

# SERVITE COLLEGE OF EDUCATION FOR WOMEN



## SELF APPRAISAL REPORT

### SERVITE COLLEGE OF EDUCATION FOR WOMEN

Therkkupallam, Thogaimalai - 621 313

Karur Dist., Tamil Nadu

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**Managed by**  
**The Society Congregation of Mother of Sorrows,**  
**Servants of Mary**

## NAAC Committee Members

**Dr. Sr. P. Poorana Sheela, Principal**  
**Sr. Amutha P., Co-ordinator**

## Members

Mrs. M. Kalpana  
Mr. P. Gunasekaran  
Mrs. N. Indirani  
Mrs. A. Renuga Devi

Mr. M. Senthilkumar  
Mr. P. Seerangan  
Mr. P. Ashokan  
Mrs. A. Kalaivani

## SELF APPRAISAL REPORT

**Submitted to**  
**National Assessment and Accreditation Council (NAAC)**  
**Post Box No.1075, Nagarbhavi,**  
**Bangalore-560 010, INDIA**

**PATRON OF OUR COLLEGE**



***Mary the Mother of Sorrows  
The Valiant Woman***

**Founder of Our Congregation**



**Mother Maria Susai Natchathiram**

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A brief note of Teacher Education Scenario.....

“Better than a thousand days to diligent study is one day with a great teacher”.

- Japanese Proverb.

The 21<sup>st</sup> century is having the thirst for knowledge and good living and this can be provided only through good education. Teachers are the agents of moulding and shaping the minds of children and young.

So there is a great need of educating and training the teachers and this has been insisted very much by Tamil Nadu Government.

The Tamil Nadu Government encourages and gives permission to start B.Ed., College. The University gives norms for infra structure, admission and appointment of Principal and Staff. At present, there are 7 Government Colleges, 23 Government aided Colleges and more than 678 self financed Colleges of Education.

Having followed the norms of the University and NCTE, Our Servite College of Education for Women was started in 2005 as a self financed college by the Society of Mother of Sorrows Servants of Mary which is a registered Minority Charitable Society. (Regis. No. 4 of 1954)

Seeing the good success of its performance of two complete years, in 2007 the parent society handed over the administration of this College to the branch society, Servite Rural Academy, Thogaimalai. The College is situated in the outskirts

of Thogaimalai and its functioning with fully equipped infra structure facilities and well qualified staff members. First, it was affiliated to Barathidasan University. But in 2008 July it was affiliated to Tamil Nadu Teacher Education University, Chennai.

In 2010 the NAAC team visited this institution and awarded 'B' Grade. Now it is awaiting for the NAAC team for re-accreditation.

## SELF APPRAISAL PROCESS

The self appraisal report involves all the personnel of the institution under the guidance of the management.

A committee is formed of all the faculty members with the senior staff Sr. Amutha as the co-ordinator. A self appraisal steering committee is constituted with all the personnel with the co-ordinator under the leadership of Dr. K. Paulraj, the Principal. This committee is totally responsible for the self appraisal report.

As per the guidance in the NAAC publication entitled "Institutional Accreditation Manuel for self Appraisal of Teacher Education Institution" the committee evaluates and prepares the documents and this document gives the whole procedure in detail.

The committee studied the document and standard the self appraisal process in the month of May, 2014 under the guidance of Dr. G. Pankajam, the former Vice-Chancellor of Gandhigram Rural University. The steering committee discussed each aspect of all the criteria to review what the college system is currently doing and what data are needed to support this. After collecting the required data, the faculty members came to a clear understanding of the monitoring process and the requirements.

The co-ordinator compiled all these inputs with the assistance of staff members. This compilation was again discussed with the secretary, Principal, the

staff members, the students and some experts and then the report took a logical and cohesive shape. The process was very helpful in understanding the things because it generated a lot of self assessment and self evaluation in the institution.

This report is the culmination of hours of discussion, a large number of meetings, and several drafts, and represents the effort of all faculty members over a long period. In small groups as well as a whole, the faculty discussed the merits of many aspects of the B.Ed., academic experiences.

## A. Profile of the Institution

1. Name and address of the institution : SERVITE COLLEGE OF EDUCATION FOR WOMEN  
Therkkupallam  
Thogaimalai - 621 313  
Karur District  
Tamil Nadu

2. Website URL : www.servite-bed.org

3. For communication:

## Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	04323-252370	04323-252263	sheelapooranam@yahoo.com
Vice-Principal	04323-252370	04323-252263	vanathiraman@yahoo.com
Self - appraisal Co-ordinator	9445884876	04323-252263	amutha.maria@gmail.com

## Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	04323-252280	9865660241
Vice-Principal		9894353803
Self - appraisal Co-ordinator	04323-290754	9865660243

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)

