Aims and objectives of Teaching English

Importance of English Language in India - Rationale   for learning English - Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

(Suggested instructional approaches/ methods:

i) Teacher talk / Invited talk on the place of English as second language in school curriculum.

ii) Student seminar on the need, significance and values of teaching English as second language)

Unit II Planning for Instruction

Steps in planning a lesson: setting lesson goals - Designing unit plans -Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III Practicing the Skills in Teaching English

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues - Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. *(Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

Teaching prose : Meaning of prose - Steps in teaching a prose lesson - **Teaching vocabulary:** Nature of words - Types of vocabulary: Active and passive - Expansion of vocabulary - Selection and grading of vocabulary - Strategies to develop vocabulary - **Teaching poetry:** Meaning of poetry - Aims of teaching poetry - Effects of teaching poetry - Steps in teaching poetry - **Teachinggrammar:** Meaning of grammar - Traditional model of teaching grammar - Grammar-free teaching model - Communicative

competence model - Strategies for learning grammar: Mechanical   and communicative

skills - Developing grammar   activities   -   Teaching textbook   grammar   effectively -

Inductive and Deductive methods of teaching grammar - Testing grammar - Teaching composition: Meaning of composition - Types of composition: controlled, guided and free composition.

Teaching and Testing Language Skills

Teaching listening skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening.

Teaching speaking skill: Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking:

Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: parallel structure in a sentence – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling –

Narration – Description – Communicative games: Debate – Interview – Extempore speech – Barriers to effective communication – Communicative output activity - Testing speaking.

Teaching Reading Skill: Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting – Grammatical mistakes – disorder of written expression.

(*Suggested instructional approaches/methods***:**

i)   Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Method of Teaching English
Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr.West's New Method - **Other methods**: Silent way -Total physical response - Dogme language teaching - Pinsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in

teaching English subject: Learner-centred models of teaching.

Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Televion - Language Lab - PowerPoint presentation - Websites for teaching

English - Multimedia - Internet for teaching English - Newspaper articles in language class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes

Teaching Reading Skill: Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting – Grammatical mistakes – disorder of written expression.

(*Suggested instructional approaches/methods***:**

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Method of Teaching English
Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr.West's New Method - **Other methods**: Silent way -Total physical response - Dogme language teaching - Pinsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by

teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching English subject: Learner-centred models of teaching.

Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Televion - Language Lab - PowerPoint presentation - Websites for teaching

English - Multimedia - Internet for teaching English - Newspaper articles in language class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher – Programmes for professional development of English teachers.

(Suggested instructional approaches/methods

i)   Teacher talk / Expert talk on different methods of teaching English as a second language.

ii)   Preparation and presentation of a report on different methods of teaching English as a second language.)

Unit V Testing and Evaluation in English

The value of testing - Focus of testing - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests -Types of test in English: objective tests - construction of objective-types questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods:

i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of English as a second language.

ii) Preparation and presentation of a teacher-made Achievement Test in English.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching English.

2. Prepare and submit a critical report on different kinds of instructional resources in teaching English.

References:

1. Allen, Edward and Rebecca M. Valettee (1977). *Classroom Techniques: Foreign Languages and English as a Second Language.* New York: Harcourt Brace Jovanich Inc.

   Bright J A and McGregor G P (1970). *Teaching English as a Second Language.* Essex: E L B S and Longman.

2. Chastain, Kenneth (1976). *Developing Second Language Skills: Theory to Practice.* Chicago: Rand McNally Publishing Company.

3. Crystal, David (1987). *The Cambridge University Encyclopedia of Language.* Cambridge: Cambridge University Press.

4. Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press. Doff, Adrian (1990). *Teach English: A Training course for Teachers.* Cambridge: Cambridge University Press.

5. Krashen, Stephen D (1982). *Principles and Practice in Second Language Acquisition.* New York: Pergamon Press.

COURSE 7(a): PEDAGOGY OF MATHEMATICS

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Mathematics.

2. formulate instructional objectives for a lesson.

3. gain mastery of the teaching skills .

4. apply various methods in teaching of Mathematics.

5. use various resources in teaching Mathematics.

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan - Types of test-items - Constructing test-items for formative evaluation in class.

(*Suggested instructional approaches/methods***:**

i)   Write instructional objectives for a lesson in Mathematics for Level I & II.

ii) Prepare a model lesson plan for Level I & II in Mathematics.)

Unit III Practising the Teaching Skills in Mathematics

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching

skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation – interaction - reflection and summing up - Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching**.** *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(*Suggested instructional approaches/methods***:**

i)   Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Mathematics

Teacher-centered methods: Lecture method – Analytical and Synthetic methods - Deductive and Inductive methods - Demonstration method - Team-teaching. **Learner-centered methods**: Project method - Peer tutoring/teaching by students- Individual activities - experiential learning- Teacher-guided learning-Problem-solving method-Small group/whole-class interactive learning: Student seminar - group discussion -

Mixed-ability grouping - Maths through games and puzzles. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(*Suggested instructional approaches/methods:*

i)   Teacher talk/Expert talk on different methods of teaching Mathematics.

ii) Preparation and presentation of a report on different methods of teaching Mathematics.)

Unit V Resources for Teaching Mathematics

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards - models. **ICT resources**: Radio – TV –Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Mathematics exhibition/fair - Mathematics Laboratory/ Mathematics Resource centre - Mathematics club – Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

(*Suggested instructional approaches/methods:*
i)   Teacher talk/Invited lecture talk on different resources for teaching Mathematics.
ii) Preparation and presentation of a report on different resources for teaching Mathematics.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Mathematics.

2. Prepare and submit a report on Mathematics Resource Centre.

References:

1. Agarwal, S.M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanapat Rai Publishing.
2. Bagyanathan, D. (2007). *Teaching of mathematics. Chennai*: Tamil Nadu Textbook Society.
3. James, Anice. (2010). *Teaching of mathematics.* Hyderabad: Neelkamal

Publications.

4. Sidhu, Kulbir Singh. (2010). *Teaching of mathematics*. New Delhi: Sterling Publishers.

COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE
(Part - I Methodology)

Course objectives:

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

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

UNIT I Aims and objectives of teaching Computer Science

Computer Science: Meaning, nature and scope – Aims and objectives of teaching Computer Sciencein schools – Need and significance of teaching Computer Science– Values of teaching Computer Science.

(Suggested instructional approaches/methods:

i)   Teacher talk / Invited lecture on the place of Computer Science in school curriculum.

ii)   Student seminar on the need, significance and values in teaching Computer Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in Mathematics (for Level I) and in Computer Science (for Level II.)

ii) Prepare a model lesson plan in Mathematics (for level I) and in Computer Science for Level II.)

UNIT III Practising the Teaching Skills in Computer Science

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes)- Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes)-Observation and feedback on mini- teaching. *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(*Suggested instructional approaches/methods***:**

i)   Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Computer Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods**: Laboratory method - project method - Peer tutoring/teaching by students - Individual activities - experiential learning, - Teacher - guided learning - problem-solving method - Small group/whole-class interactive learning. Student seminar - group discussion – mixed-ability grouping. **Recent trends in teaching**: Constructivist learning- Problem-based learning - Brain-based learning - Collaborative

learning - Flipped learning - Blended learning - e-Learning trends- Video

conferencing.

(*Suggested instructional approaches/methods:*

    i)   Teacher talk/Invited lecture on different methods of teaching Computer Science.

    ii) Preparation and presentation of a report on different methods of teaching Computer Science.)

UNIT V Resources for Teaching Computer Science

Print resources: Newspapers–Journals - Magazines - Computer Science encyclopedias. **Audio resources**: Radio talk - audio tapes- DVDs /CDs. **Visual resources**: Pictures – charts –posters - photos - graphs - flash cards - models.

ICT resources: Radio - TV – Internet – multimedia - interactive whiteboard. **Community resources**: Fieldtrips - Computer Science exhibition/fair – Computer Science Laboratory – Computer Science Resource Centre – Computer Science Club- Qualities of a good Computer Science textbook - Qualities of a Computer Science teacher.

(*Suggested instructional approaches/methods:*

i) Teacher talk/ Invited lecture talk on different resources for teaching Computer Science.

ii) Preparation and presentation of a report on different resources for teaching Computer Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Computer Science.

2. Prepare and submit a report on Computer Science Resource Centre.

References:

1. Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi: Vikas Publishing House.

2. Sandeep, John Milin (2014). *Teaching of computer science.* New Delhi: Neelkamal Publication.

3. Khirwadkar, A. (2005). *Information and communication technology in education.* New Delhi: Sarup& Sons.

4. Rajasekar, S. (2004). *Computer education and educational computing.* New Delhi:Neelkamal Publications.

COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE
(Part - I Methodology)

Course objectives:

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

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

UNIT I Aims and objectives of teaching Physical Science

Physical Science: Meaning, nature and scope – Aims and objectives of teaching Physical Science in schools - Need and significance of teaching Physical Science - Values of teaching Physical Science.

(Suggested instructional approaches/methods:
   i) Teacher talk/Invited talk on the place of Physical Science in the school curriculum.
   ii) Student seminar on the need, significance and values of teaching Physical Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives: Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i)   Write the instructional objectives for a lesson in Physical Science at Level I & II.

ii)   Prepare a model lesson plan in Physical Science for Level I & II).

UNIT III Practising the Teaching Skill in Physical Science

Meaning of teaching – Understanding major teaching skills: Introducing-explaining –questioning - varying the stimulus - non-verbal cues- reinforcement - closure and fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation-interaction- reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(*Suggested instructional approaches/methods***:**

i)   Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii)   Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Physical Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching.

Learner-centered methods: Laboratory method – Project method - Peer tutoring/teaching by students- Project method- Individual activities - experiential method

– Teacher-guided learning- Problem-solving method - Small group/whole-class interactive learning: Student seminar- group discussion - Mixed-ability grouping.

Recent Trends: Constructivist learning - Problem-based learning- Brain-based learning- Collaborative learning- Flipped learning - Blended learning - e-Learning trends - Videoconferencing.

(*Suggested instructional approaches/methods:***

i)   Teacher talk/ Invited lecture on different methods of teaching Physical Science.

ii)   Preparation and presentation of a report on different methods of teaching

Physical Science.)

UNIT V Resources for Teaching Physical Science

Print Resources: Newspapers - journals and magazines- science encyclopedias. *Audio Resources:* Radio talk- audio tapes- DVDs/ CDs. *Visual Resources:* Pictures - flash cards- charts- posters - photographs- models. *ICT Resources:* Radio – television- Internet- multimedia- Interactive whiteboard. *Community Resources:* Science centres - Science exhibition/ fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

(Suggested instructional approaches/methods:

i) Teacher talk/ Invited lecture talk on different resources for teaching Physical Science.

ii) Preparation and presentation of a report on different resources for teaching Physical Science.)

Tasks and Assignments:

i) Prepare and submit an evaluative report on different methods of teaching Physical Science.

ii) Prepare and submit a report on Physical Science resource centre.

References:

1. Bawa, M.S. & Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.

2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.

3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives:* Book 1 Cognitive domain. New York: Longmans, Green.

4. Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications.

COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE
(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives teaching of biological science.

2. formulate instructional objectives for a lesson.

3. gain mastery of the teaching skills.

4. apply various methods in teaching biological science.

5. use various resources in teaching biological science.

UNIT I Aims and objectives of teaching Biological Science

Biological Science: Meaning, nature and scope –Aims and objectives of teaching Biological Science in schools - Need and significance of teaching Biological Science - Values of teaching Biological Science.

(Suggested instructional approaches/methods:

i) Teacher talk/Invited talk on the place of Biological Science in the school curriculum.

ii) Student seminar on the need, significance and values of teaching Biological Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write the instructional objectives for a lesson in Biological Science at level I & II.

ii) Prepare a model lesson plan in Biological Science for level I & II.)

UNIT III Practising the Teaching Skills in Biological Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining,

questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up –Practising a mini-lesson with five teaching steps (for 20 minutes):Observation and feedback on the integrating of teaching steps in mini-teaching. *(Note: Teacher- Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(*Suggested instructional approaches/methods***:**

i)   Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Biological Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. *Learner-centered methods:* Laboratory method – Project method - Peer tutoring/teaching by students - Project method - Individual activities - Experiential method – Teacher-guided learning - Problem-solving method - Small group/whole - class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent Trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

i)   Teacher talk/ Invited lecture on different methods of teaching Biological Science.

ii) Preparation and presentation of a report on different methods of teaching Biological Science.)

UNIT V Resources for Teaching Biological Science

Print Resources: Newspapers - journals and magazines - Science Encyclopedias. *Audio Resources:* Radio talk - audio tapes - DVDs/CDs.*Visual resources:* Pictures -   flash

cards

– charts - posters - photographs - models. ***ICT Resources:*** Radio – television - Internet, multimedia - interactive whiteboard. ***Community resources:*** Zoological gardens, Botanical
gardens, eco-park - aquarium - science exhibition/fair - fieldtrip – Qualities of a good biology textbook - Qualities of a Biology teacher.

(Suggested instructional approaches/methods:

   i)   Teacher talk/Expert talk on different resources for teaching Biological Science.

   ii) Preparation and presentation of a report on different resources for teaching Biological Science.)

Tasks and Assignments:

   i)   Prepare and submit an evaluative report on different methods of teaching Biological Science.

   ii) Prepare and submit a report on Biological Science resource centre.

References:

   1.   Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.

   2.   Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.

   3.   Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.

   4.   Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.

   5.   Miller, David.F.(1938) *Methods and materials for teaching biological sciences.* New York: McGraw Hill Book Company.

   6.   Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

   7.   www.csun.edu/science/biology

COURSE 7(a): PEDAGOGY OF HISTORY

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching History.

2. formulate instructional objectives for a lesson .

3. gain mastery of the teaching skills.

4. apply various methods in teaching History.

5. use various resources in teaching History.

Unit I Aims and objectives of teaching History

History : Meaning - nature – scope - Aims and objectives of teaching History in schools – Need and significance of teaching History - Values of teaching History.

(Suggested instructional approaches/ methods:

i) Teacher talk / Invited lecture on the place of History in school curriculum.

ii) Student seminar on the need, significance and values of teaching History.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in History for Levels I & II.

ii) Prepare a model lesson plan in History lessons for Levels I & II).

UNIT III Practicing the Teaching Skills in History

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practicing a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practicing mini-lesson (for 20 minutes); Observation and feedback on mini-teaching. *(Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(*Suggested instructional approaches/methods***:**

i) Prepare a report on the practicing of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practice them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching History

Teacher-centered methods: Lecture method - Demonstration method - Dramatization method - Team-teaching –Source method. **Learner-centered methods:** Project method - Peer tutoring / teaching by students - Individual activities - experimental learning - Teacher-guided

learning - Small group / whole-class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods

i) Teacher talk / Invited leture on different methods of teaching History at Level I & II.

ii) Preparation and presentation of a report on different methods of teaching History.)

Unit V Recourses for Teaching History

Print resources: Newspapers - Journals - Magazines - Reference books - History /Humanities Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Cartoons - Charts - Comics - Flash cards - Graphs - Maps- Photographs - Pictures - Posters - Diagrams - Models - Specimens. **ICT resource**: Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips - museum - archives - library - excavated archeological sites - monuments- History resource centre - History club - Characteristics of a good History textbook - Qualities of a History teacher.

(*Suggested instructional approaches/methods*:

i) Teacher talk / Invited lecture on different resources for teaching History.

ii) Preparation and presentation of a report on different resources for teaching History.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching History.

2. Prepare and submit a report on History resource center.

References:

1. Burton, W.H. (1972). *Principles of history teaching*, London: Methuen.

2. Chaudhary, K. P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.

3. Dhanija Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.

4. Gunning, Dennis. (1978). *The teaching of history.* London: Goom Helm.

5. Kochar, S. K. (1972). *The teaching of history*. Delhi: Sterling Publishers.

6. Lewis, E.M. (1960). *Teaching history in secondary schools*. Delhi: Sterling Publishers.

7. http://www.anselm.edu/internet/ces/index.html

COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Commerce and Accountancy.

2. formulate instructional objectives for a lesson.

3. gain mastery of the teaching skills.

4. apply various methods in teaching Commerce and Accountancy.

5. use various resources in teaching Commerce and Accountancy.

UNIT I Aims and objectives of teaching Commerce and Accountancy

Commerce: Meaning, nature and scope – Aims and objectives of teaching Commerce in schools – Need and significance of teaching Commerce – Values of teaching Commerce.

(Suggested instructional approaches/methods:

i) Teacher talk / Invited lecture on the place of Commerce in school curriculum.

ii) Student seminar on the need, significance and values of teaching Commerce.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in Social Science for Level I and in Commerce for Level II.

ii) Prepare a model lesson plan in Social Science for Level I and in Commerce for Level II.)

UNIT III Practicing the Teaching Skills in Commerce and Accountancy

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising a mini-lesson (for 20 minutes): Observation and feedback on mini- teaching. *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(*Suggested instructional approaches/methods***:**
   i)   Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

   ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Commerce and Accountancy

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. *Learner-centered methods*: Project method - Peer tutoring/teaching by students - Individual activities - experiential learning -Teacher-guided learning - Problem-solving - Small group/ whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning -Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends – Video- conferencing.

(Suggested instructional approaches/methods:
   i)   Teacher talk / Invited lecture on different methods of teaching Commerce and Accountancy.
   ii) Preparation and presentation of a report on different methods of teaching

Commerce and Accountancy.)