5. Campus area in acres:

**6 acres and  
18.45 cent**

6. Is it a recognized minority institution? Yes  No

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

MM	YYYY
<b>December</b>	<b>2005</b>

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

**Tamilnadu Teacher Education University, Chennai**

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

Month & Year

2f	MM	YYYY
	<b>1</b>	<b>2012</b>

Month & Year

12B	MM	YYYY
	--	--

10. Type of Institution

- |               |  |                                     |
|---------------|--|-------------------------------------|
| a. By funding | i. Government                                  | <input type="checkbox"/>            |
|               | ii. Grant-in-aid                               | <input type="checkbox"/>            |
|               | iii. Constituent                               | <input type="checkbox"/>            |
|               | iv. Self-financed                              | <input checked="" type="checkbox"/> |
|               | v. Any other (specify and indicate)            | <input type="checkbox"/>            |
| b. By Gender  | i. Only for Men                                | <input type="checkbox"/>            |
|               | ii. Only for Women                             | <input checked="" type="checkbox"/> |
|               | iii. Co-education                              | <input type="checkbox"/>            |
| c. By Nature  | i. University Dept.                            | <input type="checkbox"/>            |
|               | ii. IASE                                       | <input type="checkbox"/>            |
|               | iii. Autonomous College                        | <input type="checkbox"/>            |
|               | iv. Affiliated College                         | <input checked="" type="checkbox"/> |
|               | v. Constituent College                         | <input type="checkbox"/>            |
|               | vi. Dept. of Education of Composite<br>College | <input type="checkbox"/>            |
|               | vii. CTE                                       | <input type="checkbox"/>            |
|               | Viii. Any other (specify and indicate)         | <input type="checkbox"/>            |

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)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduate	Degree	1 Year	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

*(Additional rows may be inserted as per requirement)*

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	FTN/SEC/SRO/NCTE/2005- 2006/4109/21-11-05		
Post Graduate				
Other (specify)				

*(Additional rows may be inserted as per requirement)*

(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?

1
---

b) Fee charged per programme

46,500
--------

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
---

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

D.Ed.

--

B.Ed.

3
---

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

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	9
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	25
--------	----

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

1 Year
--------

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

Number	2
--------	---

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

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

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

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

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
- a) Through an entrance test developed by the institution
  - b) Common entrance test conducted by the University/Government
  - c) Through an interview
  - d) Entrance test and interview
  - e) Merit at the qualifying examination
  - f) Any other (specify and indicate)   
(If more than one method is followed, kindly specify the weightages)

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

a) Date of start of the academic year	<b>16.07.2014</b>
b) Date of last admission	<b>05.08.2014</b>
c) Date of closing of the academic year	<b>31.05.2015</b>
d) Total teaching days	<b>40</b>
e) Total working days	<b>200</b>

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.		100	100						
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

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

--
----

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 **25,500**

b) Unit cost including salary component **46,500**

*(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		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	90	43	--	--
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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
D.Ed.			
B.Ed.	77.78%	22.22%	100%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	<table border="1"><tr><td>1</td><td>5</td></tr></table>	1	5
1	5		
b) Minimum number of pre-practice teaching lessons given by each student	<table border="1"><tr><td>1</td><td>0</td></tr></table>	1	0
1	0		

11. Practice Teaching at School

a) Number of schools identified for practice teaching	<table border="1"><tr><td>2</td><td>7</td></tr></table>	2	7
2	7		
b) Total number of practice teaching days	<table border="1"><tr><td>4</td><td>0</td></tr></table>	4	0
4	0		
c) Minimum number of practice teaching lessons given by each student	<table border="1"><tr><td>2</td><td>0</td></tr></table>	2	0
2	0		

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

<table border="1"><tr><td>No. of Lessons In simulation</td></tr></table>	No. of Lessons In simulation	<table border="1"><tr><td><b>No. 5</b></td></tr></table>	<b>No. 5</b>	<table border="1"><tr><td>No. of Lessons Pre-practice teaching</td></tr></table>	No. of Lessons Pre-practice teaching	<table border="1"><tr><td><b>No. 10</b></td></tr></table>	<b>No. 10</b>
No. of Lessons In simulation							
<b>No. 5</b>							
No. of Lessons Pre-practice teaching							
<b>No. 10</b>							

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
D.Ed.		
B.Ed.	20	80
M.Ed. (Full Time)		
M.Ed. (Part Time)		

## 16. Examinations

a) Number of sessional tests held for each paper 

0	3
---	---

b) Number of assignments for each paper 

0	2
---	---

## 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)	LCD, OHP, Slide Projector, DVD Player, Web Camera	

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

Yes	✓	No	
-----	---	----	--

Number	2
--------	---

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

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

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	2	20	%
--------	---	----	---

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

Loan facility, Given earn leave, Provide fund for Seminar participation

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Books	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Any other (specify and indicate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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	<input type="text" value="14"/>	<input type="text"/>
International seminars	<input type="text" value="8"/>	<input type="text"/>
Any other academic forum	<input type="text" value="2"/>	<input type="text"/>

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

**20**

16. Does the institution provide consultancy services?

Yes  No

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

**NIL**

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

## Criterion IV: Infrastructure and Learning Resources

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

**2061.35**

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

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

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

**36**

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

**7,200**

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

**7,200**

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

**3,850**

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

**3,85,721**

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

Yes  No

9. Total number of posts sanctioned Open      Reserved

	Open		Reserved	
	M	F	M	F
Teaching	3	7		
Non-teaching		6		

10. Total number of posts vacant Open      Reserved

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

11. a. Number of regular and permanent teachers Open      Reserved

(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers				
Readers				
Professors	3	7		

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

	Open		Reserved	
	M	F	M	F
Lecturers		1		
Readers				
Professors				

c. Number of teachers from

Same state	<b>15</b>
Other states	

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1 : 10
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

14.

		Open		Reserved	
		M	F	M	F
14.	Permanent		5		
	Temporary		3		
b. Technical Assistants	Permanent		1		
	Temporary				

14. Ratio of Teaching – non-teaching staff

**10 : 6**

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

**35%**

16. Is there an advisory committee for the library?

Yes  No

17. Working hours of the Library

On working days	<b>9.00 - 5.00</b>
On holidays	--
During examinations	<b>9.00 - 5.00</b>

18. Does the library have an Open access facility

Yes  No

## 19. Total collection of the following in the library

a. Books	
- Textbooks	<b>348</b>
- Reference books	<b>288</b>
b. Magazines	<b>15</b>
e. Journals subscribed	<b>24</b>
- Indian journals	<b>20</b>
- Foreign journals	<b>4</b>
f. Peer reviewed journals	<b>77</b>
g. Back volumes of journals	
h. E-information resources	
- Online journals/e-journals	--
- CDs/ DVDs	<b>20</b>
- Databases	--
- Video Cassettes	
- Audio Cassettes	

## 20. Mention the

Total carpet area of the Library (in sq. mts.)	<b>225.24</b>
Seating capacity of the Reading room	<b>100</b>

## 21. Status of automation of Library

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

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

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

- Book Bank
- 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	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day **70**

Maximum number of days books are permitted to be retained

by students **15**

by faculty **60**

Maximum number of books permitted for issue

for students **3**

for faculty **10**

Average number of users who visited/consulted per month **120**

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled **60 : 1**

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

<b>0.70%</b>
--------------

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	27	5204	55	11604	32	5000
Other books	32	7805	58	17408	24	7341
Journals/ Periodicals	9	21552	5	5850	5	8395
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

## Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	Nil	1%	Nil
M.Ed. (Full Time)			
M.Ed. (Part 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?

<b>100</b>
------------

## 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			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	95	96	97						
Number of first classes	30	26	23						
Number of distinctions	65	70	74						
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			
SLET/SET			
Any other (specify and indicate) (TET & TNPSC)	<b>6</b>	<b>16</b>	<b>7</b>

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	7	--	--
Loan facilities	51	60	65
Any other specify and indicate			

(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:

Faculty	Yes	✓	No	
Non-teaching staff	Yes	✓	No	

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/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						
Any other (specify and indicate)	✓		15	✓		2

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

<b>2006</b>
-------------

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	10	8	35
Employment (Total)	90	92	65
Teaching	88	91	62
Non teaching	2	1	3

23. Is there a placement cell in the institution?

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

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

	1	2	3
	13	14	20

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

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

Criterion VI: Governance and Leadership

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

Yes  No

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

Governing Body/management	2
Staff council	7
IQAC/or any other similar body/committee	5
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	2

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

PF

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

5. Furnish the following details for the past three years

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

<b>Nil</b>
------------

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

National

	1	1
--	---	---

International

--	--	--

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

<b>1</b>	<b>2</b>	<b>2</b>
----------	----------	----------

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

<b>11</b>	<b>10</b>	<b>18</b>
-----------	-----------	-----------

e. Research development programmes attended by the faculty

<b>10</b>	<b>12</b>	<b>19</b>
-----------	-----------	-----------

f. Invited/endowment lectures at the institution

<b>11</b>	<b>10</b>	<b>8</b>
-----------	-----------	----------

Any other area (specify the programme and indicate)

--	--	--
----	----	----

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes		No	✓
-----	--	----	---

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

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

Grant-in-aid	<table border="1"><tr><td>--</td></tr></table>	--
--		
Fees	<table border="1"><tr><td>--</td></tr></table>	--
--		
Donation	<table border="1"><tr><td><b>17,04,600</b></td></tr></table>	<b>17,04,600</b>
<b>17,04,600</b>		
Self-funded courses	<table border="1"><tr><td>--</td></tr></table>	--
--		
Any other (specify and indicate)	<table border="1"><tr><td>--</td></tr></table>	--
--		