UNIT V Resources for Teaching Commerce and Accountancy

Print resources: Newspapers - Journals – Magazines - Commerce Encyclopedias. **Audio resources**: Radio talk- audio tapes - DVDs/CDs. **Visual resources**: Pictures – charts – posters – photographs - flash cards – diagrams – graphs - models. **ICT resources**: Radio - TV - Internet -multimedia - interactive whiteboard. **Community resources**: Fieldtrips - Commerce exhibition/fair – Commerce Resource Centre – Commerce Club – Qualities of a good commerce textbook - Qualities of a Commerce teacher**.**

(Suggested instructional approaches/methods:

i) Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.

ii) Preparation and presentation of a report on different resources for teaching Commerce and Accountancy.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Commerce.

2. Prepare and submit a report on Commerce Resource Centre.

References:

1. Anderson, W. L & Krathwohl. (2008). *A taxonomy for learning, teaching, and assessing*: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn & Bacon.

2. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives*: Book1: Cognitive domain. Boston: Addison Wesley Publication.

3. Gronlund, N.E. (1970). *Stating behavioural objectives for classroom instruction*. London: MacMillan.

4. Krathwohl et.al,. (1999). *Taxonomy of educational objectives*, Hand Book II: Affective domain. New York: McKay.

5. Kumar, Mahesh. (2004). *Modern teaching of commerce*. New Delhi: Anmol Publications.

COURSE EPC 1: READING AND REFLECTING ON TEXTS

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

Course objectives: To enable student-teachers:

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

Teacher/Learner Activities for Transaction of the course

To translate these objectives into practice, the teachers in colleges of education should:

1. Engage the student-teachers in reading interactively - individually and in small groups.

2. Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents,

   studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.

3. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies

4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.

5. Engage the student-teachers to analyses various text structures and develop comprehension of them.

resources: Pictures – charts – posters – photographs - flash cards – diagrams – graphs - models. **ICT resources**: Radio - TV - Internet -multimedia - interactive whiteboard. **Community resources**: Fieldtrips - Commerce exhibition/fair – Commerce Resource Centre – Commerce Club – Qualities of a good commerce textbook - Qualities of a Commerce teacher**.**

(Suggested instructional approaches/methods:

iii) Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.

iv) Preparation and presentation of a report on different resources for teaching Commerce and Accountancy.)

Tasks and Assignments:

3. Prepare and submit an evaluative report on different methods of teaching Commerce.

4. Prepare and submit a report on Commerce Resource Centre.

References:

2. Anderson, W. L & Krathwohl. (2008). *A taxonomy for learning, teaching, and assessing*: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn & Bacon.

3. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives*: Book1: Cognitive domain. Boston: Addison Wesley Publication.

3. Gronlund, N.E. (1970). *Stating behavioural objectives for classroom instruction*. London: MacMillan.

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Teacher/Learner Activities for Transaction of the course

To translate these objectives into practice, the teachers in colleges of education should:

3. Engage the student-teachers in reading interactively - individually and in small groups.
4. Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents,
   studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.
6. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies
7. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
6. Engage the student-teachers to analyses various text structures and develop comprehension of them.
7. Engage the student-teachers in developing their writing skill by providing various contexts for writing.
8. Prepare the student-teachers for selected readings and writings required for other courses.

9. Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
10. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
11. Read any three books related to education and make a critical a presentation.

Tasks and Assignments:
Preparing a Record on "Reading and Reflecting on Texts".

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.
2. Read any three books related to education and submit a review of them.

COURSE EPC 2 : DRAMA AND ARTS IN EDUCATION

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

Course objectives: To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.

2. To use art, music and drama for enhancing one's self, expression and creativity.

3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

How to use art, music and drama in Education.

The teachers in Colleges of Education should:

1. With fine arts experts, engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink.

2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals

3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.

4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as completely segregated social environments, bounded by caste, class, religions or gender, etc).

5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.

6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.

7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.

8. Motivate the student-teachers to use drama as a '**critical pedagogy'** moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.

9. Guide the student-teachers to experience and stage different kinds of drama/skits/streetplays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.

10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.

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

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

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

Course objectives: To enable the student-teachers:

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

How to prepare a student teacher for a technology enhanced classroom?

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

1. To operate /use various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video - conferencing.

2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.

3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.

4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.

5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).

6. To use a visualize/document camera (visual projector) to display and share an information to the whole class.

7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.

8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.

9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.

10. To create educational blogs (edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.

2. Write a report on the organization of video-conferencing with an educational expert.

Course Code: FPHPE

HISTORICAL AND P OLITICAL ECONOMY OF EDUC ATION IN INDIA

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire knowledge on education and its agencies

2. develop understanding about the educational system of ancient India

3. develop understanding about the educational system of medieval India

4. list out the educational contributions of Christian Missionaries and the East India Company

5. analyze the major recommendations of various educational committees and commissions during the British rule

6. develop understanding about the educational provisions spelt out in the Indian constitution

7. analyze the major recommendations of various educational committees and commissions after Indian independence

8. recognize the important role of education in promoting nationalism and international understanding

9. examine the Indian political policy of education

10. critically evaluate the changing economic policy in developing education.

UNIT – I: EDUCATION ANND ITS AGENCIES
Education: Meaning, definition, concept - Aims of Education, Functions of Education - Forms of Education: Formal, Non-form al and Informal - Agencies of Education: Formal, Non-formal and Informal agencies of education.

UNIT – II: EDUCATION IN ANCIENT INDIA
Vedic System of Education and its Educational implications – Buddhist System of Education and its educational implications – Jain System of Education and its educational implications.

UNIT – III: EDUCATION IN MEDIEVAL INDIA
Indigenous Education: Nature, types and its implications – Islamic Education: Nature, types and its implications.

UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY

Educational contributions of The Portuguese, The Dutch, The French, The Danish and The English Christian Missionaries – Educational contributions of the East India Company: Charter Act (1813), Charter Act (1833), Macaulay's Minutes (1835), Wood's Despatch (1854).

UNIT – V: EDUCATION UNDER THE BRITISH RULE

Hunter Commission (1881-1882) – Indian Universities Commission (1902) – Indian Universities Act (1904) – Sadler Commission (1917-1919) – Hartog Committee (1928-1929) – Abbot-Wood Report (1936-1937) – Wardha Scheme of Basic Education (1937) – Sargent Plan (1944).

UNIT – VI: INDIAN CONSTITUTIONAL PROVISIONSON EDUCATION

Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education – Right to Education Act (2009).

UNIT – VII: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Radhakrishanan Commission (1948–1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – New Policy of Education (1968,1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee (1993) – Chadurvedi Committee (1993) – Ambani-Birla Committee (2000) – National Knowledge Commission (2006).

UNIT – VIII: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL
UNDERSTANDING

Nationalism: Meaning, Concept, Education and Nationalism - National and Emotional Integration: Meaning, Concept, Factors affecting national integration, Emotional Integration Committee (1961), Education and National Integration - Inter-cultural Integration: Meaning, Concept, Development of inter-cultural understanding - International Understanding: Meaning, Concept, Factors affecting international understanding, Education and International Understanding.

UNIT – IX: POLITICAL POLICY OF EDUCATION IN INDIA

Education for the elite group – Education for Democracy, Secularism, Socialism, Social Change and Modernization - Education for Knowledge Economy – Brain Drain and Brain Gain – National Skill Development Mission - Education for Human Resource Development.

UNIT – X: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) – Philanthropic Contributions (Rulers and Individuals) – Grant-in-aid System of East India Company – Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) – New Economic Policy and Education: Privatization of Education, Internationalization of Education (Exporting and Importing of Education).

SUGGESTED ACTIVITIES:

1. Visit any one the formal or non-formal agencies of education and submit a report on the mode of its functioning.

2. Report presentation on "Success of Implementing Right to Education Act rests with the Government Machineries or Common People".

3. Seminar presentation on "Role of Education in Nation Building Activities".

4. Present a report on the changing educational policies since Indian independence.

5. Report presentation of the debate on "Brain Drain and Brain Gain in the Indian context".

REFERENCES:

1. Aggarwal, J. C. (2009). *Recent developments and trends in education*. Delhi: Shipra Publications.

2. Biswas, A. & Agarwal, S.P. (1994). *Development of education in India.* Delhi: Shipra Publications.

Course Code: FPAEP

ADVANCED EDUCATIONAL PSYCHOLOGY

Course Objectives:
The prospective teacher-educators will be able to:

1. understand the various schools and methods of psychology

2. understand adolescent's growth, development and their problems

3. acquaint with the significance of learning and the various theories of learning

4. understand the biogenic and sociogenic motives and different theories of motivation

5. understand the concepts and theories of intelligence and creativity

6. understand the theories of personality and its measurement

7. identify the different types of adjustment mechanisms

8. differentiate the concept of mental health from mental hygiene

9. describe the various types of groups and leadership styles

10. familiarize with various psychological testing procedures.

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational Psychology: Nature, Meaning and Scope - Major Schools of Psychology: Structuralism, Functionalism, Behaviorism, Constructivism and Humanism - Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

UNIT - II: GROWTH AND DEVELOPMENT

Growth and Development: Concept and Stages - Factors influencing Development: Genetic, Biological, Physical and Environmental - Theories of Development: Psycho-analytic Theory of Freud and Erikson - Behavioral Theory of Albert Bandura - Cognitive Theory of Jean Piaget, Kohlberg and Havighurst.

UNIT - III: LEARNING

Learning: Meaning and definitions –Behavioral Theory: Bandura's Social Learning Theory - Cognitive Theory: Gagne's Theory and Bruner's Theory - Developmental Theory: Vygotsky's Theory - Constructivist Theory: Kolb's Theory - Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin's Theory - Information Processing Theory: Donald Norman Theory.

UNIT - IV: MOTIVATION AND SELF-REGULATION

Motivation: Meaning – Biogenic and Sociogenic motives – Approaches: Behavioural, Humanistic, Cognitive and Socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclelland - Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning - Factors influencing self-regulation.

UNIT – V: INTELLIGENCE AND CREATIVITY

Intelligence: Definitions and nature – concept of IQ – Gardner's theory of multiple intelligence, Stemberg's Triarchic theory, Catell's theory of fluid and crystalised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Creativity: nature, factors affecting creativity – programmes and strategies for developing creavity.

UNIT - VI: PERSONALITY

Personality: Meaning and definitions – Determinants of personality: Genetic, Social and Cultural

– Theories of personality: Type Theory, Trait Theory, Psycho-analytic Theory, Phenomenological Theory, Learning Theory, Social Behaviouristic Theory and Rotter's Expectancy–Reinforcement Model - Measuring Personality: Subjective, Objective methods – Projective techniques.

UNIT - VII: ADJUSTMENT

Adjustment: Meaning and process – Adjustment Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes: Physical, Emotional, Social and Mental – Remedial Measures for maladjustment – Stress Management - Exceptional Children: Meaning, definition and types - Education for gifted and backward children.

UNIT – VIII: MENTAL HEALTH AND HYGIENE

Mental Health: Concept – Mental Health status of Indian Children – Strategies for strengthening mental health of students and teachers - Mental Hygiene: Concept and importance - Student's Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

UNIT – IX: GROUP DYNAMICS

Group Dynamics and Teams: Types of Groups - Dynamics of Informal and Formal groups – Group relationship in the class - Teams: Characteristics, Types, Team building, Team effectiveness – Leadership: Nature, Styles, Role and Activities.

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UNIT – X: PSYCHOLOGICAL MEASUREMENT

Concept of Assessment, Measurement and Evaluation – Psychological tests: Nature, characteristics and Types: Norm Referenced Test – Criterion-Referenced Test – Standardized Tests: Achievement Test, Diagnostic Test and Aptitude Test.

SUGGESTED ACTIVITIES:

1. Visit a nearby Mental Healing Institute and prepare a detailed report about the various Mental Health Programmes offered to the Mentally Retarded Adolescents.

2. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.

3. Conduct a Case Study of adolescent learners with deviant behaviour.

4. Identify the learning difficulties of the student in any school subject at secondary level through administration of a diagnostic test and develop a module for remedial instruction.

5. Analyse the merits and demerits of the various methods of assessing the personality.

REFERENCES:

1. Anita Woolfolk. (2004). *Educational psychology*. Singapore: Pearson Education.

2. Baron, R. A. and Misra .G (2016). *Psychology* . New Delhi: Pearson.

3. Dandapani, S. (2001). *A text book of advanced educational psychology (2ndEdn.).* New Delhi: Animol Publications.

4. Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Bombay: Vakils Publishers.

5. Hurlock, Elizabeth. B. (1980). *Development psychology*. New Delhi: McGraw Hill Education.

Course Code: FPCDD

CURRICULUM DESIGN AND DEVELOPMENT

Course Objectives:

The prospective teacher-educators will be able to:

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

UNIT- I: THE NATURE OF CURRICULUM
Definition of curriculum: Curriculum as a/an Plan, Experience, Objective, Product, Process, Subject Matter – Principles of Curriculum Construction.

UNIT- II: DETERMINANTS OF CURRICULUM
National Aspirations and Needs – Cultural and Social Change – Factors influencing Curriculum: Political, Social, Economic, Technological, Environmental Factors – Changes in Values – Value System – Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of curriculum.

UNIT- III: CURRICULUM DESIGN
Components of Curriculum design – Sources of curriculum design – Conceptual framework: Horizontal and Vertical organisation – Design dimensions considerations: Scope, Integration, Sequence - Articulation, Balance and Continuity.

UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT
Phases of Curriculum Development process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, Organization of content and learning experience and Evaluation.

UNIT - V: MODELS OF CURRICULUM DEVELOPMENT

Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model - Non-technical Non-scientific Models: Kohl and Holt's Model, and Rogers Model.

UNIT-VI: APPROACHES OF CURRICULUM DESIGN

Subject- Centred Designs: Subject design, Discipline design, Broad- field design and Correlation design – Learner-centred designs: Child-centred design, Experience-centred design, Romantic design and Humanistic design – Problem-centred Designs: Life-Situation design, Core design and Social Reconstruction design.

UNIT - VII: CURRICULUM IMPLEMENTATION

Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation.

UNIT - VIII: CURRICULUM TRANSACTION

Concept of teaching-learning – Teaching-Learning Process - Creating an effective environment – Effective Teaching – Factors influencing effective teaching- Instructional system – Need to enhance curricular transactions – Different types of enhancing curriculum transactions.

UNIT - IX: CURRICULUM EVALUATION

Concept, Definition, Need, Importance, Source Aspects and Methods of Curriculum Evaluation

– Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model.

UNIT X: CHANGE AND INNOVATION IN CURRICULUM

Definition, Need, Factors influencing the change in curriculum – Dimensions of curriculum change - Curriculum Change and Innovations - Context of Curriculum Change and Innovations –

Strategies and Models for Curriculum Change and Innovations – Planning and Executing Change – Restructuring the curriculum.

SUGGESTED ACTIVITIES:

1. Conduct a seminar on determinants of curriculum.

2. Talk by teacher educators on process of curriculum development.

3. A debate on various models of curriculum implementation.

4. Discussion on various approaches of curriculum organization and submit a report on merits and demerits of the same.

5. Prepare a report on various models of curriculum evaluation.

REFERENCES:

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques.*

   New Delhi: Book Enclave.

2. Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.

3. Chikumbu, T.J and Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13).* Canada: The Common wealth of Learning.

4. Dewey, John. (1996). *The child and the curriculum.* Chicago: The University of Chicago Press.

5. Glatthorn, A.A Boschee, F and Whiteheed, B.M. (2009). *Curriculum leadership: strategies for development and implementation,* New Delhi: Sage

6. Joseph.P.B et al. (2000). *Cultures of curriculum (Studies in Curriculum Theory).* New York: Teachers college press.

7. McKernan, James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research.* London: Routledge.

Course Code: FTBER

BASICS IN EDUCATIONAL RESEARCH

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire knowledge of research in the field of education

2. understand the process of research

3. comprehend the research design and research plan

4. recognize the research problem

5. understand the formulating hypothesis

6. understand the sampling technique

7. understand the scaling techniques

8. recognize the psychological theories and inventories

9. understand the and interview observation techniques

10. understand the different types inquiry forms and social scaling.

UNIT - I: NATURE AND PURPOSE OF EDUCATIONAL RESEARCH

Meaning and objectives of Research - Characteristics of research – Scope and Need for Educational Research – Basic types of research: Descriptive versus Analytical research, Applied versus fundamental research, Quantitative versus Qualitative research, Conceptual versus Empirical research – Significance of research – Ethnical principles in conduct of research with human participants.

UNIT - II: PROCESS OF RESEARCH

Research proposal –Phases of Research process – Steps in the process of research: Identifying a Research problem, Reviewing the Literature, Specifying a purpose of research, collecting data, Analyzing and Interpreting the data. Reporting and evaluating research.

UNIT - III: RESEARCH DESIGNS

Meaning and parts of Research design, Need for research design , Features of a good design, Important concepts relating to research design - Experimental Research designs – Developing a Research plan.

UNIT - IV: DEFINING RESEARCH PROBLEM

Nature of Research problem – Research topic, Research problem, Research purpose, Research questions – Important tasks for determining research problem: Classifying in argument information needs, Redefining research problem - Establishing hypothesis, Research questions and Objectives - Criteria of a good research problem, Sources of research problem, Conditions for a research problem, Formulating and stating the problem.

UNIT - V: FORMULATING HYPOTHESIS

Meaning, Types, uses, Forms of hypothesis, Criteria for a hypothesis, Methods of deriving hypothesis, Testing of hypothesis, Basic concepts in testing the hypothesis: Null hypothesis and Alternative hypothesis, Level of significance, Decision Rule, Type I and Type II Errors, Two - tailed and One- tailed tests – Procedure for hypothesis testing – Distinguish among Purpose statements, Research questions, Hypothesis and Objectives.