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	46,50,000	46,50,000
% spent on the salary of faculty	30	35
% spent on the salary of non-teaching employees	5	12
% spent on books and journals	0.75	0.70
% spent on developmental activities (expansion of building)	--	--
% spent on telephone, electricity and water	1.99	1.10
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.93	9.64
% spent on maintenance of equipment, teaching aids, contingency etc.	1.9	0.6
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.33	0.14
% spent on travel	0.73	0.95
Any other (specify and indicate) Printing & Stationary, Auditor fees	0.76	2.96
University fees	6.03	9.01
Contribution to Generalate (Building fees)	35.48	27.7
Closing blance (cash at bank)	12.70	--
Total expenditure incurred	100	100
Total	87.5	100

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.
--	--
--	--
--	--

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

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

Administration	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

Yes  No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?
- Yes  No
16. Are all the decisions taken by the institution during the last three years approved by a competent authority?
- Yes  No
17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?
- Yes  No
18. Is a grievance redressal mechanism in vogue in the institution?
- a) for teachers
- b) for students
- c) for non - teaching staff
19. Are there any ongoing legal disputes pertaining to the institution?
- Yes  No
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
- Yes  No
21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?
- Yes  No

## Criterion VII : Innovative Practices

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

Yes  No

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

Yes  No

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

	Category	Men	%	Women	%
a	SC			6	6
b	ST			--	--
c	OBC			93	93
d	Physically challenged			--	--
e	General Category			1	1
f	Rural			68	68
g	Urban			32	32
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	20	2	50
b	ST	--	--	--	--
c	OBC	8	80	2	50
d	Women	8	80	4	100
e	Physically challenged	1	10	--	--
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	Batch II	Batch I	Batch II
SC	08	06	08	06
ST	--	--	--	--
OBC	89	93	86	90
Physically challenged	--	--	--	--
General Category	03	01	03	01
Rural	70	68	68	66
Urban	29	32	28	31
Any other (specify)				

## Part II: The Evaluative Report

### EXECUTIVE SUMMARY

Education is a lifelong process. It starts from cradle and ends to the grave. It is a process of imparting general knowledge, developing the power of reasoning and judging and generally of preparing oneself or others intellectually for matured life.

In order to develop women power and knowledge, Servite College of Education for Women continues its Service by the sisters of the Congregation of Mother of Sorrows, Servants of Mary. It is a unique congregation born on 8<sup>th</sup> December 1854 by five Young, energetic, God fearing and fore-visioned Tamil Girls at Tiruchirapalli, Tamil Nadu.

This is a registered charitable society with S. No. 4 of 1954 dated 16.03.1954. This society has served in the field of Education all over India for more than 160 years by running various educational institutions from preprimary to college and special schools for Deaf and Dumb, Blind and Drop outs. By giving different forms of education to the various groups of people. The idea of starting a B.Ed., College was conceived and the Servite College of Education for Women was born in a rural setting on 27.12.2005, to train the qualitative teachers in the field of education, to make the little lamps to be the guiding stars.

And this is the trust open to provide the knowledge to discover oneself exclusively women and children in this education field. In order to fulfill the needs and demands of the current world the parent society has established many higher secondary schools, colleges for various disciplines like education, arts, science, nursing and others.

It is a time boundary to form teachers to shape the polluted - physical, moral, social, mental, cultural, psychological and emotional world. So the trust has established Servite College of Education for Women in 2005.

This society has served in the field of Education all over India for more than 160 years and in abroad more than 40 years by running various educational institutions. We are doubly energized to serve the women empowerment program along with the conscious of common society activities.

The trust has established Servite College of Education for Women in 2005 and it was approved by NCTE, Bangalore and affiliated to the Bharathidasan University, Tiruchirapalli. Now the college is affiliated to Tamil Nadu Teachers Education University, Chennai and it has been functioning sincerely for the past 9 years.

In order to create a true democratic, conductive and motivating environment the college works with the following vision and mission:

**Vision:**

The integral formation of committed, skilled and empowered women teachers who would transform the society by moulding the students with good values and excellent learners.

**Mission:**

Servite College of Education strives to achieve excellence through hard work and genuine discipline to realize our core values which are love, compassion, respect for God's creation, moral integrity, women empowerment and perfect professional skills.

Within this duration of nine years of existence, the college with its young and enthusiastic team of faculty is giving themselves whole heartedly to enrich and enhance its vision and mission. Although adhering to the basis of teaching – learning and values, the college gives its best to incorporate global trends by carrying out a range of curricular and co-curricular activities by arranging workshops, International conference, seminars both education \ moral and inculcating values along with spirit of universal brotherhood.

To raise the standard of the College we have invited the following distinguished guests for various programs. Dr. T. Padmanaban, the Vice Chancellor, TNTEU, Chennai, Dr. G. Pankajam, the former Vice Chancellor, Gandhigram Rural University, Dindigul, Dr. M. Jayakuamr, the Controller of Examinations TNTEU, Chennai, Dr. G. Vishvanathan, Vice Chancellor TNTEU, Chennai, Dr. E. Ram Ganesh, Director, Centre for College and Curriculum Development.

Dr. Sr. Doris D'souza Ac, the Principal, Patna Woman's College, Ms. Yogini Nirmalamba Saraswathi, Thirengoimalai, Tiruchy, Dr. Prabhakar M.D. GOVT. Hospital, Thogaimalai and Mr. Rajalingam, District Scout Commissioner are some of the distinguished guests.

Through Alumni Association our former students come and have continued contact with the institution and among themselves. Special programmers are arranged for them.

Ours is a self financed college showing transparency in its serving by qualitative management. The college has earned a good appreciation in the Tamil Nadu Teachers Education University following traditions of standard, quality and social concern of the Servite College of Education for Women.

In order to analyze achievements and strength of the college, it has applied for re-accreditation of NAAC. The college always looks forward for educational, cultural and social development along with quality enhancement.

## CRITERION WISE ANALYSIS

### CRITERION I : CURRICULUM 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.)

The objectives of the institutions are as follows:

1. The specific objectives are to enable the trainees to acquire knowledge and techniques of teaching skills related to effective communication to learn methods of teaching and to prepare teaching aids.
2. To make it possible for the women teacher trainees to have great and noble vision and help them to realize their visions into realities and to blossom into dedicated and committed teachers who can be agents of social transformation.
3. To inculcate in them spiritual and moral values which in turn will be transmitted to their students.
4. To empower the women society, to uplift them and make them self reliant.

## Strategies

1. Awareness programmes to realize womens' dignity and talents.
  2. Learning methods of teaching through intensive practice teaching.
  3. Guest lectures and seminars
  4. Use of Educational Technology and Language lab.
  5. Co-curricular and extra curricular activities.
  6. Exposure programmes educational tours and celebration of important days.
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).

Servite College of Education for Women, Thogaimalai has been approved by Tamil Nadu Government and it is affiliated to **Tamil Nadu Teachers Education University, Chennai**. It is catering quality teacher education in Tamil Nadu. However it is worth mentioning that the college very shortly got its approval from **NCTE, Bangalore** and affiliated to Tamil Nadu Teachers Education University, Chennai.

The Secretary Rev.Sr. Florence Mary and the Principal Dr. K. Paulraj have been actively engaged from time to time in the various committees such as the academic council and the Board of studies for participation in the process of curriculum formation. The faculty members of the college forward their reviews to the Board of studies, the Tamil Nadu Teachers Education University, Chennai.

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

Curriculum and existing courses are much helpful to meet the global trends in teacher education. The global trend can be seen in teacher education especially in paper – I (Education in the Emerging Indian Society) and paper - III (Educational Innovations and curriculum development). Even in paper-1 Education in the emerging Indian Society are to be studied to acquaint global ideas in methods like mathematics, Science, English and Social Studies. The students have to prepare power point presentation, during seminars.

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

The national issues like environment, value education, guidance & counselling and ICT are given much importance. Value education is a part of general paper-I (Education in the Emerging Indian Society). ICT is given special weightage in paper-III (Educational Innovations and curriculum development). The students have value education class once in a week. Environment is given much importance in methods like science and social science. An elective paper is offered an “Environmental Education”.

In paper I in curriculum value education has been emphasized by the Indian thinkers.

The college has set up value corner in the library and students write articles regarding value education. Apart from this, the college also celebrates various

important days like Environment Day, common assembly activities, Human Rights Day, Independence Day, Republic Day, Ethical exhibition and Fine arts etc.

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

We use ICT for innovative teaching, preparing instructional packages to obtain current information related to the curriculum.

The students have prepared power point presentation in various subjects (regarding their methods) may be accepted.

1.2 Academic Flexibility

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

Institution provides rich experiences to its students to make teaching reflective. We adopt strategies to make teacher learner interaction very interesting. Our students not only give lecture while giving school teaching work but they also try to take active participation of their school students in TLP. We also provide opportunity to learn innovative strategies to make teaching as reflective practice during micro and macro teaching.

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?

Curriculum in teacher education is structure to creating teaching strategies and learning styles. Our class room teaching method is much more flexible and practical to understand teaching process. Practical approach teaches the students basic goals of the school education. In the field, our trainees apply those pedagogy, which were learnt during college training.

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

“Educational Innovations and curriculum development is a compulsory paper-III” (ICT in Education)

We utilize social useful productive work (SUPW) and we give dance and cultural art and craft through village self help groups.

The trainees have been provided with various experiences for developing communication skill, life skills and social responsibilities during Block teaching and Internship programmes.