UNIT - VI: SAMPLING TECHNIQUES

Sampling design, Steps in sampling design, Characteristics of a good sample design, Types of sampling: Probability sampling: random, Stratified random, Systematic, Cluster Multi-stage random sampling – Non-probability sampling: Purposive, Quota, Convenience, Sequential, Snowbell sampling,

UNIT - VII: SCALING TECHNIQUES

Scale Measurement, Scaling, properties - Types of scales: Nominal, Ordinal, Interval and Ratio scales - Steps in developing or constructing research tool - Criteria for good measurement: Reliability, Validity , Objectivity, Sensitivity, Practicality and Economy - Techniques for measuring attitudes : Ranking , Rating, Sorting and Choice techniques - Attitude rating scale: Simple attitude scales, Category scales, Numerical scale, Constant sum scale – Graphic rating scale.

UNIT - VIII: PSYCHOLOGICAL TESTS AND INVENTORIES

Achievement Tests, Aptitude Tests, Interest inventories, Personality inventories, Projective devices: Nature and Characteristics of projective devices , Association, Completion, Role-playing and Creative or Constructive techniques – Rorschach Test, Thematic Apperception Test.

UNIT - IX: INTERVIEW AND OBSERVATION TECHNIQUES

Interview: Meaning, Process of interview, Types of Interviews, Merits and Demerits of interview – Observation technique: Types of observation: Participant and non-participant – observations - Observation devices: Checklist, Rating scales – Case Study.

UNIT – X: INQUIRY FORMS AND SOCIAL SCALING

Questionnaire: Types of questionnaire, Characteristics of a good questionnaire, Preparing and administering the Questionnaire – The opinionnaire: Thurston technique, Likert method and Semantic differential method – Social Scaling: Sociometry.

SUGGESTED ACTIVITIES:

1. Talk by teacher educators on various research designs in education.
2. A debate on phases of educational research.
3. Seminar on sampling technique.
4. Invited talk on scaling techniques.
5. Discussion on procedure for hypothesis testing and level of significance.

REFERENCES:

1. Agarwal.L.R.(2007*).Modern educational research*. New Delhi: Dominant Publishers.

2. Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., (2004). *Methodology and techniques of social research*.Mumbai: Himalaya Publishing House.

3. Best. John.W and Kahn, James.V. (2006). *Research in education*. Delhi:PHI Learning.

4. Chandra, S.S and Sharma, R.K. (2007).*Research in education*. New Delhi: Atlantic Publishers.

5. Creswell, John. W. (2014).*Educational Research*, Delhi: PHI Learning.

Course Code: FTEEL

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge on the origin of teacher education programme in the Indian context

2. develop the understanding about the development of elementary teacher education system in India

3. Comprehend the structure of elementary teacher education in India

4. compare and contrast the salient features of elementary teacher education programmes of Russia, USA, Japan, Germany and India

5. analyse the elementary teacher education curriculum and its transaction modes

6. list out the District, State, National and International organizations related to elementary teacher education

7. critically evaluate the major issues in elementary teacher education

8. take a stock of the elementary school teachers status and the avenues for their professional growth

9. recognize the various modes of evaluation adopted in elementary teacher education programme

10. develop research attitude in teacher education.

UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT
Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education:

Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

UNIT-II: DEVELOPMENT OF ELEMENTARY TEACHER EDUCATION IN FREE INDIA
Radhakrishnan Commission (1948-49) – Mudaliar
(1952-53)–Kothari Commission (1564-66)- Chattopadhyaya Committee (1983-85) – NCERT Committee (2005) – National Knowledge Commission (2006) – NCFTE (2010).

UNIT-III: STRTUCTURE OF ELEMENTARY TEACHER EDUCATION
Teacher Education: Concept, Objectives and Scope of Teacher Education; Pre-service

and In-service – Structure of Elementary Teacher Education – Salient features of Elementary Education: Relevance, Flexibility, Integration and Interdisciplinary – Nature and Concept of Elementary Teacher Education – Objectives of Elementary Teacher Education.

UNIT-IV: COMPARATIVE TEACHER EDUCATION AT ELEMENTARY LEVEL

Comparative Education: Concept, Need, Importance and Scope –Comparative Study of Elementary Teacher Education: Russia, USA, Japan, Germany and India.

UNIT-V: ELEMENTARY TEACHER EDUATION CURRICULUM AND TRANSACTION

Pedagogical Theory – Methodology of Teaching School Subjects – Practice Teaching/Internship – Other Practical Works – Competency Based and Commitment Oriented Teacher Education – Curriculum Framework of NCTE Regulations, Norms and Standards (2014).

UNIT-VI: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level), SIEMAT, SCERT/DTERT (State Level), NCERT, RIEs, NUEPA, NCTE, RCI (National Level), UNESCO, UNICEF (International Level).

UNIT–VII: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION

Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Originations of Practice Teaching and relationship with Co-operative Schools – Supervision of Internship – Facilities at Teacher Education Institutions – Teachers for Student with diverse needs in Elementary Schools - Quantity and Quality of Elementary Teacher Education – Privatization of Teacher Education.

UNIT–VIII: STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY SCHOOL TEACHERS

Socio-economic Status of Teachers – Service Conditions of Teachers – Promotion – Job Security – Participation in Decision-making Process – Professional Organizations of Teachers: Local, National, and International Level and their activities for Professional Growth –In-service programmes for Elementary School Teachers: Objectives and Strategies.

UNIT–IX: EVALUATION IN ELEMENTARY TEACHER EDUCATION

Evaluation: Concept, Need, and Scope – Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs

Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

UNIT–X: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Co-operation of Practicing Schools, Evaluation Strategies and Comparative Education.

SUGGESTED ACTIVITIES:

1. Prepare a Report based on the visit to anyone of the Elementary Teacher Education Institutions and critically evaluate the facilities available in the Elementary Teacher Education.

2. Compare and contrast the Elementary Teacher Education Curriculum and its Transaction Modes in Tamilnadu with that of any other States of India.

3. Critically evaluate the role of NCTE in promoting Quality in Elementary Teacher Education Progamme.

4. Prepare a Portfolio to evaluate the prospective teachers of Elementary Teacher Education Programme.

5. Suggest any Five areas of Elementary Teacher Education for undertaking of Research Projects.

REFERENCES:

1. Aggarwal, J.C. (1984). *Landmark in the history of modern india education*. New Delhi: Vikas Publications.

2. Chauraisa, G. (1967). *New era in teacher education*. New Delhi: Vikas Publications.

3. Jagangira, N.K. (1979). *Teacher training and teachers effectiveness of teacher educators*. New Delhi: National Publications.

4. Lokman Ali. (2010). *Teacher education*. New Delhi: APH Publications

5. Mohammed Miyan. (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.

6. NCTE (1998). *Competency based and commitment oriented teacher education for quality school education: Pre-service education*. New Delhi: NCTE.

7. Ram, S. (1999). *Current issues in teacher education*. New Delhi: Saurp& Sons

Publications.

8. Singh, U.K and Sundershan, K.N. (2005) *Teacher education*. New Delhi: Discovery Publishing House.

9. Srivastava, G.N. (2004). *Perspectives in teacher education concept*. New Delhi: APH Publications.

10. http//:www.educationforallinindia.com/page101

Course Code: FSCPA

CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL

Course objectives:

The prospective teacher-educators will be able to:

1. understand the basic features of curriculum

2. understand the process knowledge construction

3. comprehend the organization of knowledge in schools

4. understand school curriculum

5. recognise the curriculum planning

6. analyse the issues in curriculum alignment

7. understand the educational theories in pedagogy

8. understand the planning and management of instruction

9. recognise the instructional support practices

10. understand the techniques assessment for learning.

UNIT - I: BASIC FEATURE OF CURRICULUM

Curriculum Conceptualizations: Humanistic, the Social Deconstructionist, the Technological, the Academic and the Cognitive process approach conceptions of curriculum – need and scope of curriculum - Linear conceptualization of curriculum from the narrow to the broad. Realms of Meaning – Spiral curriculum – Elementary school curriculum in Tamil Nadu.

UNIT-II: KNOWLEDGE AND KNOWING

Definition of Knowledge, Process of Knowing and Ways of knowing, Forms of

knowledge, Characteristics and Classification of knowledge, Facts of knowledge, Process of knowledge construction and Process of constructivism.

UNIT-III: ORGANIZATION OF KNOWLEDGE IN SCHOOLS

Meaning of knowledge organization, Forms of knowledge included in school education, Selection of knowledge categories in school education, Agencies for selection and organization of categories of knowledge in schools, Process for developing curricula, Syllabi and Text books

– Principles of formulating syllabus, Characteristics of a good syllabus - The process of curriculum development in India.

UNIT-IV: SCHOOL CURRICULUM

History of development of curriculum framework – Curriculum framework, School Curriculum – Nature and direction of change in the development of school curriculum – Recommendations of NCFs (1975, 1988, 2000, 2005) on school curriculum - Role of teacher in curriculum development.

UNIT-V: CURRICULUM PLANNING

Forms of Curriculum Planning: Ideological, Formal, Sanctioned, Perceived, Operational and Experiential curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula.

UNIT –VI: ALIGNING THE CURRICULUM

Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden curricula - Issues in curriculum Development.

UNIT –VII: GENERAL EDUCATIONAL THEORIES IN PEDAGOGY

Active learning – Critical pedagogy – Eco pedagogy – Concept development teaching strategy – Cognitive learning theory – Discovery learning – Experiential learning – Guided learning and Meta-cognition - Constructivism – Learning Styles – Multicultural Education – Science-Technology society.

UNIT- VIII: PLANNING AND MANAGEMENT OF INSTRUCTION

Issues related to Instructional planning – Steps in instructional planning – Teacher as

planer – Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classroom, Time Management, Instructional resources: Print-based and Non-print based resources.

UNIT – IX: INSTRUCTIONAL SUPPORT PRACTICES

Need for Instructional support practices, Important support practices – Library Seminar, Cluster school system, Instruction collaboration, Flipped classroom, Interactive multimedia instruction, Community support, Guest lecturers – Agencies involved in Instructional support.

UNIT – X: ASSESSMENT FOR LEARNING

Test, Examination, Measurement, Assessment and Evaluation - Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of activity, Presentation, Group work and Collaborative learning – Techniques of Assessment: Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

SUGGESTED ACTIVITIES:

1 Talk by teacher educators on different forms of knowledge.

2 Prepare a report on the process of curriculum development in India.

3 A debate on basic types of curricula.

4 Participate and present the paper in seminar /workshop on issues in curriculum alignment.

5 Discussion on types of learning indicators and techniques of assessment.

REFERENCES:

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques.* New Delhi: Book Enclave.

2. Arora, G.L. (1984). *Reflections on curriculum.* New Delhi: NCERT.

3. Dewey, John. (1996). *The child and the curriculum,* Chicago: The University of Chicago Press.

4. Erickson, H.L (2002). *Concept based curriculum and instruction: Teaching beyond the facts.* California: Corsion Press.

5. Glatthorn, A.A; Boschee, F and Whiteheed, B.M. (2009). *Curriculum leadership: Strategies for development and implementation*. New Delhi: Sage Publications.

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Course Code: FSECE

EARLY CHILDHOOD CARE AND EDUCATION

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Course Objectives:

The prospective teacher-educators will be able to:

1. know the historical development of early childhood education

2. review the various committees and commissions suggestions on early childhood education

3. know the different aspects of child development

4. understand the principles involved in the planning of pre-school programmmes

5. know the various management process of the pre-school programmes

6. analyse the methods of teaching to pre-school children

7. find out the behavioural problems of the pre-school children

8. get awareness about the common diseases and ailments of the pre-school children

9. interact and know about the involvement of parents and community regarding the nutrition and health of the pre-school children

10. explore the objectives, types and techniques in evaluating the early childhood education programmes.

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and TarabaiModak.

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) – International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

UNIT – IV: PLANNING PRE-SCHOOL PROGRMMES

Principles involved in planning Pre-school programmes – Short-term and Long-term planning – Importance of Rhymes, Songs, Stories, Science exhibitions, Field trips, Puppet shows and Dramatization – Habit formation: Eating, Sleeping, Dressing and Toilet training.

UNIT – V: MANAGEMENT OF PRE-SCHOOL

Selection of sites – Building requirements – Selection and Care of equipment - Staff Pattern and Qualifications – Importance of Records and Reports – Budget – Income and Expenditure – Characteristics and Responsibilities of Pre-school teachers – Need of Parent-teachers Cooperation – Crèches: Aims, objectives, importance, and types – Organizations working for Pre-school Education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere).

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UNIT VI: METHODS OF TEACHING TO PRE-SCHOOL CHILDREN

Methods: Kindergarten, Montessori and Nursery – Play: Characteristics, theories (early classical and current theories), Stages and types – Role of play in the overall development of children.

UNIT - VII: BEHAVIOURAL PROBLEMS OF PRE-SCHOOL CHILDREN

Behavioral Problems: Symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

UNIT - VIII: COMMON COMMUNICABLE DISEASES AND AILMENTS OF PRE-SCHOOL CHILDREN

Communicable diseases: Symptoms, causes and prevention of Pneumonia, Malaria, Typhoid, Diphtheria, Measles, Mumps, Chicken pox, Tuberculosis, Conjunctivitis and scabies – Ailments: Symptoms, causes, and care during of Diarrhea, Ear ache, Cold and Cough, Fever, Vomiting and Teeth problems.

UNIT - IX: NUTRITION AND HEALTH OF THE PRE-SCHOOL CHILDREN

Nutrition and Health: Meaning and importance – Balanced Diet – Malnutrition, under nutrition and over nutrition – Role of Family, Parents, School and Community in promoting Children's Health and Nutrition, Government and NGO's involved in the delivery of nutritional and health services to children.

UNIT - X: EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME

Evaluation: Meaning, objectives, need and significance – Functions, components and characteristics of Evaluation – Types of evaluation: Summative and Formative, Formal and Informal and Competency based Evaluation – CCE: Principles and Techniques - Anecdotal Record, Cumulative Record and Report Card.

SUGGESTED ACTIVITIES:

1. Make a resource file on collection of pictures, available materials and articles related to Early Childhood Education.
2. Visit to ICDS center and observing the ICDS Programme.
3. Prepare a list of equipments essential for a crèche.
4. Prepare a layout of indoor/outdoor arrangement for a Pre-School.

5. Conduct case study of a children with any behavioural Problems.

REFERENCES:

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. New York: Academic Press.

2. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*, New York: Holt Rinehart and Winston.

3. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.

4. Joann Brewer. (1995). *Introduction to early childhood education*. Sydney: Allen &Baren.

5. George. (1995). *Early childhood education*. New York: Prentice Hall.

SRI BALAJI COLLEGE OF EDUCATION

S. F. NO.71/3B1,3B2,100/3,4A,4B,4C,4D,100/5,101/4A &102/3

FRONT ELEVATION

SECTION ON XY

N

SITE PLAN

TOILET BLOCK

STAIR CASE DETAILS

RAIN WATER HARVESTING SYSTEM

PLAN SHOWING THE EXISTING BUILDING OF R.C.C. ROOF IN " Sri BALAJI COLLEGE OF EDUCATION" IN S.F.NO.71/3B1,3B2,100/3,4A,4B,4C,4D,100/5,101/4A & 102/3, No. 43, ARCOT ROAD, DRUMBERU VILLAGE AND PANCHAYAT, ARNI TALUK, T.V.MALAI DISTRICT

(SCALE 1:100)

JOINERY DETAILS

AREA

COLOUR INDEX
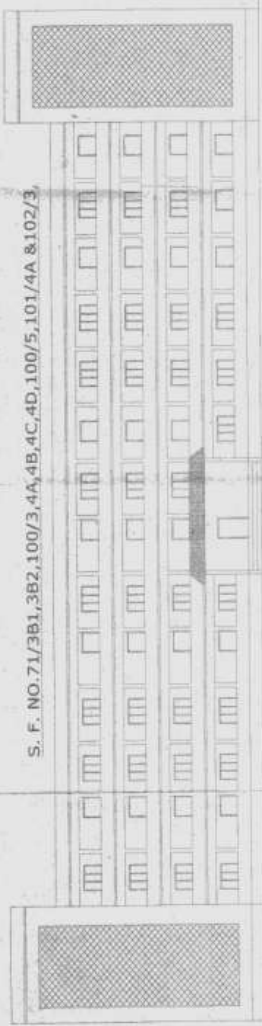
THIRED FLOOR PLAN
[PROPOSED B.Ed. ADDITIONAL INTAKE COURSE]

SECOND FLOOR PLAN [EXISTING B.Ed. COURSE]

FIRST FLOOR PLAN [EXISTING B.Ed. COURSE]

GROUND FLOOR PLAN (EXISTING M.Ed. COURSE)

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SRI BALAJI COLLEGE OF EDUCATION