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

- I. Interdisciplinary/Multidisciplinary
- II. Multi-skill development
- III. Inclusive education
- IV. Practice teaching
- V. School experience / internship
- VI. Work experience /SUPW
- VII. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

The courses / programmes are listed out where the given aspects have been incorporated.

i. Interdisciplinary/multidisciplinary:

Our curriculum is interdisciplinary as well as multidisciplinary. Seven methods are being taught here and all the general papers have some common points,(which we can say core subjects) which make our curriculum interdisciplinary and multidisciplinary.

ii. Multi Skill Development :

Both the parts theoretical and practical are good causes for the multi skill development in student-teachers. As a part of curriculum they have to perform

all the practicum like curricular activities. That is they have to do observation for optional I, Demonstration for Optional I, Micro Teaching for Optional I, Practice Teaching for Optional I, Preparation of Instructional Aids/ Materials for Optional I, Construction of an achievement test and interpretation of test scores for Optional I.

iii. Inclusive Education :

As per the rules and regulations of Tamil Nadu Teachers Education University for B.Ed., admission, three percent seat is allotted to the physically handicapped students. Such students are taught along with the normal students, but all the faculty members take special care for such students. They are specially guided for their problems. The faculties use various audio – visual aids, so effectively that even slow learners can learn at proper speed. For the slow learners the staff act sympathetically; they try to repeat the same points using teaching aids now and then.

iv. Practice Teaching :

- Practice teaching is an integral part of our curriculum. Twenty lessons are assigned to the trainees for practice teaching lastly four years.
- Students have to practice 6 micro lessons, Bridge lessons 4 and simulation 5 and 20 school lessons.
- Most of the lessons are to be practiced stray lessons.

- During practice teaching programme 2-10 students are assigned to each practice teaching school.
- The students have to stay full time in the school, they observe the lessons of peers, they arrange various activities too. They put various knowledgeable informative things in the cupboard or notice board.
- The lesson, observation of the peers and other activities work are supervised by faculty members.

v. School Experience / Internship :

The trainees are familiarized with day to day activities of the school during their teaching practice. They take up tasks like writing the thought for the day, taking proxy periods, taking attendance, conducting prayer assembly, examining note books, organizing cultural and sports activities. Thus students get real school work experience and at the same time they develop a good rapport with school.

vi. Work Experience / SUPW :

The college conducts a wide variety of workshops for direct experience, which are considered as added asset to the students' personality. Some of these activities are given below :

- Best from Waste
- Preparing teaching aids
- Preparing saplings in mud- pots and polyethylene- bags.
- Preparing Hanging baskets etc.

### 1.3 Feedback on Curriculum

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

- a) We keep a visitors book to obtain feedback from the visitors and follow it.
- b) There is provision for students to express their suggestions in suggestion box.
- c) They can also give free and frank expression in viva-voce.
- d) The alumni functions are held regularly during the year.
- e) The former students feedback is always considered.
- f) The College also takes suggestions from the heads, teachers and students of the practice teaching schools.

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

Yes, the college collects the feedback and they are discussed analyzed by the staff members and the principal. Then the college forwards them to Tamil Nadu Teachers Education University, Chennai as the curriculum is designed by it.

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

The revised curriculum of Tamil Nadu Teachers Education University was framed by collective efforts of all education colleges of Tamil Nadu Teachers Education University.

#### 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).

As per the norms of Tamil Nadu Teachers Education University the BOS (Board of studies), has changed structure and pattern of all papers in 2012-2013, some changes were made in certain topics in all papers. In 2014-2015 the Paper III alone changed as educational innovations and curriculum development it contained 2 part as A-Educational innovation having 5 units and Part B-Curriculum development having 5 units. The changes contributed to the quality improvement satisfaction of students and staff.

We don't have any official power to revise or update curriculum. We can only give suggestions to the University.

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

The head holds meeting with the staff to discuss about the feedback given by the principals/Heads of practice-teaching schools regarding curriculum aspects. The committee also discuss with the staff about the feedback given by students.

1.5 Best Practices in curricular Aspects

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

We have tried to evaluate the curriculum and seek its global appeal by the use of internet and other resources. The faculty members were sent to various seminars to sustain the quality enhancement (vide annexure)

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

Every year we arrange bridge course in order to make clear the curriculum to the students.

## 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?

Generally, the norms of TNTE is followed from 2009-2010. The college admission committee frames its own norms giving preference to Christians, rural backward class people (BC, SC/ST), first generation and economically backward group.

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

We give advertisement in daily news papers like Dinamalar, Dinamani, Malai Murasu, about date of issue of application form and prospectus. The paper cuttings are enclosed. Our college gives advertisement through news papers, banners, TV channels, handouts etc. So that the message reaches all type.

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

Admissions are made through Tamil Nadu Teachers Education University on merit basis. SC, ST, BC quota system followed in our college as per Government norms.

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

Tamil Nadu Teachers Education University, permits the intake of 100 students, following government policy of reservation categories. Our college is always conscious and willing to help the students enrolled by providing various facilities like Hostel residence to the needy students. Our college gives concession to poor students and some times or even exempts fees for economically backward students. We also provide the required teaching learning materials.