FRONT ELEVATION

THIRE FLOOR PLAN
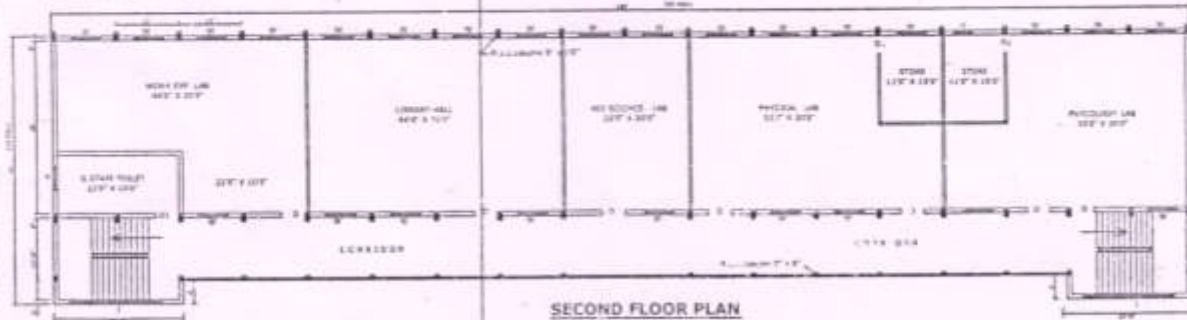
SECOND FLOOR PLAN
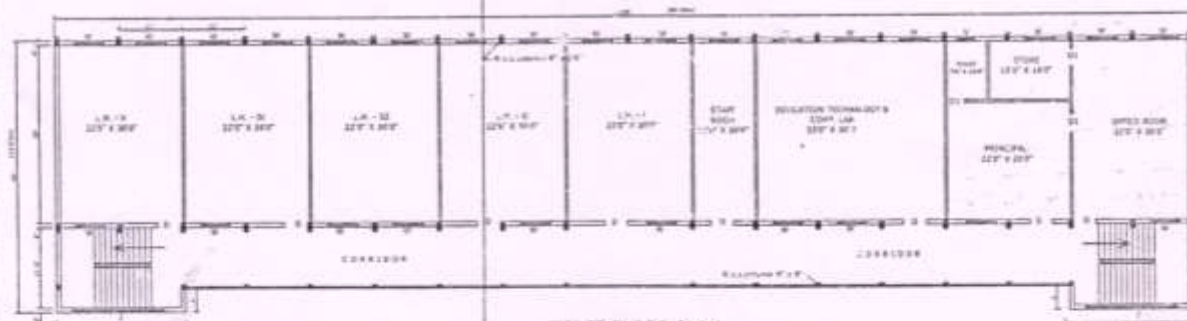
FIRST FLOOR PLAN
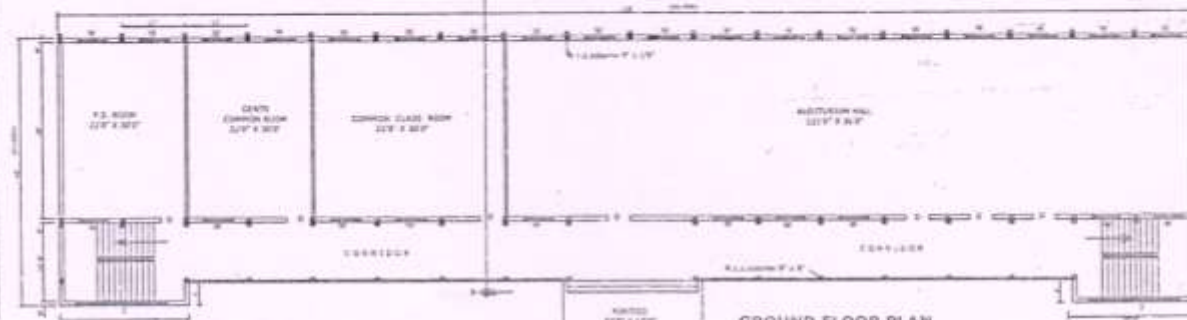
GROUND FLOOR PLAN

SRI BALAJI COLLEGE OF EDUCATION
(Approved by NCTE SRC, Bangalore & Affiliated to Tamil Nadu Teachers Education University,Chennai-5)
Accredited by NAAC with 'B' Grade
Arcot Road, A.C.S. Nagar, Irumbedu, Arni Taluk - 632 317, Tiruvannamalai Dt., Tamil Nadu.

Feedback from the Heads of the Schools

Directions: Some statements are given below. Each statement is followed by the responses namely Yes/No. Please put a tick mark for the response you choose.

S.No.	STATEMENTS	YES	NO
1.	Performances of the Trainees were good.		
2.	Are they Regular for Teaching Practice?		
3.	Are they Punctual & attended?		
4.	Have they attended the 10+30 days on Teaching Practice?		
5.	Have they wrote 40 Lessons Plans For Optional I & II?		
6.	Did they follow Dress Code & Hair Dress?		
7.	Did they adhere rules & Regulations of the School?		
8.	Are they attached with Guide Teacher?		
9.	Have the trainees were attached with the guide teacher?		
10.	Have they trainees taught perfectly in the Class?		
11.	Did they use Teaching Learning Materials?		
12.	Did they more with other teachers cordially?		
13.	Did the Students happy about their teaching?		
14.	Did they Participate in School events, functions?		

School Seal   Signature of the Headmaster

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SRI BALAJI COLLEGE OF EDUCATION
(Approved by NCTE SRC, Bangalore & Affiliated to Tamil Nadu Teachers Education University,Chennai-5)
Accredited by NAAC with 'B' Grade
Arcot Road, A.C.S. Nagar, Irumbedu, Arni Taluk - 632 317, Tiruvannamalai Dt., Tamil Nadu.

STUDENTS FEED BACK ON TEACHERS

DIRECTION: Students are required to rate the courses on the following attributes using the 4-point scale shown.

A (4.00)	B (3.00)	C (2.00)	D (1.50-0.0)		
Very Good	Good	Satisfactory	Unsatisfactory		

S.No.	STATEMENTS	A	B	C	D
	PLANNING AND ORGANISATION				
1.	Teaching is well planned. Subject coverage schedule announced at the beginning of the year				
2.	Aims/objectives of the subject made clear				
3.	Teacher come well prepared in the subject				
4.	Teacher keeps himself/herself updated				
5.	Subject matter organized in logical sequence				
6.	Teachers information about cancellation of class				
	PRESENTATION/COMMUNICATION				
7.	Teacher speaks clearly and audibly				
8.	Teacher writes legibly				
9.	Teacher explains concepts well, provides adequate examples				
10.	Teachers pace and level of instruction are suited to the attainment of students				
11.	Teacher uses variety of methods and materials (OHP, Power point, models, etc.,)				
	CLASS MANAGEMENT AND STUDENTS INTERACTION				
12.	Teacher comes to the class on time and engages regularly				
13.	Teacher maintains discipline in the class				
14.	Teacher offers assistance and counseling to the needy students				
15.	Teacher encourages students questioning and creativity				
16.	Teacher is courteous and impartial in dealing with students				
	SUBJECT COVERAGE AND STUDENT EVALUATION				
17.	Teacher covers the syllabus completely and at appropriate pace				
18.	Teacher gives Assignment, holds Tests regularly and promptly returns the answer papers				
19.	Teacher selects standard questions covering the stipulated portions of the syllabus for both Assignments and Tests				
20.	Teachers marking of answer papers is fair and impartial				
21.	Teacher provides good feedback on the performance of students after every test.				

Course: **Batch:**   **Year:**

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SRI BALAJI COLLEGE OF EDUCATION
(Approved by NCTE SRC, Bangalore & Affiliated to Tamil Nadu Teachers Education University,Chennai-5)
Accredited by NAAC with 'B' Grade
Arcot Road, A.C.S. Nagar, Irumbedu, Arni Taluk - 632 317, Tiruvannamalai Dt., Tamil Nadu.

FEEDBACK FROM STUDENTS

DIRECTION:

Students are required to rate the courses on the following attributes using the 4-point scale shown. The format given is for one course. Do the same for other courses on separate page.

A (4.00)	B (3.00)	C (2.00)	D (1.50-0.0)
Very Good	**Good**	**Satisfactory**	**Unsatisfactory**

S.No	STATEMENTS	A	B	C	D
1.	Depth of the courses content including project work if any				
2.	Extent of coverage of course				
3.	Applicability/relevance to real life situations				
4.	Learning value(in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5.	Clarity and relevance of textual reading material				
6.	Relevance of additional source material (Library)				
7.	Extent of effort required by students				
8.	Overall rating				

SRI BALAJI COLLEGE OF EDUCATION
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Arcot Road, A.C.S. Nagar, Irumbedu, Arni Taluk - 632 317, Tiruvannamalai Dt., Tamil Nadu.

STUDENTS OVERALL EVALUATION OF PROGRAMME AND THE TEACHING

DIRECTION: Your responses will be seen only after your course results have been finalized and recorded. The information will be used only for the improvements 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 each 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 difficult   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   c) just satisfactory   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   b) get involved in discussion in class questions
    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 all helpful   d) did not advise
12. The teachers approach can best be described as
    a) Always courteous   b) sometimes rude   c) always in difficult   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

SRI BALAJI COLLEGE OF EDUCATION
(Approved by NCTE SRC, Bangalore & Affiliated to Tamil Nadu Teachers Education University,Chennai-5)
Accredited by NAAC with 'B' Grade
Arcot Road, A.C.S. Nagar, Irumbedu, Arni Taluk - 632 317, Tiruvannamalai Dt., Tamil Nadu.

<u>STUDENTS FEEDBACK FORM</u>

1. Name: _____   **2. Course:** _____   **3. Year_____**

4. Phone/Email: _____ **5. Signature:** _____   **6. Batch:** _____

> **Please give your opinion on your study in this institution in terms of academic activities/infrastructure facilities/faculty-student relationship/placement etc.**

SRI BALAJI COLLEGE OF EDUCATION

Statement of Affairs for the year ended 31st March 2016

Sources of Funds:	Sch,No.		
Trust Fund	1		1,95,48,831.40
			1,95,48,831.40
Application Of Funds:			
Fixed Assets(Net)	2		92,13,451.03
Investments	3		4,00,000.00
Current Assets Loans & Advances			
Cash On Hand		510.00	
Bank Balances		1,00,347.00	
Tuition Fees Receivables		14,09,450.00	
Loans & Advances	4	1,24,65,719.12	
		1,39,76,026.12	
Less:Current Liabilities	5	40,40,645.75	
	Net Current Assets(A-B)		99,35,380.37
			1,95,48,831.40

For Tmt. KANNAMMAL EDUCATIONAL TRUST

Managing Trustee/
Trustee

N.C. ANANTHAKUMAR, M.Com., F.C.A.
CHARTERED ACCOUNTANT

SRI BALAJI COLLEGE OF EDUCATION

Income & Expenditure Account for the year ended 31st March 2016

Income Side:			
Students' Fees	6		70,86,400.00
Other Income	7		3,72,028.00
		(C)	74,58,428.00
Expenditure Side:			
Employees Cost			26,66,966.00
Administrative & Others	8		36,30,958.00
Depreciation			2,40,362.70
		(D)	65,38,286.70
Excess of Income Over Expenditure (C-D)			9,20,141.30

For Tmt. KANNAMMAL EDUCATIONAL TRUST

Managing Trustee/
Trustee

N.C. ANANTHAKUMAR, M.Com., F.C.A.
CHARTERED ACCOUNTANT

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SRI BALAJI COLLEGE OF EDUCATION

Schedule No:8:Administrative & Other Cost:

Admin Charges	2,056.00
Advertisement	90,213.00
Bank Charges	510.00
Books Subscription & Periodicals	8,442.00
Electricity Charges	1,04,248.00
Mess Expenses	16,873.00
Office Expenses	5,12,101.00
P.F./ESI – Employer Contribution	29,351.00
Postage & Courier Expenses	4,563.00
Printing & Stationary	83,736.00
Rates & Taxes	17,600.00
Repairs & Maintenance - Building	5,245.00
Repairs & Maintenance - Electricals	65,570.00
Repairs & Maintenance - Equipments	8,945.00
Repairs & Maintenance - Furniture	29,010.00
Repairs & Maintenance - Vehicle	2,450.00
Scholarship Trust	7,22,000.00
Staff Welfare Expenses	1,28,907.00
Telephone Expenses	69,165.00
Travelling & Conveyance	7,72,091.00
Uniform / Record Note Book Expenses	4,02,237.00
University Payments	5,55,645.00
	36,30,958.00

SRI BALAJI COLLEGE OF EDUCATION

Schedule No: 1:Trust Fund:

Opening Balance	1,86,28,690.10
Add:Excess of Income Over Expenditure	9,20,141.30
	1,95,48,831.40

Schedule No: 3:Investments:

Deposits with Bank	4,00,000.00
	4,00,000.00

Schedule No: 4:Loans & Advances:

Loans and advances-GCT, DRMERI, MCET, MKET	16,71,704.00
Intra units	1,07,94,015.12
	1,24,65,719.12

Schedule No: 5:Current Liabilities:

Loans and advances-GCT, DRMERI, MCET, MKET	20,98,571.00
Liability for Expenses	2,34,595.00
Liability for Others	43,605.00
Intra units	16,35,799.75
Sundry Creditors	28,075.00
	40,40,645.75

Schedule No: 6:Students' Fees:

Tuition Fees	61,70,000.00
Bus & Transport Collection	1,34,650.00
Counselling Fees	30,600.00
Examination Income	51,150.00
Lab/Internet/Sports/etc.	7,00,000.00
	70,86,400.00

Schedule No: 7:Other Income:

Interest Receipts-Banks	2,76,328.00
Opd/hospital/college/other Receipts	95,700.00
	3,72,028.00

SRI BALAJI COLLEGE OF EDUCATION

Schedule No: 2 : FIXED ASSETS

DESCRIPTION	1.4.2015	ADDITIONS	TOTAL	Dep %	DEP.	31.03.2016
Building	1000397.60	0.00	1000397.60	10	100039.76	900357.84
Computer Equipments	33963.21	0.00	33963.21	60	20377.93	13585.28
Electrical & Electronic Equipments	63141.30	13800.00	76941.30	10	7694.13	69247.17
Furniture & Fittings	453125.39	28200.00	481325.39	10	48132.54	433192.85
Lab & Medical Equipments	102427.35	0.00	102427.35	15	15364.10	87063.25
Library Books	200948.80	41600.00	242548.80	10	24254.88	218293.92
Motor Vehicles	136245.26	0.00	136245.26	15	20436.79	115808.47
Office Equipments	8463.24	6500.00	14963.24	15	2244.49	12718.75
Sports Equipment	12120.58	0.00	12120.58	15	1818.09	10302.49
Building under construction	0.00	7352881.00	7352881.00	0	0.00	7352881.00
TOTAL	2010832.73	7442981.00	9453813.73		240362.70	9213451.03

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F.SRO/NCTE/APS03032/B.Ed/TN/2014-15/63793

Date: 01/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. **AND WHEREAS**, the institution Sri Balaji College of Education, Arcot Road, Irumbedu Arni Taluk, Thiruvannamalai-632317, Tamilnadu has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed which require additional facilities.

3. **AND WHEREAS**, on scrutiny it is found that the institution has not maintained/revalidated the Fixed Deposited Receipts towards Endowment and Reserve Funds.

4. **AND WHEREAS**, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely.

   I.   The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.

   II.   The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

   III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

   IV. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb. 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **NOW THEREFORE**, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee NCTE hereby grants recognition to Sri Balaji College of Education, Arcot Road, Irumbedu Arni Taluk, Thiruvannamalai-632317, Tamilnadu for conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16 subject to submission of revalidated FDRs of the enhanced value in joint account with the SRC before 30 June, 2015 and fulfilment of the conditions mentioned at II & III herein before 31.10.2015

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable

Contd....2

7. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

a) Sanctioned programmes along with annual intake in the institution:
b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
c) Name of faculty members who left or joined during the last, quarter:
d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
e) Fee charged from students;
f) Available infrastructural facilities;
g) Facilities added during the last quarter;
h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
i) The affidavit with enclosure submitted along with application.
j) The institution shall be free to post additional relevant information, if it so desires.
k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

(P.Revathi Reddy)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To:

The Principal,
Sri Balaji College of Education,
Arcot Road, Irumbedu Arni Taluk,
Thiruvannamalai-632317,
Tamilnadu

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary, In-charge of Higher Education, Government of Tamilnadu, Chennai, TN.
3. The Director, (Collegiate Education) Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Tamilnadu Teacher Education University, Chennai, Tamilnadu.
5. The Correspondent, **Tmt. Kannammal Educational Trust, No.121, G.N.Chetty Road. T.Nagar, Chennai-600017, Tamilnadu.**
6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.
7. Office Order file/Institution file.

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राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति

NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F.SRO/NCTE/APS08906/M.Ed/TN/2015/ 65308   Date: 22/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. **AND WHEREAS**, the institution, **Sri Balaji College of Education, Arcot Road, A.C.S.Nagar, Irumbedu Village, No.42, Arni-Chennai Highway, Arni Taluk, Thiruvannamalai District-632317, Tamilnadu** has by affidavit consented to come under New Regulations and sought for one unit in **M.Ed**, which requires additional facilities

3. **AND WHEREAS**, it has been decided to permit the institution an intake of one unit of 50 students subject to the institution fulfilling following conditions namely,

I.   The institution shall create additional facilities that include (a) additional infrastructure, (b) additional funds, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved staff list in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

4. **Now therefore**, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to **Sri Balaji College of Education, Arcot Road, A.C.S.Nagar, Irumbedu Village, No.42, Arni-Chennai Highway, Arni Taluk, Thiruvannamalai District-632317, Tamilnadu** for conducting **M.Ed** programme of **two** years duration with an annual intake of **50** students (one unit) from the academic session **2015-16** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

5. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable.

6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

Cont....2

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7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

a) Sanctioned programmes along with annual intake in the institution:

b) Name of faculty and staff in full as mentioned in school certificate along with theirqualifications, scale of pay and photograph.

c) Name of faculty members who left or joined during the last, quarter:

d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;

e) Fee charged from students;

f) Available infrastructural facilities;

g) Facilities added during the last quarter;

h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;

i) The affidavit with enclosure submitted along with application.

j) The institution shall be free to post additional relevant information. if it so desires.

k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

l) If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order.

(P.Revathi Reddy)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To

The Principal,
Sri Balaji College of Education,
Arcot Road, A.C.S.Nagar,
Irumbedu Village, No.42,
Arni-Chennai Highway,
Arni Taluk, Thiruvannamalai District-632317,
Tamilnadu.

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, ShastriBhavan, New Delhi – 110 001..

2. The Education Secretary, Incharge of Higher Education, Government of Tamilnadu, Chennai, TN.

3. The Director, (Collegiate Education) Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.

4. The Registrar, Tamilnadu Teacher Education University, Chennai, Tamilnadu

5. The Correspondent, T.M.T Kannamal Educational Trust, Arcot Road, A.C.S.Nagar, Irumbedu Village, No.42, Arni-Chennai Highway, Arni Taluk, Thiruvannamalai District-632317, Tamilnadu.

6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.

7. Office Order file/Institution file.

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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.
Admin. Off. Phone: 044–28447304, 28447300 Exam Off. Phone: 044-28447305
Fax: 044 – 28447303   Website: www.tnteu.in

No. TNTEU/R/Affln./Syn-Feb 2016-Item.No.07/2016/119   Date:03.02.2016

Dr.S.KALAICHELVAN,
M.Sc., M.Ed., M.Phil (Phy.)., M.Phil (Edu.)., Ph.D
REGISTRAR

To
The Correspondent,
Sri Balaji College of Education,
Arcot Road, Irumbedu, Arni Taluk,
Thiruvannamalai District-632 317.

Sir/Madam,

Sub: Sri Balaji College of Education, Tiruvannamalai District – Grant of Continuation of Conditional Provisional Affiliation to offer B.Ed degree course from the academic year 2013-2014, M.Ed degree course from the academic year 2012-2013 & 2015-2016 – Orders issued - Reg.

Ref: Resolution of the Syndicate on Item No.07, dated 01.02.2016.

I am, by direction, to inform you that the Syndicate of the University, at its meeting held on 01.02.2016 has considered the request of Sri Balaji College of Education, Tiruvannamalai District together with the report of the Inspection Commission and compliance report submitted by the college and *"resolved that the continuation of provisional affiliation be granted to Sri Balaji College of Education, Tiruvannamalai District to offer B.Ed. degree course from the academic year 2013-2014 & M.Ed degree course from the academic year 2012-2013 & 2015-2016"*.

Resolved further, the Management of the college of Education be instructed to submit the following documents as detailed below within six months and in the event non - submission of the documents within the period of stipulated, the Management of said college be not permitted to remit the examination fee and the students of said college be not permitted to write the subsequent examinations.

1. Receipt for Payment of Infrastructure and Amenities Charges for Building plan.
2. Pollution Control Certificate from the concerned authority.
3. Land Area, whether Wet or Dry Land (Wet Land Conversion Certificate issued by Directorate of Town and Country Planning in case if it is Wet Land as per the new Section 47(A) in the Tamil Nadu Town and Country Planning Act 1971, vide notification in the Tamil Nadu Government Gazette dated 01.01.2011.

4. Certificate under Section 37(B) of Tamil Nadu Land Reforms (Land fixation and Ceiling) Act 1961, vide notification in the Tamil Nadu Government Gazette dated 10.06.2010.

Resolved further that the order of granting Continuation of Provisional Affiliation to the said college be issued for M.Ed., Degree Course from the academic year 2012-2013 (one term) after the remittance of a sum of Rs.1.00 Lakh towards penalty by the said college and along with usual affiliation fee of Rs.1.00 lakh for each term.

In accordance with the above resolution of the Syndicate, the Management of the College shall remit a sum of Rs.1.00 lakh for retrospective grant of Continuation of affiliation along with the prescribed fee of Rs.3.00 lakhs.

The conditions laid down by this University for affiliation are furnished below which the College should strictly adhere to and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

The Following Conditions shall be strictly adhered to.

1. All the conditions laid down by the NCTE, Bangalore.

2. Candidates to be admitted in B.Ed. Degree course shall (a) satisfy the eligibility conditions prescribed in the Regulations and the guidelines issued by the Government of Tamil Nadu for the academic year 2014-2015 (b) obtain approval from the University for the students admitted to B.Ed. degree course as per prescribed norms and (c) earn required attendance prescribed by the University for appearing for the University Examinations.

3. The admission of students for B.Ed. Degree Course shall be made in accordance with the guidelines for admission prescribed by the Government of Tamil Nadu and the regulations of the University for each academic year. No student shall be admitted with irregular attendance. No ratification will be considered for any such irregular admission.

4. The Syllabus prescribed by the Tamil Nadu Teachers Education University shall be followed.

5. The college shall complete 200 working days as prescribed by the NCTE / University in its Regulations prescribed for B.Ed. course in an academic year.

6. Arrangement shall be made by the college for the conduct of University Examinations.

7. No donations shall be collected from the students seeking admission to any course of study in the college.

8. The college shall only collect Tuition and other fees from the students at the rates as prescribed by the State Government / University. If any College found collecting more and above the fee fixed by the Government of Tamil Nadu, the affiliation of the College will be withdrawn.

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 of the respective academic year.

10. A Librarian and Physical Director/Directress with the prescribed qualification shall be appointed.

11. 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. The post of Principal shall not be kept vacant and qualified Principal shall always be in position.

12. 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.

13. 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.

14. The Professor should be paid as per pay scales of UGC/NCTE/VI pay commission of the State Government, as the case may be, and their salary should be paid through Electronic Clearing System (ECS). This will be verified by the authorities from time to time.

15. The posts of Professor and Head of the Departments wherever required for the proposed course shall be filled up before starting the course.

16. 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.

17. Suitable leave rules for teaching and Non-teaching staff shall be framed, generally in conformity with the State Government rules.

18. Approval shall be obtained from the University before appointing the teaching staff.

19. The College shall implement each and every recommendations of the Inspection commission.

20. The College shall have [1] Separate lounge [2] Rest room [3] Toilet for Women Faculty.

21. The classrooms shall be according to the specification suggested U.G.C./NCTE norms.

22. 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.

23. Land Use Certificate, Land Continuity Certificate and Land Classification Certificate obtained from the competent authorities shall be kept ready for verification at any time.

24. Fire Service Certificate shall be obtained and renewed and shall be kept ready for verification at any time.

25. 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.

26. The required area of land and the building shall be in the name of the Trust.

27. The College shall obtain Building Plan approval and License from the competent authorities for constructions.

28. The maximum number of students who may be admitted to each of the course shall not exceed the strength sanctioned (100) by the NCTE / University.

29. Necessary Hostel accommodation, Staff quarters, Play ground shall be provided.

30. Such other Rules and Regulations as may be generally prescribed from time to time by the University shall also be abided by the Management.

31. All the conditions shall be abided by the Management and in the event of any violation, the affiliation granted shall be ceased automatically.

32. As per the "National Council for Teacher Education, (Recognition Norms and Procedures Amendment)" Regulations December 2014, an institution shall be permitted to apply for new courses listed in the regulations. Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a University, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE is eligible to apply M.Ed. programme.

33. The attendance of the staff members and the students shall be effectively monitored and periodical report shall be submitted by post/online every day.

34. The Institution should submit the name list of students admitted along with the Medium of Instruction opted by each student i.e. English or Tamil (as per the availability of Medium of Instruction in the College of Education) to the University.

35. The institution shall maintain & update its Web-site as per the provisions of NCTE Regulations and always display following as mandatory disclosure:

   i. Sanctioned programmes along with annual intake in the institution.
   ii. Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
   iii. Names of faculty members who left or joined during the last, quarter;
   iv. Names of students admitted during the current session along with qualification, percentage of marks in the qualifying examination and in the entrance test, if any, date of admission etc;
   v. Fee charged from students;
   vi. Available infrastructural facilities;
   vii. Facilities added during the last quarter;
   viii. Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
   ix. The institution shall be free to post additional relevant information, if it so desires.
   x. Any wrong or incomplete information on website shall render the institution liable for withdrawal of recognition.

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.

The Management of the College shall renew the Continuation of Provisional affiliation until Permanent Affiliation is granted.

It is further informed that, after completion of 10 years of affiliation and with accreditation by National Assessment and Accreditation Council (NAAC) 'B' Level Certificate, a college may apply for permanent affiliation in the prescribed format with prescribed fees with the conditions prescribed by the University for Grant of permanent affiliation.

The receipt of this order shall be acknowledged.

Yours faithfully

REGISTRAR

Copy to:

1. The Regional Director, National Council for Teacher Education, Southern Regional Committee, Nagarabhavi, Jnana Bharathi Campus Road, Opp. National Law School, Bangalore – 560 072.

2. The Secretary to Government, Higher Education Department, Secretariat, Chennai – 600 009.

3. The Director of Collegiate Education, College Road, Nungambakkam, Chennai - 600 006.

4. The Controller of Examinations, TNTEU.

5. Finance Section, TNTEU.

6. Admission Section, TNTEU.

Tamilnadu Teachers Education University, Chennai - 600097

B.Ed Degree Examination, June/July 2016

College Code / Name	12416 / Sri Balaji College of Education

Sl.No	Reg No / DOB	Name	COD	INT EXT TOT RST	COD	INT EXT TOT RST	COD	INT EXT TOT RST	COD	INT EXT TOT RST	COD	INT EXT TOT RST	TOTAL	RESULT
1	B15137731 1980-05-15	ALEXANDRAR K mnyf;]hz;lu; f	FPEPL FPEEC	28 32 60 P 28 40 68 P	FPEES FPEET	29 40 69 P 29 46 75 P	FCPEN FCPAL	27 48 75 P 28 33 61 P	FEPCY FEPCE	28 43 71 P 29 34 63 P	FEPCI PRACTICAL-1	29 37 66 P 166 166 P	774	P
2	B15137732 1995-06-25	AMUTHA K mKjh fp	FPEPL FPEEC	28 37 65 P 29 46 75 P	FPEES FPEET	29 40 69 P 30 47 77 P	FCPPS FCPAL	28 36 64 P 29 46 75 P	FEPCY FEPCE	29 46 75 P 29 39 68 P	FEPCI PRACTICAL-1	29 36 65 P 174 174 P	807	P
3	B15137733 1994-08-25	ANBARASI A md;gurp m	FPEPL FPEEC	0 AA 0 RA 0 AA 0 RA	FPEES FPEET	0 AA 0 RA 0 AA 0 RA	FCPMA FCPAL	0 AA 0 RA 0 AA 0 RA	FEPCY FEPCE	0 AA 0 RA 0 AA 0 RA	FEPCI PRACTICAL-1	0 AA 0 RA AA 0 RA	0	RA
4	B15137734 1992-06-08	ANBARASU V md;guR Nt	FPEPL FPEEC	30 33 63 P 30 48 78 P	FPEES FPEET	30 36 66 P 30 40 70 P	FCPPS FCPAL	30 40 70 P 30 34 64 P	FEPCY FEPCE	30 44 74 P 30 41 71 P	FEPCI PRACTICAL-1	30 42 72 P 177 177 P	805	P
5	B15137735 1994-06-25	ARHANA S mh;r;rdh nr	FPEPL FPEEC	28 32 60 P 30 43 73 P	FPEES FPEET	29 50 79 P 29 41 70 P	FCPEN FCPAL	29 32 61 P 28 33 61 P	FEPCY FEPCE	29 49 78 P 29 46 75 P	FEPCI PRACTICAL-1	29 47 76 P 171 171 P	804	P
6	B15137736 1995-02-09	ARUNA A mUzh m	FPEPL FPEEC	30 36 66 P 30 51 81 P	FPEES FPEET	30 49 79 P 30 46 76 P	FCPPS FCPAL	30 49 79 P 30 58 88 P	FEPCY FEPCE	30 46 76 P 30 40 70 P	FEPCI PRACTICAL-1	30 49 79 P 179 179 P	873	P
7	B15137737 1987-06-25	ARUNA DEVI M mUzh Njtp Nkh	FPEPL FPEEC	30 34 64 P 30 49 79 P	FPEES FPEET	30 51 81 P 30 46 76 P	FCPBS FCPAL	30 34 64 P 30 56 86 P	FEPCY FEPCE	30 49 79 P 30 41 71 P	FEPCI PRACTICAL-1	30 45 75 P 179 179 P	854	P
8	B15137738 1994-06-13	BHARATHI A ghujp M	FPEPL FPEEC	29 32 61 P 30 41 71 P	FPEES FPEET	30 48 78 P 30 43 73 P	FCPEN FCPAL	30 50 80 P 29 33 62 P	FEPCY FEPCE	29 45 74 P 29 33 62 P	FEPCI PRACTICAL-1	30 41 71 P 172 172 P	804	P
9	B15137739 1995-06-08	BHUVANESHWARI S GtNd];thp r	FPEPL FPEEC	29 42 71 P 30 47 77 P	FPEES FPEET	30 50 80 P 30 54 84 P	FCPEN FCPAL	30 32 62 P 30 33 63 P	FEPCY FEPCE	30 54 84 P 30 52 82 P	FEPCI PRACTICAL-1	30 49 79 P 179 179 P	861	P
10	B15137740 1994-03-20	BHUVANESWARI A GtNd];thp M	FPEPL FPEEC	28 32 60 P 30 43 73 P	FPEES FPEET	30 50 80 P 30 40 70 P	FCPPS FCPAL	30 47 77 P 30 33 63 P	FEPCY FEPCE	30 46 76 P 30 41 71 P	FEPCI PRACTICAL-1	29 32 61 P 179 179 P	810	P
11	B15137741 1992-06-05	DEEPA G jPgh Nfh	FPEPL FPEEC	27 AA 27 RA 28 AA 28 RA	FPEES FPEET	28 AA 28 RA 27 AA 27 RA	FCPMA FCPAL	28 AA 28 RA 28 AA 28 RA	FEPCY FEPCE	27 AA 27 RA 27 AA 27 RA	FEPCI PRACTICAL-1	27 AA 27 RA 160 160 P	407	RA
12	B15137742 1987-02-03	DEEPTHI R V jPg;jp Mh; tp	FPEPL FPEEC	27 32 59 P 27 49 76 P	FPEES FPEET	27 51 78 P 27 51 78 P	FCPBS FCPAL	27 45 72 P 28 33 61 P	FEPCY FEPCE	27 53 80 P 27 51 78 P	FEPCI PRACTICAL-1	27 49 76 P 160 160 P	818	P
13	B15137743 1994-06-13	DEVI V Njtp nt	FPEPL FPEEC	28 32 60 P 29 32 61 P	FPEES FPEET	28 44 72 P 29 36 65 P	FCPTA FCPAL	30 35 65 P 28 33 61 P	FEPCY FEPCE	28 39 67 P 30 35 65 P	FEPCI PRACTICAL-1	30 32 62 P 172 172 P	750	P
14	B15137744 1993-01-20	DHATCHAYANI S jhl;r;rhazp r	FPEPL FPEEC	30 37 67 P 30 44 74 P	FPEES FPEET	30 50 80 P 30 46 76 P	FCPMA FCPAL	30 39 69 P 30 50 80 P	FEPCY FEPCE	30 46 76 P 30 39 69 P	FEPCI PRACTICAL-1	30 39 69 P 178 178 P	838	P

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Tamilnadu Teachers Education University, Chennai - 600097