Apart from this, the college believes in secularism. It makes arrangements for all festivals and cultural programmes. A conducive climate is provided in the campus for unity in diversity.

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

- Our college conducts tests in respective subjects.
- After starting the college periodical tests are conducted. After taking the test the weak students are identified and the teacher educators adopt the students as per their method or general paper.
- We give them special assignment purposely designed for them and remedial teaching and try to make them excel in whatever they do.

- Seminars are organized to provide the students a golden opportunity to express their thoughts and views freely and frankly without fear and favour.
- Question paper banks are made and give to the advance learning in order to enrich their knowledge.
- Students from varied categories are admitted to the B.Ed., cover some of the students are found weak in English, Mathematics and statistics. So remedial classes are arranged to give them extra practice, because practice makes a man perfect.
- The computer instructor helps the students giving extra time for practice in computer practical. It is needed and essential because most of the girls are coming from backward classes and from rural areas.

## 2.2. Catering to Diverse Needs

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

The institution motivates all teacher educators to make use of various Learner centered participatory teaching methods. The college encourages the teacher educators to supplement the lecture method. With other innovative learner centered teaching methods we are creating an over all environment by providing learning experiences, using the various techniques such as discussion, workshops and seminars on various topics etc. Peer group teaching is encouraged in order to enable the students to focus on the development of the skills in teaching as well as through an interactive way consolidate their content knowledge. In addition, assignments, micro teaching, practice-teaching sessions, proxy

teaching, organization of co-curricular activities, working with NGO's are arranged and provided.

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

By providing them training of the use of various multi sensory teaching methods and use of appropriate teaching aids. For this we arrange guidance periods in the time table. After every practice teaching session regular feedback helps them for the same. We also administer teacher aptitude test and use individual inventory at the beginning of the term.

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

In paper - I students get the guidance for the diversity & equity in teaching process. They get insight of national & international integration from the curriculum.

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

The teacher – educators are encouraged and motivated to utilize ICT, charts, workshops which creates effectiveness.

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 the student – teachers for developing knowledge and skills.

In each paper students give seminars, using OHP, slide projector, LCD etc. in the classroom. This creates innovative environment. After lecture by students, feedback is given by the fellow students and the class teachers. This helps the students to know the merits and limitations of their lecture. The students will rectify the limitations in future.

### 2.3 Teaching-Learning Process

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

- Self learning activities, creative and innovative methods are preferred to traditional method. For active learning of the students activities such as book review, lesson planning, literacy competition, presentation in the assembly, case study, team teaching, debate, team work, seminar, workshop, field work and so on are arranged.
- A group of bright students is identified and is given continuous impetus to excel in their respective fields.
- Students are encouraged in using role play as a technique wherever appropriate in micro teaching and practice teaching.

- Students undergo simulated situation in their respective subjects under the supervision of their teacher educator. Simulated situation is followed by fruitful discussions.
- An internship programme of six weeks is organized during which the students teach as well as conduct co- curricular activities. They take up task like writing on bulletin board etc.
- The students take attendance, proxy periods, checking of the notebooks, organize drama, cultural activities, sports activities etc. They make themselves aware about the administrative work and also the routine work of the school.
- Projects are assigned to the students in various subjects for which the students collect information from the different sources and prepare a report on that which are later presented in their respective model.

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

The institution motivates all teacher educators to make use of various learner centered participatory teaching methods. The college encourages the teacher educators to supplement the lecture method with other innovative learner centered teaching methods like discussion, seminars and workshops on various topics etc. Peer group teaching is encouraged in order to enable the students to

focus on the development of the skills in teaching as well as through an interactive way consolidate their content knowledge. Teaching aids, electronic medias are utilized in the classroom. Awarded teachers are invited for the continuous guidance.

Besides assignment, self learning approach, micro teaching and other educational & co- curricular activities working with NGO's and so on are useful for making learning student – centered.

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

Concept Attainment Model and Inductive Teaching Model along with different approaches like Expository Approach, Inquiry Approach and such others are used by teacher educators to make teaching learning process effective.

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.

Provision of training of models of teaching is included in the syllabus of TNTE University. Models of teaching are explained theoretically to the students. An example of each model is given to them.

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

The student teachers are given rigorous training in teaching skills through the Micro-teaching technique which includes one lesson in each skill in both the methods. The skills practised are Set Induction, Fluency in Questioning, Explaining Skill, Using Blackboard and skill of reinforcement. Total number of lessons using in micro teaching techniques are five. The other important skills are also explained to the student teachers theoretically. Besides this, a bridge lesson is given in each method using all the four skills together. They get feed back from their staff and pear group.

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

From 2010 to 2011 onwards trainees are given 10 observations and 20 lessons for practice teaching. A student gives two lessons per day and observes two lessons of peers. The faculty in charge evaluates the lesson and the school teachers also observe the lesson and give feed back.

See Annexure

Observation of peer teaching :

During micro teaching and class teaching peer group observes and give feed back.