B.Ed Degree Examination, June/July 2016

College Code / Name	12416 / Sri Balaji College of Education

Sl.No	Reg No / DOB	Name	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	TOTAL	RESULT
15	B15137745 1979-02-07	ELAYARANI K ,isauhzp f	FPEPL FPEEC	27 33 60 P 28 44 72 P	FPEES FPEET	28 50 78 P 27 36 63 P	FCPEN FCPAL	27 32 59 P 28 39 67 P	FEPCY FEPCE	27 41 68 P 27 38 65 P	FEPCI PRACTICAL-1	27 35 62 P 160 160 P	754	P
16	B15137746 1991-05-17	GAYATHRI A fhaj;hp m	FPEPL FPEEC	27 AA 27 RA 27 AA 27 RA	FPEES FPEET	28 AA 28 RA 27 AA 27 RA	FCPEN FCPAL	27 AA 27 RA 28 AA 28 RA	FEPCY FEPCE	27 AA 27 RA 27 AA 27 RA	FEPCI PRACTICAL-1	27 AA 27 RA 160 160 P	405	RA
17	B15137747 1988-06-10	GAYATHRI M fhaj;jphp K	FPEPL FPEEC	30 35 65 P 30 45 75 P	FPEES FPEET	30 51 81 P 30 41 71 P	FCPCA FCPAL	30 52 82 P 30 39 69 P	FEPCY FEPCE	30 51 81 P 30 41 71 P	FEPCI PRACTICAL-1	30 45 75 P 179 179 P	849	P
18	B15137748 1991-06-01	GEETHA V fPjh nt	FPEPL FPEEC	29 32 61 P 30 37 67 P	FPEES FPEET	30 50 80 P 30 33 63 P	FCPCS FCPAL	30 41 71 P 29 33 62 P	FEPCY FEPCE	29 48 77 P 30 41 71 P	FEPCI PRACTICAL-1	30 41 71 P 179 179 P	802	P
19	B15137749 1986-06-03	GIRIJA R fphp[h uh	FPEPL FPEEC	29 37 66 P 29 48 77 P	FPEES FPEET	29 50 79 P 29 44 73 P	FCPTA FCPAL	30 45 75 P 29 43 72 P	FEPCY FEPCE	29 45 74 P 29 45 74 P	FEPCI PRACTICAL-1	29 36 65 P 168 168 P	823	P
20	B15137750 1989-06-07	GOBINATH S Nfhgpehj; r	FPEPL FPEEC	30 37 67 P 30 54 84 P	FPEES FPEET	30 51 81 P 30 47 77 P	FCPTA FCPAL	30 53 83 P 30 43 73 P	FEPCY FEPCE	29 51 80 P 30 44 74 P	FEPCI PRACTICAL-1	30 49 79 P 179 179 P	877	P
21	B15137751 1990-06-05	GOVINDARAJ P Nfhtpe;juh[; g	FPEPL FPEEC	28 32 60 P 30 45 75 P	FPEES FPEET	29 51 80 P 29 32 61 P	FCPPS FCPAL	28 38 66 P 29 11 40 RA	FEPCY FEPCE	28 46 74 P 29 32 61 P	FEPCI PRACTICAL-1	30 38 68 P 168 168 P	753	RA
22	B15137752 1995-03-13	HEMALATHA T N`kyjh jp	FPEPL FPEEC	30 32 62 P 30 50 80 P	FPEES FPEET	30 46 76 P 30 49 79 P	FCPMA FCPAL	30 40 70 P 30 42 72 P	FEPCY FEPCE	30 49 79 P 30 38 68 P	FEPCI PRACTICAL-1	30 46 76 P 179 179 P	841	P
23	B15137753 1995-06-26	HEMAVATHI V N`khtjp nt	FPEPL FPEEC	29 38 67 P 29 40 69 P	FPEES FPEET	29 50 79 P 30 42 72 P	FCPEN FCPAL	28 32 60 P 29 33 62 P	FEPCY FEPCE	29 48 77 P 30 43 73 P	FEPCI PRACTICAL-1	30 42 72 P 174 174 P	805	P
24	B15137754 1993-03-05	HEMELATHA A N`kyjh M	FPEPL FPEEC	29 32 61 P 29 39 68 P	FPEES FPEET	29 48 77 P 29 40 69 P	FCPEN FCPAL	30 32 62 P 29 11 40 RA	FEPCY FEPCE	29 44 73 P 29 32 61 P	FEPCI PRACTICAL-1	30 40 70 P 173 173 P	754	RA
25	B15137755 1995-05-17	IMAYAJOTHI E ,kaN[hjp V	FPEPL FPEEC	29 45 74 P 30 46 76 P	FPEES FPEET	29 52 81 P 30 42 72 P	FCPPS FCPAL	29 52 81 P 29 39 68 P	FEPCY FEPCE	30 48 78 P 30 42 72 P	FEPCI PRACTICAL-1	30 47 77 P 173 173 P	852	P
26	B15137756 1989-12-02	JAYA PRIYA S n[a gphpah r	FPEPL FPEEC	30 41 71 P 29 58 87 P	FPEES FPEET	29 47 76 P 29 41 70 P	FCPEN FCPAL	30 41 71 P 30 52 82 P	FEPCY FEPCE	29 47 76 P 30 47 77 P	FEPCI PRACTICAL-1	30 44 74 P 178 178 P	862	P
27	B15137757 1993-02-25	KALAIMAGAHAL S fiykfs; rp	FPEPL FPEEC	27 41 68 P 28 55 83 P	FPEES FPEET	27 47 74 P 27 39 66 P	FCPHI FCPAL	28 38 66 P 27 43 70 P	FEPCY FEPCE	27 52 79 P 27 56 83 P	FEPCI PRACTICAL-1	27 38 65 P 160 160 P	814	P
28	B15137758 1986-06-17	KALAIMATHI M fiykjp K	FPEPL FPEEC	27 43 70 P 28 53 81 P	FPEES FPEET	27 52 79 P 27 40 67 P	FCPEN FCPAL	27 50 77 P 27 54 81 P	FEPCY FEPCE	27 45 72 P 27 49 76 P	FEPCI PRACTICAL-1	27 43 70 P 166 166 P	839	P

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Tamilnadu Teachers Education University, Chennai - 600097

B.Ed Degree Examination, June/July 2016

College Code / Name	12416 / Sri Balaji College of Education

Sl.No	Reg No / DOB	Name	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	TOTAL	RESULT
29	B15137759 1995-06-07	KALAISELVI G fiyr;nry;tp Nfh	FPEPL FPEEC	29 42 71 P 30 48 78 P	FPEES FPEET	29 47 76 P 29 37 66 P	FCPMA FCPAL	30 32 62 P 29 34 63 P	FEPCY FEPCE	30 45 75 P 30 50 80 P	FEPCI PRACTICAL-1	30 44 74 P 175 175 P	820	P
30	B15137760 1980-03-23	KANNAN S fz;zd; R	FPEPL FPEEC	28 48 76 P 29 53 82 P	FPEES FPEET	28 46 74 P 29 40 69 P	FCPPS FCPAL	28 51 79 P 28 44 72 P	FEPCY FEPCE	28 40 68 P 29 47 76 P	FEPCI PRACTICAL-1	29 48 77 P 170 170 P	843	P
31	B15137761 1991-07-01	KARTHIKEYAN M fhu;j;jpNfad; %	FPEPL FPEEC	30 32 62 P 29 41 70 P	FPEES FPEET	29 44 73 P 29 33 62 P	FCPCA FCPAL	30 41 71 P 30 32 62 P	FEPCY FEPCE	29 33 62 P 30 49 79 P	FEPCI PRACTICAL-1	30 39 69 P 178 178 P	788	P
32	B15137762 1990-06-16	KAVITHA M ftpjh K	FPEPL FPEEC	30 56 86 P 30 59 89 P	FPEES FPEET	30 32 62 P 29 43 72 P	FCPEN FCPAL	30 44 74 P 30 53 83 P	FEPCY FEPCE	30 43 73 P 30 50 80 P	FEPCI PRACTICAL-1	30 45 75 P 177 177 P	871	P
33	B15137763 1994-01-20	KAVITHA M ftpjh K	FPEPL FPEEC	29 61 90 P 30 54 84 P	FPEES FPEET	29 33 62 P 30 38 68 P	FCPEN FCPAL	30 38 68 P 29 32 61 P	FEPCY FEPCE	30 41 71 P 29 50 79 P	FEPCI PRACTICAL-1	29 38 67 P 172 172 P	822	P
34	B15137764 1995-03-14	KAVITHA P ftpjh gh	FPEPL FPEEC	30 59 89 P 30 60 90 P	FPEES FPEET	30 48 78 P 30 42 72 P	FCPPS FCPAL	30 48 78 P 30 49 79 P	FEPCY FEPCE	30 44 74 P 30 51 81 P	FEPCI PRACTICAL-1	30 43 73 P 178 178 P	892	P
35	B15137765 1983-05-27	KHOUSALYA P nfsry;ah gh	FPEPL FPEEC	27 52 79 P 28 50 78 P	FPEES FPEET	27 51 78 P 27 40 67 P	FCPCA FCPAL	29 60 89 P 27 52 79 P	FEPCY FEPCE	27 44 71 P 27 51 78 P	FEPCI PRACTICAL-1	27 58 85 P 161 161 P	865	P
36	B15137766 1986-03-22	KIRUTHIKA B fpUj;jpfh gh	FPEPL FPEEC	27 45 72 P 28 55 83 P	FPEES FPEET	27 46 73 P 27 40 67 P	FCPCS FCPAL	27 50 77 P 28 54 82 P	FEPCY FEPCE	27 46 73 P 27 44 71 P	FEPCI PRACTICAL-1	27 52 79 P 160 160 P	837	P
37	B15137767 1994-07-15	LAKSHMI S yl;Rkp r	FPEPL FPEEC	30 45 75 P 30 59 89 P	FPEES FPEET	30 59 89 P 30 44 74 P	FCPPS FCPAL	30 48 78 P 30 64 94 P	FEPCY FEPCE	30 52 82 P 30 54 84 P	FEPCI PRACTICAL-1	30 53 83 P 179 179 P	927	P
38	B15137768 1995-04-12	MAGESHWARI K kNf];tup f	FPEPL FPEEC	29 54 83 P 30 59 89 P	FPEES FPEET	30 49 79 P 30 46 76 P	FCPCS FCPAL	30 35 65 P 29 45 74 P	FEPCY FEPCE	30 50 80 P 30 47 77 P	FEPCI PRACTICAL-1	30 50 80 P 178 178 P	881	P
39	B15137769 1993-06-14	MALA S khyh R	FPEPL FPEEC	28 49 77 P 29 36 65 P	FPEES FPEET	29 36 65 P 29 38 67 P	FCPBS FCPAL	29 42 71 P 29 43 72 P	FEPCY FEPCE	29 43 72 P 29 53 82 P	FEPCI PRACTICAL-1	30 32 62 P 170 170 P	803	P
40	B15137770 1994-10-15	MALATHI T khyjp j	FPEPL FPEEC	30 36 66 P 30 54 84 P	FPEES FPEET	30 43 73 P 30 40 70 P	FCPEN FCPAL	30 41 71 P 30 40 70 P	FEPCY FEPCE	29 39 68 P 30 48 78 P	FEPCI PRACTICAL-1	30 47 77 P 178 178 P	835	P
41	B15137771 1991-05-21	MENAKA S Nkdfh rp	FPEPL FPEEC	27 48 75 P 28 48 76 P	FPEES FPEET	28 35 63 P 29 38 67 P	FCPBS FCPAL	29 14 43 RA 28 32 60 P	FEPCY FEPCE	27 42 69 P 27 53 80 P	FEPCI PRACTICAL-1	27 49 76 P 161 161 P	770	RA
42	B15137772 1995-06-08	MERCY B nku;rp g	FPEPL FPEEC	29 42 71 P 30 45 75 P	FPEES FPEET	29 45 74 P 29 41 70 P	FCPMA FCPAL	30 45 75 P 29 53 82 P	FEPCY FEPCE	28 45 73 P 30 54 84 P	FEPCI PRACTICAL-1	30 46 76 P 167 167 P	847	P

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Tamilnadu Teachers Education University, Chennai - 600097

B.Ed Degree Examination, June/July 2016

College Code / Name	12416 / Sri Balaji College of Education

Sl.No	Reg No / DOB	Name	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	TOTAL	RESULT
43	B15137773 1992-03-18	MOHANKUMAR V Nkhfd;Fkhu; tP	FPEPL FPEEC	29 41 70 P / 30 48 78 P	FPEES FPEET	30 45 75 P / 30 42 72 P	FCPBS FCPAL	29 41 70 P / 30 47 77 P	FEPCY FEPCE	30 45 75 P / 30 48 78 P	FEPCI PRACTICAL-1	30 43 73 P / 178 178 P	846	P
44	B15137774 1991-05-06	MUBEENA S KgPdh R	FPEPL FPEEC	29 46 75 P / 30 48 78 P	FPEES FPEET	29 45 74 P / 30 43 73 P	FCPCA FCPAL	30 50 80 P / 30 50 80 P	FEPCY FEPCE	30 45 75 P / 30 46 76 P	FEPCI PRACTICAL-1	30 40 70 P / 178 178 P	859	P
45	B15137775 1995-06-11	NALINI S espdp r	FPEPL FPEEC	29 48 77 P / 29 53 82 P	FPEES FPEET	29 43 72 P / 29 41 70 P	FCPPS FCPAL	29 37 66 P / 29 49 78 P	FEPCY FEPCE	28 45 73 P / 29 49 78 P	FEPCI PRACTICAL-1	30 39 69 P / 177 177 P	842	P
46	B15137776 1994-06-18	NANDHI VARMA A ee;jp th;kh M	FPEPL FPEEC	28 42 70 P / 30 52 82 P	FPEES FPEET	29 38 67 P / 30 38 68 P	FCPEN FCPAL	30 45 75 P / 29 45 74 P	FEPCY FEPCE	30 36 66 P / 29 49 78 P	FEPCI PRACTICAL-1	29 48 77 P / 170 170 P	827	P
47	B15137777 1990-05-20	NANDHINI V ee;jpdp nt	FPEPL FPEEC	27 41 68 P / 28 42 70 P	FPEES FPEET	28 38 66 P / 28 40 68 P	FCPPS FCPAL	28 48 76 P / 28 47 75 P	FEPCY FEPCE	27 39 66 P / 28 47 75 P	FEPCI PRACTICAL-1	28 39 67 P / 166 166 P	797	P
48	B15137778 1991-04-03	NARMATHA M eh;kjh k	FPEPL FPEEC	29 51 80 P / 30 50 80 P	FPEES FPEET	30 44 74 P / 30 43 73 P	FCPMA FCPAL	30 33 63 P / 29 57 86 P	FEPCY FEPCE	29 47 76 P / 29 52 81 P	FEPCI PRACTICAL-1	29 44 73 P / 178 178 P	864	P
49	B15137779 1994-10-01	NATHIYA M ejpah k	FPEPL FPEEC	27 AA 27 RA / 27 AA 27 RA	FPEES FPEET	28 AA 28 RA / 27 AA 27 RA	FCPEN FCPAL	27 AA 27 RA / 27 AA 27 RA	FEPCY FEPCE	27 AA 27 RA / 27 AA 27 RA	FEPCI PRACTICAL-1	27 AA 27 RA / 162 162 P	406	RA
50	B15137780 1987-06-10	NATHIYA S ejpah Nr	FPEPL FPEEC	27 54 81 P / 28 46 74 P	FPEES FPEET	27 55 82 P / 27 51 78 P	FCPCA FCPAL	29 56 85 P / 27 38 65 P	FEPCY FEPCE	27 45 72 P / 27 48 75 P	FEPCI PRACTICAL-1	27 49 76 P / 160 160 P	848	P
51	B15137781 1995-06-06	NATHIYA V ejpah nt	FPEPL FPEEC	29 48 77 P / 30 40 70 P	FPEES FPEET	30 48 78 P / 30 46 76 P	FCPMA FCPAL	30 47 77 P / 29 47 76 P	FEPCY FEPCE	30 42 72 P / 30 36 66 P	FEPCI PRACTICAL-1	30 39 69 P / 177 177 P	838	P
52	B15137782 1995-07-19	NIVETHA R epNtjh uh	FPEPL FPEEC	29 44 73 P / 30 39 69 P	FPEES FPEET	29 46 75 P / 30 43 73 P	FCPEN FCPAL	30 46 76 P / 29 49 78 P	FEPCY FEPCE	29 50 79 P / 29 38 67 P	FEPCI PRACTICAL-1	29 39 68 P / 173 173 P	831	P
53	B15137783 1995-01-06	PADMAVATHI P gj;khtjp gh	FPEPL FPEEC	29 41 70 P / 30 37 67 P	FPEES FPEET	30 41 71 P / 30 46 76 P	FCPMA FCPAL	30 55 85 P / 29 46 75 P	FEPCY FEPCE	30 48 78 P / 30 49 79 P	FEPCI PRACTICAL-1	30 41 71 P / 176 176 P	848	P
54	B15137784 1995-06-13	PARAMESHWARI R guNk];thp u	FPEPL FPEEC	29 50 79 P / 30 40 70 P	FPEES FPEET	29 38 67 P / 30 41 71 P	FCPPS FCPAL	29 55 84 P / 29 42 71 P	FEPCY FEPCE	30 45 75 P / 30 42 72 P	FEPCI PRACTICAL-1	29 41 70 P / 178 178 P	837	P
55	B15137785 1991-03-02	PARTHIBAN S ghh;j;jpgd; r	FPEPL FPEEC	29 39 68 P / 30 34 64 P	FPEES FPEET	29 32 61 P / 30 41 71 P	FCPEN FCPAL	28 36 64 P / 29 36 65 P	FEPCY FEPCE	29 42 71 P / 29 36 65 P	FEPCI PRACTICAL-1	29 38 67 P / 174 174 P	770	P
56	B15137786 1992-06-10	PAVITHRA P gtpj;uh g	FPEPL FPEEC	29 40 69 P / 30 42 72 P	FPEES FPEET	29 47 76 P / 30 49 79 P	FCPCA FCPAL	30 53 83 P / 29 47 76 P	FEPCY FEPCE	30 45 75 P / 30 42 72 P	FEPCI PRACTICAL-1	30 43 73 P / 173 173 P	848	P

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57	B15137787 1994-11-05	PRABAVATHI R gpughtjp Nu	FPEPL FPEEC	29 33 62 P 29 40 69 P	FPEES FPEET	30 42 72 P 29 41 70 P	FCPPS FCPAL	29 46 75 P 29 36 65 P	FEPCY FEPCE	29 42 71 P 29 44 73 P	FEPCI PRACTICAL-1	30 38 68 P 176 176 P	801	P
58	B15137788 1995-07-24	PRAVEENA K gputPdh f	FPEPL FPEEC	30 50 80 P 30 42 72 P	FPEES FPEET	30 35 65 P 30 43 73 P	FCPMA FCPAL	30 48 78 P 30 50 80 P	FEPCY FEPCE	30 46 76 P 30 46 76 P	FEPCI PRACTICAL-1	30 41 71 P 179 179 P	850	P
59	B15137789 1995-05-26	PREETHI G gphPj;jp Nfh	FPEPL FPEEC	29 53 82 P 30 41 71 P	FPEES FPEET	30 33 63 P 30 45 75 P	FCPMA FCPAL	30 52 82 P 29 47 76 P	FEPCY FEPCE	30 49 79 P 30 44 74 P	FEPCI PRACTICAL-1	30 43 73 P 176 176 P	851	P
60	B15137790 1994-01-04	PRIADHARSHINI B gphpajh;\pdp gh	FPEPL FPEEC	28 35 63 P 29 33 62 P	FPEES FPEET	29 36 65 P 29 42 71 P	FCPTA FCPAL	29 35 64 P 29 36 65 P	FEPCY FEPCE	29 34 63 P 29 37 66 P	FEPCI PRACTICAL-1	30 36 66 P 165 165 P	750	P
61	B15137791 1994-02-10	PRIYANKA V gphpaq;fh tp	FPEPL FPEEC	27 32 59 P 28 34 62 P	FPEES FPEET	28 32 60 P 28 44 72 P	FCPEN FCPAL	27 53 80 P 28 41 69 P	FEPCY FEPCE	28 42 70 P 28 35 63 P	FEPCI PRACTICAL-1	28 41 69 P 167 167 P	771	P
62	B15137792 1995-06-09	RAJA E uh[h ,	FPEPL FPEEC	29 46 75 P 30 38 68 P	FPEES FPEET	29 37 66 P 30 41 71 P	FCPPS FCPAL	29 46 75 P 28 48 76 P	FEPCY FEPCE	29 44 73 P 30 39 69 P	FEPCI PRACTICAL-1	30 39 69 P 177 177 P	819	P
63	B15137793 1991-06-19	RAJESH J uhN[\; n[	FPEPL FPEEC	29 40 69 P 30 34 64 P	FPEES FPEET	29 37 66 P 29 38 67 P	FCPPS FCPAL	29 45 74 P 29 42 71 P	FEPCY FEPCE	29 45 74 P 29 40 69 P	FEPCI PRACTICAL-1	30 38 68 P 170 170 P	792	P
64	B15137794 1994-06-01	RAJESHKUMAR S uhN[\;Fkhu; rP	FPEPL FPEEC	28 35 63 P 29 35 64 P	FPEES FPEET	30 11 41 RA 29 41 70 P	FCPEN FCPAL	28 34 62 P 29 43 72 P	FEPCY FEPCE	29 36 65 P 29 38 67 P	FEPCI PRACTICAL-1	30 36 66 P 168 168 P	738	RA
65	B15137795 1995-04-15	RAJESWARI P uhN[];thp G	FPEPL FPEEC	30 50 80 P 30 39 69 P	FPEES FPEET	30 40 70 P 30 42 72 P	FCPEN FCPAL	30 56 86 P 30 48 78 P	FEPCY FEPCE	29 51 80 P 30 43 73 P	FEPCI PRACTICAL-1	30 44 74 P 178 178 P	860	P
66	B15137796 1992-01-10	REVATHI M Nutjp k	FPEPL FPEEC	27 34 61 P 28 51 79 P	FPEES FPEET	28 42 70 P 27 44 71 P	FCPMA FCPAL	27 35 62 P 27 52 79 P	FEPCY FEPCE	27 48 75 P 27 43 70 P	FEPCI PRACTICAL-1	27 43 70 P 167 167 P	804	P
67	B15137797 1991-05-02	SAKTHIVEL J rf;jpNty; N[h	FPEPL FPEEC	29 37 66 P 30 32 62 P	FPEES FPEET	30 48 78 P 30 34 64 P	FCPTA FCPAL	29 33 62 P 29 39 68 P	FEPCY FEPCE	30 37 67 P 29 35 64 P	FEPCI PRACTICAL-1	29 39 68 P 177 177 P	776	P
68	B15137798 1990-07-13	SAMIMA N rkpkh e	FPEPL FPEEC	30 61 91 P 30 42 72 P	FPEES FPEET	30 54 84 P 30 43 73 P	FCPBS FCPAL	30 37 67 P 30 43 73 P	FEPCY FEPCE	30 44 74 P 30 39 69 P	FEPCI PRACTICAL-1	30 39 69 P 179 179 P	851	P
69	B15137799 1995-07-12	SANGEETHA K rq;fPjh fp	FPEPL FPEEC	29 51 80 P 30 42 72 P	FPEES FPEET	30 54 84 P 30 42 72 P	FCPMA FCPAL	30 51 81 P 29 44 73 P	FEPCY FEPCE	30 45 75 P 30 39 69 P	FEPCI PRACTICAL-1	30 41 71 P 175 175 P	852	P
70	B15137800 1991-04-06	SANTHA KUMARI R rhe;jFkhhp u	FPEPL FPEEC	27 35 62 P 28 32 60 P	FPEES FPEET	28 47 75 P 28 42 70 P	FCPMA FCPAL	28 32 60 P 27 36 63 P	FEPCY FEPCE	27 44 71 P 27 34 61 P	FEPCI PRACTICAL-1	28 41 69 P 160 160 P	751	P

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71	B15137801 1989-07-29	SANTHI P rhe;jp g	FPEPL FPEEC	27 28	35 32	62 60	P P	FPEES FPEET	28 27	45 34	73 61	P P	FCPTA FCPAL	27 27	AA AA	27 27	RA RA	FEPCY FEPCE	27 27	AA AA	27 27	RA RA	FEPCI PRACTICAL-1	27	AA 160	27 160	RA P	551	RA
72	B15137802 1989-11-04	SARANYA K V ruz;ah f nt	FPEPL FPEEC	29 29	44 32	73 61	P P	FPEES FPEET	29 29	54 42	83 71	P P	FCPEN FCPAL	30 29	35 43	65 72	P P	FEPCY FEPCE	28 29	41 37	69 66	P P	FEPCI PRACTICAL-1	29	39 170	68 170	P P	798	P
73	B15137803 1995-04-14	SARMITHA C rh;kpjh rp	FPEPL FPEEC	30 30	55 33	85 63	P P	FPEES FPEET	30 30	52 42	82 72	P P	FCPMA FCPAL	30 30	45 46	75 76	P P	FEPCY FEPCE	30 30	46 41	76 71	P P	FEPCI PRACTICAL-1	30	39 178	69 178	P P	847	P
74	B15137804 1993-07-09	SASIKALA G rrpfyh Nfh	FPEPL FPEEC	27 28	33 35	60 63	P P	FPEES FPEET	27 27	52 46	79 73	P P	FCPPS FCPAL	28 27	50 47	78 74	P P	FEPCY FEPCE	27 27	45 42	72 69	P P	FEPCI PRACTICAL-1	27	41 162	68 162	P P	798	P
75	B15137805 1994-06-01	SATHISH S rjp\; R	FPEPL FPEEC	29 29	46 32	75 61	P P	FPEES FPEET	29 30	47 42	76 72	P P	FCPEN FCPAL	28 29	52 44	80 73	P P	FEPCY FEPCE	29 30	48 41	77 71	P P	FEPCI PRACTICAL-1	30	42 170	72 170	P P	827	P
76	B15137806 1995-04-28	SEETHA N rPjh e	FPEPL FPEEC	29 30	50 40	79 70	P P	FPEES FPEET	30 30	55 55	85 85	P P	FCPPS FCPAL	29 29	54 44	83 73	P P	FEPCY FEPCE	29 30	52 56	81 86	P P	FEPCI PRACTICAL-1	30	53 174	83 174	P P	899	P
77	B15137807 1993-03-07	SELVI V nry;tp t	FPEPL FPEEC	29 30	54 37	83 67	P P	FPEES FPEET	30 30	56 55	86 85	P P	FCPHI FCPAL	30 29	39 44	69 73	P P	FEPCY FEPCE	27 30	50 58	77 88	P P	FEPCI PRACTICAL-1	30	57 178	87 178	P P	893	P
78	B15137808 1982-05-10	SHAGILA A \fpyh m	FPEPL FPEEC	29 29	47 36	76 65	P P	FPEES FPEET	29 29	46 43	75 72	P P	FCPHI FCPAL	30 29	35 34	65 63	P P	FEPCY FEPCE	29 30	43 52	72 82	P P	FEPCI PRACTICAL-1	30	52 170	82 170	P P	822	P
79	B15137809 1988-01-30	SHALINI C \hypdp r	FPEPL FPEEC	28 29	53 38	81 67	P P	FPEES FPEET	29 29	48 53	77 82	P P	FCPTA FCPAL	29 28	44 37	73 65	P P	FEPCY FEPCE	28 29	44 50	72 79	P P	FEPCI PRACTICAL-1	29	56 171	85 171	P P	852	P
80	B15137810 1992-03-31	SIVAPATHAM M rptghjk; K	FPEPL FPEEC	28 29	40 32	68 61	P P	FPEES FPEET	28 29	39 41	67 70	P P	FCPMA FCPAL	28 28	32 40	60 68	P P	FEPCY FEPCE	28 29	40 50	68 79	P P	FEPCI PRACTICAL-1	29	44 164	73 164	P P	778	P
81	B15137811 1992-12-10	SIVASANKARI T rptrq;fup jp	FPEPL FPEEC	30 30	57 46	87 76	P P	FPEES FPEET	30 30	56 55	86 85	P P	FCPMA FCPAL	30 30	60 44	90 74	P P	FEPCY FEPCE	30 30	52 58	82 88	P P	FEPCI PRACTICAL-1	30	58 179	88 179	P P	935	P
82	B15137812 1971-05-01	SIYAMALAGOWRI S M rpahkshnfshp	FPEPL FPEEC	28 29	46 37	74 66	P P	FPEES FPEET	28 28	42 39	70 67	P P	FCPEN FCPAL	27 28	57 42	84 70	P P	FEPCY FEPCE	28 27	45 56	73 83	P P	FEPCI PRACTICAL-1	28	45 166	73 166	P P	826	P
83	B15137813 1995-06-30	SOBHANA B Nrhgdh gh	FPEPL FPEEC	30 30	48 32	78 62	P P	FPEES FPEET	28 29	47 49	75 78	P P	FCPMA FCPAL	30 30	52 39	82 69	P P	FEPCY FEPCE	29 30	50 56	79 86	P P	FEPCI PRACTICAL-1	30	43 178	73 178	P P	860	P
84	B15137814 1995-03-09	SOWMIYA B nrskpah gh	FPEPL FPEEC	30 30	53 38	83 68	P P	FPEES FPEET	29 30	50 52	79 82	P P	FCPCS FCPAL	30 30	46 37	76 67	P P	FEPCY FEPCE	29 30	49 56	78 86	P P	FEPCI PRACTICAL-1	29	52 178	81 178	P P	878	P

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85	B15137815 1995-05-02	SRIVIDHYA K =tpj;ah F	FPEPL FPEEC	30 58 88 P 30 38 68 P	FPEES FPEET	30 58 88 P 30 46 76 P	FCPMA FCPAL	30 57 87 P 30 44 74 P	FEPCY FEPCE	30 55 85 P 30 57 87 P	FEPCI PRACTICAL-1	30 56 86 P 177 177 P	916	P
86	B15137816 1991-07-20	SUBA D Rgh Nj	FPEPL FPEEC	27 44 71 P 28 32 60 P	FPEES FPEET	27 40 67 P 27 43 70 P	FCPEN FCPAL	27 44 71 P 27 36 63 P	FEPCY FEPCE	27 41 68 P 27 53 80 P	FEPCI PRACTICAL-1	27 59 86 P 162 162 P	798	P
87	B15137817 1994-06-07	SUBASHINI S Rgh\pdp nr	FPEPL FPEEC	29 50 79 P 30 32 62 P	FPEES FPEET	30 51 81 P 30 51 81 P	FCPEN FCPAL	30 40 70 P 29 34 63 P	FEPCY FEPCE	30 45 75 P 30 54 84 P	FEPCI PRACTICAL-1	30 62 92 P 174 174 P	861	P
88	B15137818 1984-12-02	SUBITHA T S Rgpjh b v];	FPEPL FPEEC	27 AA 27 RA 28 AA 28 RA	FPEES FPEET	28 AA 28 RA 27 AA 27 RA	FCPMA FCPAL	27 AA 27 RA 27 AA 27 RA	FEPCY FEPCE	27 AA 27 RA 27 AA 27 RA	FEPCI PRACTICAL-1	27 AA 27 RA 160 160 P	405	RA
89	B15137819 1992-06-25	SUJATHA M R[hjh k	FPEPL FPEEC	29 39 68 P 30 33 63 P	FPEES FPEET	29 41 70 P 29 45 74 P	FCPHI FCPAL	30 39 69 P 29 35 64 P	FEPCY FEPCE	28 48 76 P 30 50 80 P	FEPCI PRACTICAL-1	30 55 85 P 177 177 P	826	P
90	B15137820 1993-07-27	SURIYAKUMAR P #hpaFkhu; g	FPEPL FPEEC	28 45 73 P 30 32 62 P	FPEES FPEET	29 49 78 P 29 50 79 P	FCPHI FCPAL	30 48 78 P 28 40 68 P	FEPCY FEPCE	29 37 66 P 29 52 81 P	FEPCI PRACTICAL-1	30 45 75 P 170 170 P	830	P
91	B15137821 1995-05-22	SWETHA R RNtjh ,uh	FPEPL FPEEC	30 53 83 P 30 40 70 P	FPEES FPEET	30 56 86 P 30 51 81 P	FCPMA FCPAL	30 54 84 P 30 48 78 P	FEPCY FEPCE	29 46 75 P 30 52 82 P	FEPCI PRACTICAL-1	30 60 90 P 178 178 P	907	P
92	B15137822 1994-02-08	TAMILSELVI M jkpo;rnry;tp K	FPEPL FPEEC	28 38 66 P 29 33 62 P	FPEES FPEET	30 43 73 P 29 42 71 P	FCPEN FCPAL	29 47 76 P 28 34 62 P	FEPCY FEPCE	29 41 70 P 29 45 74 P	FEPCI PRACTICAL-1	30 55 85 P 172 172 P	811	P
93	B15137823 1995-02-22	TAMIZHARASI S jkpourp r	FPEPL FPEEC	29 40 69 P 29 33 62 P	FPEES FPEET	30 44 74 P 30 46 76 P	FCPPS FCPAL	29 49 78 P 30 36 66 P	FEPCY FEPCE	30 47 77 P 30 48 78 P	FEPCI PRACTICAL-1	29 59 88 P 173 173 P	841	P
94	B15137824 1988-04-10	UMAMAGESWARI K ckhkNf];thp f	FPEPL FPEEC	29 48 77 P 29 34 63 P	FPEES FPEET	28 45 73 P 29 46 75 P	FCPEN FCPAL	27 40 67 P 29 43 72 P	FEPCY FEPCE	28 47 75 P 29 48 77 P	FEPCI PRACTICAL-1	29 45 74 P 170 170 P	823	P
95	B15137825 1989-06-30	USHARANI c\huhzp e	FPEPL FPEEC	27 48 75 P 29 32 61 P	FPEES FPEET	28 41 69 P 28 50 78 P	FCPCA FCPAL	29 51 80 P 27 46 73 P	FEPCY FEPCE	28 47 75 P 27 55 82 P	FEPCI PRACTICAL-1	28 48 76 P 160 160 P	829	P
96	B15137826 1995-03-09	VANITHA D tdpjh j	FPEPL FPEEC	29 51 80 P 29 32 61 P	FPEES FPEET	30 38 68 P 29 50 79 P	FCPEN FCPAL	29 49 78 P 29 39 68 P	FEPCY FEPCE	28 44 72 P 29 54 83 P	FEPCI PRACTICAL-1	30 56 86 P 174 174 P	849	P
97	B15137827 1989-05-05	VENKATESAN M ntq;fNlrd; kh	FPEPL FPEEC	27 34 61 P 29 32 61 P	FPEES FPEET	28 32 60 P 28 51 79 P	FCPHI FCPAL	28 37 65 P 27 37 64 P	FEPCY FEPCE	27 35 62 P 28 48 76 P	FEPCI PRACTICAL-1	28 45 73 P 165 165 P	766	P
98	B15137828 1995-02-15	VIJAYAKUMAR K tp[aFkhh; F	FPEPL FPEEC	30 50 80 P 30 33 63 P	FPEES FPEET	29 42 71 P 30 51 81 P	FCPHI FCPAL	30 35 65 P 30 46 76 P	FEPCY FEPCE	29 44 73 P 30 52 82 P	FEPCI PRACTICAL-1	29 46 75 P 179 179 P	845	P

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99	B15137829 1986-04-03	VIMALEBACKIYARAJ C tpky;ghf;fpauh[; r	FPEPL FPEEC	30 41 71 P 30 40 70 P	FPEES FPEET	30 40 70 P 30 54 84 P	FCPEN FCPAL	30 59 89 P 30 50 80 P	FEPCY FEPCE	30 46 76 P 30 58 88 P	FEPCI PRACTICAL-1	30 54 84 P 179 179 P	891	P
100	B15137830 1992-06-25	VINOTHINI R tpNdhjpdp u	FPEPL FPEEC	28 43 71 P 28 32 60 P	FPEES FPEET	28 32 60 P 28 37 65 P	FCPBS FCPAL	27 35 62 P 27 32 59 P	FEPCY FEPCE	27 44 71 P 27 47 74 P	FEPCI PRACTICAL-1	28 44 72 P 162 162 P	756	P

Note : P - Pass , RA - Reappear, AA -Absent, WD - Withheld, PRAC - Practical

Dr.N.Ravindranath Tagore

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1	M1512709 1973-11-03	CHITRA S rpj;uh rp	FPHPE	30	37	67	P	FPCDD	30	38	68	P	FTEEL	30	46	76	P	FSTEE	30	38	68	P	739	P
			FPAEP	30	40	70	P	FTBER	30	35	65	P	FSCSE	30	35	65	P	PRACTICAL-1		260	260	P		
2	M1512710 1976-06-07	GNANASELVI R Qhdnry;tp ,uh	FPHPE	30	37	67	P	FPCDD	30	35	65	P	FTEEL	30	43	73	P	FSTEE	30	35	65	P	699	RA
			FPAEP	30	39	69	P	FTBER	30	25	55	RA	FSCSE	30	35	65	P	PRACTICAL-1		240	240	P		
3	M1512711 1991-02-04	JAYALAKSHMI M n[ay\;kp K	FPHPE	28	39	67	P	FPCDD	28	48	76	P	FTEEL	28	49	77	P	FSTEE	28	38	66	P	742	P
			FPAEP	28	39	67	P	FTBER	28	45	73	P	FSCSE	28	43	71	P	PRACTICAL-1		245	245	P		
4	M1512712 1994-06-05	JAYASUTHA J n[aRjh n[	FPHPE	30	38	68	P	FPCDD	30	40	70	P	FTEEL	30	41	71	P	FSTEE	30	40	70	P	738	P
			FPAEP	30	35	65	P	FTBER	30	36	66	P	FSCSE	30	38	68	P	PRACTICAL-1		260	260	P		
5	M1512713 1992-12-06	JAYAVANISRI R n[athzp= uh	FPHPE	28	38	66	P	FPCDD	28	24	52	RA	FTEEL	28	28	56	RA	FSTEE	28	35	63	P	605	RA
			FPAEP	28	19	47	RA	FTBER	28	38	66	P	FSCSE	28	17	45	RA	PRACTICAL-1		210	210	P		
6	M1512714 1982-03-28	JOSEPHIN SAGAYA SELVI J N[h];gpd; rfha nry;tp N[h	FPHPE	28	41	69	P	FPCDD	29	25	54	RA	FTEEL	28	37	65	P	FSTEE	28	47	75	P	649	RA
			FPAEP	28	37	65	P	FTBER	28	37	65	P	FSCSE	28	23	51	RA	PRACTICAL-1		205	205	P		
7	M1512715 1988-05-17	KANIMOZHI A fdpnkhop M	FPHPE	30	40	70	P	FPCDD	30	35	65	P	FTEEL	30	45	75	P	FSTEE	30	40	70	P	748	P
			FPAEP	30	35	65	P	FTBER	30	46	76	P	FSCSE	30	42	72	P	PRACTICAL-1		255	255	P		
8	M1512716 1976-05-30	KRISHNAN G fpU\;zd; Nfh	FPHPE	28	39	67	P	FPCDD	28	15	43	RA	FTEEL	28	26	54	P	FSTEE	28	35	63	P	633	RA
			FPAEP	28	22	50	RA	FTBER	28	35	63	P	FSCSE	28	35	63	P	PRACTICAL-1		230	230	P		
9	M1512717 1991-02-12	KRISHNAVENI M fpU\;zNtzp K	FPHPE	28	AA	28	RA	FPCDD	29	23	52	RA	FTEEL	28	36	64	P	FSTEE	28	37	65	P	561	RA
			FPAEP	28	AA	28	RA	FTBER	28	28	56	RA	FSCSE	28	20	48	RA	PRACTICAL-1		220	220	P		
10	M1513305 1983-02-06	ANBARASAN S md;gurd; R	FPHPE	29	19	48	RA	FPCDD	29	3	32	RA	FTEEL	29	44	73	P	FSTEE	29	35	64	P	661	RA
			FPAEP	29	37	66	P	FTBER	29	38	67	P	FSCSE	29	37	66	P	PRACTICAL-1		245	245	P		
11	M1513306 1983-06-01	ANBUDURAI S md;GJiu nr	FPHPE	28	13	41	RA	FPCDD	28	0	28	RA	FTEEL	28	41	69	P	FSTEE	28	35	63	P	623	RA
			FPAEP	28	41	69	P	FTBER	28	31	59	RA	FSCSE	28	36	64	P	PRACTICAL-1		230	230	P		
12	M1513307 1986-04-16	ANJALAI K mQ;riy f	FPHPE	28	10	38	RA	FPCDD	29	3	32	RA	FTEEL	28	38	66	P	FSTEE	28	35	63	P	557	RA
			FPAEP	28	41	69	P	FTBER	28	25	53	RA	FSCSE	28	8	36	RA	PRACTICAL-1		200	200	P		

13	M1513308 1981-05-04	ARUN V mUz; Nt	FPHPE	30	26	56	RA	FPCDD	30	16	46	RA	FTEEL	30	45	75	P	FSTEE	30	37	67	P	721	RA
			FPAEP	30	49	79	P	FTBER	30	38	68	P	FSCSE	30	45	75	P	PRACTICAL-1		255	255	P		
14	M1513309 1978-06-15	BHARATHI A ghujp m	FPHPE	28	21	49	RA	FPCDD	28	26	54	RA	FTEEL	28	42	70	P	FSTEE	28	35	63	P	673	RA
			FPAEP	28	41	69	P	FTBER	28	35	63	P	FSCSE	28	42	70	P	PRACTICAL-1		235	235	P		

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Tamilnadu Teachers Education University, Chennai - 600097

M.Ed Degree Examination, June/July 2016

College Code / Name	12416 / Sri Balaji College of Education

SI.No	Reg No / DOB	Name	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	SUB.CODE	INT EXT TOT RST	TOTAL	RESULT
15	M1513310 1994-04-17	LAKSHMANAN E yl;Rkzd; V	FPHPE	29 20 49 RA	FPCDD	29 40 69 P	FTEEL	29 51 80 P	FSTEE	29 36 65 P	700	RA
			FPAEP	29 39 68 P	FTBER	29 35 64 P	FSCSE	29 36 65 P	PRACTICAL-1	240 240 P		
16	M1513311 1991-04-23	MALATHI Y khyjp V	FPHPE	28 21 49 RA	FPCDD	28 32 60 RA	FTEEL	28 52 80 P	FSTEE	29 39 68 P	685	RA
			FPAEP	29 43 72 P	FTBER	29 23 52 RA	FSCSE	29 35 64 P	PRACTICAL-1	240 240 P		
17	M1513312 1987-06-07	MANIGANDAN G kzpfz;ld; Nfh	FPHPE	30 45 75 P	FPCDD	30 41 71 P	FTEEL	30 49 79 P	FSTEE	30 35 65 P	744	P
			FPAEP	30 47 77 P	FTBER	30 40 70 P	FSCSE	30 41 71 P	PRACTICAL-1	236 236 P		
18	M1513313 1992-02-05	MANIKANDAPRABU M kzpfz;ld;gpuG K	FPHPE	30 40 70 P	FPCDD	30 6 36 RA	FTEEL	30 48 78 P	FSTEE	30 35 65 P	688	RA
			FPAEP	30 42 72 P	FTBER	30 40 70 P	FSCSE	30 35 65 P	PRACTICAL-1	232 232 P		
19	M1513314 1991-02-20	MURUGAN R KUfd; uh	FPHPE	30 38 68 P	FPCDD	30 0 30 RA	FTEEL	30 38 68 P	FSTEE	30 36 66 P	683	RA
			FPAEP	30 40 70 P	FTBER	30 39 69 P	FSCSE	30 42 72 P	PRACTICAL-1	240 240 P		
20	M1513315 1978-06-18	NARAYANAN K ehuhazd; F	FPHPE	30 39 69 P	FPCDD	30 3 33 RA	FTEEL	29 42 71 P	FSTEE	30 38 68 P	700	RA
			FPAEP	30 46 76 P	FTBER	29 35 64 P	FSCSE	30 44 74 P	PRACTICAL-1	245 245 P		
21	M1513316 1982-11-18	NERMOZHI M Neh;nkhop kh	FPHPE	30 55 85 P	FPCDD	30 38 68 P	FTEEL	30 48 78 P	FSTEE	30 39 69 P	793	P
			FPAEP	30 50 80 P	FTBER	30 51 81 P	FSCSE	30 50 80 P	PRACTICAL-1	252 252 P		
22	M1513317 1983-07-21	PALANIVELU K godpNtY f	FPHPE	30 35 65 P	FPCDD	30 19 49 RA	FTEEL	30 41 71 P	FSTEE	30 38 68 P	710	RA
			FPAEP	30 45 75 P	FTBER	30 38 68 P	FSCSE	30 36 66 P	PRACTICAL-1	248 248 P		
23	M1513318 1992-02-24	PRABAVATHI K gpughtjp fp	FPHPE	30 37 67 P	FPCDD	30 35 65 P	FTEEL	30 50 80 P	FSTEE	30 35 65 P	712	P
			FPAEP	30 35 65 P	FTBER	30 35 65 P	FSCSE	30 40 70 P	PRACTICAL-1	235 235 P		
24	M1513319 1981-06-09	RAJASEKARAN V ,uh[Nrfud; t	FPHPE	30 46 76 P	FPCDD	29 36 65 P	FTEEL	30 42 72 P	FSTEE	30 43 73 P	717	P
			FPAEP	30 36 66 P	FTBER	30 36 66 P	FSCSE	30 43 73 P	PRACTICAL-1	226 226 P		
25	M1513320 1994-02-28	SAMAYAVALLI S rkats;sp rp	FPHPE	28 42 70 P	FPCDD	29 38 67 P	FTEEL	29 52 81 P	FSTEE	29 42 71 P	734	P
			FPAEP	28 37 65 P	FTBER	29 38 67 P	FSCSE	29 39 68 P	PRACTICAL-1	245 245 P		
26	M1513321 1979-07-29	SANGEETHA K rq;fPjh F	FPHPE	30 38 68 P	FPCDD	30 43 73 P	FTEEL	30 42 72 P	FSTEE	30 42 72 P	740	P
			FPAEP	30 38 68 P	FTBER	30 37 67 P	FSCSE	30 40 70 P	PRACTICAL-1	250 250 P		
27	M1513322 1991-12-15	SARANYA K ruz;ah F	FPHPE	30 44 74 P	FPCDD	30 56 86 P	FTEEL	30 49 79 P	FSTEE	30 39 69 P	771	P
			FPAEP	30 36 66 P	FTBER	30 36 66 P	FSCSE	30 49 79 P	PRACTICAL-1	252 252 P		

28	M1513323 1986-05-12	SATHIYALAKSHMI P rj;jpayl;Rkp ngh	FPHPE	30	49	79	P	FPCDD	30	48	78	P	FTEEL	30	45	75	P	FSTEE	30	41	71	P	765	P
			FPAEP	30	35	65	P	FTBER	30	46	76	P	FSCSE	30	42	72	P	PRACTICAL-1		249	249	P		

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Tamilnadu Teachers Education University, Chennai - 600097

M.Ed Degree Examination, June/July 2016

College Code / Name	12416 / Sri Balaji College of Education

Sl.No	Reg No / DOB	Name	SUB.CODE	INT	EXT	TOT	RST	SUB.CODE	INT	EXT	TOT	RST	SUB.CODE	INT	EXT	TOT	RST	SUB.CODE	INT	EXT	TOT	RST	TOTAL	RESULT
29	M1513324 1988-05-02	SATHYA S rj;ah r	FPHPE FPAEP	28 28	43 37	71 65	P P	FPCDD FTBER	28 28	42 41	70 69	P P	FTEEL FSCSE	28 28	49 41	77 69	P P	FSTEE PRACTICAL-1	28	43 236	71 236	P P	728	P
30	M1513325 1985-06-12	SAVITHA K rtpj;jh F	FPHPE FPAEP	30 30	42 38	72 68	P P	FPCDD FTBER	30 30	43 35	73 65	P P	FTEEL FSCSE	30 30	42 38	72 68	P P	FSTEE PRACTICAL-1	30	39 242	69 242	P P	729	P
31	M1513326 1985-05-30	SUGANTHI N Rfe;jp e	FPHPE FPAEP	28 28	AA AA	28 28	RA RA	FPCDD FTBER	28 28	AA AA	28 28	RA RA	FTEEL FSCSE	28 28	AA AA	28 28	RA RA	FSTEE PRACTICAL-1	28	AA 200	28 200	RA P	396	RA
32	M1513327 1984-05-30	THAMARAI SELVI K jhkiur;nry;tp f	FPHPE FPAEP	28 28	44 35	72 63	P P	FPCDD FTBER	28 28	40 35	68 63	P P	FTEEL FSCSE	28 28	45 41	73 69	P P	FSTEE PRACTICAL-1	28	45 245	73 245	P P	726	P
33	M1513328 1989-02-03	THIRUMAL T jpUkhy; J	FPHPE FPAEP	30 30	46 35	76 65	P P	FPCDD FTBER	30 30	54 43	84 73	P P	FTEEL FSCSE	30 30	47 39	77 69	P P	FSTEE PRACTICAL-1	30	43 257	73 257	P P	774	P
34	M1513329 1987-06-24	UMA MAGESHWARI M ckhkNf];thp kP	FPHPE FPAEP	29 29	45 35	74 64	P P	FPCDD FTBER	29 29	47 41	76 70	P P	FTEEL FSCSE	28 29	41 35	69 64	P P	FSTEE PRACTICAL-1	29	40 250	69 250	P P	736	P
35	M1513330 1980-06-11	VANITHA N tdpjh e	FPHPE FPAEP	30 29	39 35	69 64	P P	FPCDD FTBER	29 29	44 38	73 67	P P	FTEEL FSCSE	29 30	44 43	73 73	P P	FSTEE PRACTICAL-1	29	42 255	71 255	P P	745	P
36	M1513331 1975-03-10	VENKATESAN M ntq;fNlrd; K	FPHPE FPAEP	29 29	35 19	64 48	P RA	FPCDD FTBER	29 29	37 36	66 65	P P	FTEEL FSCSE	29 29	36 35	65 64	P P	FSTEE PRACTICAL-1	29	35 246	64 246	P P	682	RA
37	M1513332 1987-05-01	VENUGOPAL J NtZNfhghy; n[	FPHPE FPAEP	28 28	38 18	66 46	P RA	FPCDD FTBER	28 28	36 38	64 66	P P	FTEEL FSCSE	28 28	37 35	65 63	P P	FSTEE PRACTICAL-1	28	35 236	63 236	P P	669	RA

Note : P - Pass , RA - Reappear, AA -Absent, WD - Withheld, PRAC - Practical

Dr.N.Ravindranath Tagore

Controller of Examination

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BEST PRACTICE

MINI TEACHING – A PRACTICE

Title of the practice	Mini Teaching - A Practice
The context that required initiation of the practice	• This practice was introduced with the view that "Teachers are made" and that student teachers ought to be formed and not merely trained. • To inculcate in them that teaching is not mere delivery but involve in learning and practicing the teaching skills.
Objectives of the practice	• To guide and educate the student teachers in the teaching skills to teach with full involvement. • To make the teaching learning experience more creative by using the teaching skills. • To produce quality teachers using the audio-visual techniques.

The practice	• This practice was introduced in Sri Balaji College of Education at the beginning of the academic year. • It was conducted at the beginning of the academic year. • This practice has been conducted subject wise. • Each optional subject teacher educators was responsible for this practice. • The students were allowed to practice themselves. • First step – The teaching faculty taught the teaching skills. • Second step – The students were given practice to write lesson plans. • Third step – The students were trained individually before the mirror, thereby they can improvise their facial expressions, body language, etc.,

	• Then the students were allowed to practice the lesson in the whole classroom and their performance has been recorded visually. • In the last session, the students were given feedback by playing their recorded performance. With the help of the feedback the students were given chances to rectify their errors.
Obstacles faced if any and strategies adopted to overcome them	• Since it was the beginning of the year the student teachers are from different colleges, places, age groups, background had some stage fear. • Most of the student teachers had some communication problems. • The staffs were in full cooperation with the student teachers' pace of learning.

Impact of the practice	• The student teachers were able to face all the challenges placed in front of them so far with great confidence. • This practice enabled the student teachers to mingle with each other freely; it removed the barrier of communication in any form. • This was felt in their teaching style, voice modulation, actions, etc., • It served as a motivation for them to make their teaching more interesting. • Student teachers prove their talents of learning the teaching skills even while taking seminars in classrooms and indulging in group discussions. • The student teachers were involved in teaching when they went for teaching practice; their teaching processes were well admired and appreciated. All

	these appreciation owe to the practice they underwent.
Resources required	- Infrastructure – spacious auditorium and a room with mirror. - Human resources – concerned subject teaching staff. - Technical resources – Video camera, charts and white board.
Contact Person for further details	Mrs. G. Reena Devi Asst. Professor, Sri Balaji College of Education, Irumbedu, Arni.

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Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division
New Delhi

Certificate

Reference No. C-14627-2013

This is to certify that Sri Balaji College of Education of Sri Balaji College of Education has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2013-2014.

(B N Tiwari)

Deputy Director General

Dated: 07/10/2015

Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate

Reference No. C-14627-2014

This is to certify that Sri Balaji College of Education of Sri Balaji College of Education has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2014-2015.

(B N Tiwari)

Deputy Director General

Dated: 07/10/2015

Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate

Reference No. C-14627-2015

This is to certify that Sri Balaji College of Education of Sri Balaji College of Education has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2015-2016.

(B N Tiwari)

Deputy Director General

Dated: 12/06/2017

Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division
New Delhi

Certificate

Reference No. C-14627-2016

This is to certify that Sri Balaji College of Education of Sri Balaji College of Education has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2016-2017.

(B N Tiwari)

Deputy Director General

Dated: 12/06/2017