See Annexure

Feed Back :

The lesson of trainee is observed by at least two peers and sometimes more than two observed. After observing the observers provide feedback to the trainee to encourage the trainee. The limitations of the trainee are rectified. Feedback is obtained by the peers, the faculty in charge and school teachers. One period a day for guidance and monitoring of lesson plan is allotted in time table.

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

2 to 10 student teachers are allotted per school along with teacher educator. The unit to be taught by the student teachers are collected by the teacher educator as per time table. During block teaching, student teacher prepares unit planning and teach the whole unit in the same class. The prayer assembly is conducted every day. Different co-curricular activities are organized along with the teaching.

Internship :

The pattern for internship is suggested by the university in the curriculum scheme.

An internship pattern conducted by six weeks is organized to give the student teachers a real experience for teaching profession. 2 to 10 student teachers are allotted per school. The responsibility for counselling to the student teacher

assigned by the senior teachers. The teacher educators along with the student teachers are involved in planning the programme and acquainting the school teachers regarding the activities to be conducted during the programme.

A case study is also conducted by the student teacher during internship. Various co-curricular activities are arranged and carried out by the teacher student. Teachers often pay their visits to the schools and monitor the programme. Students learn routine administrative works during internship.

The group as well as individual reports are submitted by all the student teachers on completion of internship programme.

See annexure

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

The college has linkage with different schools located near Thogaimalai.

In our yearly calendar, we have allotted time for lesson planning, before each schedule of practice lessons. Before going to school the teacher educator and school staff meet and plan for the practice teaching schedule involving the time table and the curricular and co-curricular activities to be conducted. They also try to understand the need of the schools and try to fulfill the requirement. At the school the school teachers also make their suggestions regarding lesson planning and teaching of specific subject. These are taken into consideration while the teacher educator is guiding the student teacher.

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

The syllabus of methodology deals with the different methods and techniques of various subjects which help managing the diverse needs of student.

Paper 2 deals with psychological aspects which include exceptional children, individual differences, intelligence etc which help in managing the diverse learning needs.

Teacher educators present appropriate illustrations of dealing with the learners with special needs and ask the student teachers to follow suit when in need.

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

We insist on them to use the following

The teacher educators use technological devices during their regular classes which inspire the student teachers to do the same in their lessons too.

Demonstration lessons by the teacher educators and the special lectures devoted for the practical use of the technological devices is arranged in the ET room.

The student teachers are encouraged to make use of slide projector, OHP/LCD power point presentation during class hours. Special recognition is given to the

student teachers for the use of technological devices.

The institution promotes the use of these devices by providing these facilities to the student teachers for using them and presenting their practice teaching lessons.

## 2.4 Teacher Quality

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

As per N.C.T.E. and Tamil Nadu Teachers Education University norms...

The ratio of the student teachers to identified practice teaching school is 5:1. The groups are divided on the following criteria

### School Location

Varied groups including the student teacher of different subject method.

The number of classes, sections and periods available in the school time table.

The number of teacher educator in the institution.

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

The teacher educator as well as the peer group provides feedback to the student teacher at two levels. Positive suggestions are given to the trainees for working

on the negative points. Suggestions are also given to consolidate the positive aspects in their teaching. Written and verbal suggestions are given. The given feedback is absorbed by the student teaching in their practice teaching.

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

The institution ensures that the student teachers are updated on the policy directions and educational needs of the schools by observation and comprehensive evaluation of the task performed by the student teachers. Moreover principals of various schools are invited to brief the student teachers about the latest policies and requirements of the schools. During internship programme, the student teachers have a healthy interaction with the school, the teacher and the counselor guide them regarding the educational needs of the students. We also follow the instructions of Secondary & Higher Secondary Boards of Tamil Nadu.

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

The institution promotes interactive teaching learning by adopting the following interactive methods of teaching.

- Debate
- Team work
- Questioning

- Group Discussion
- Symposium
- Open forum etc.

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

The institution encourages the faculty to participate activity in orientation programme, refresher course, educational seminar and conferences. The faculty is relieved and given O.D. by proper adjustment. Non teaching staff is also encouraged to take part in training programme for career development. We are organizing seminar in our college. Teachers are encouraged to present papers in these seminars and to publish papers in national/ international journals. The important initiative taken by the college was organized. The international conference in the year 2014.

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

Yes,

The institution receives invitation from various teacher education colleges as well as teacher educators' associations to present papers, participate in seminars and workshops at national and international level. Institution encourages and grants duty leaves to faculty members.

The staff fills a Self Appraisal Form, the analysis of which gives a sense of satisfaction to them. The student teachers also fill up Teachers' Performance Appraisal Form which boosts up the confidence of the teacher educators.

They are encouraged to participate in the Orientation and Refresher courses organized by the U.G.C. by providing leaves for the same.

All achievements of the faculty are recognized in the assembly by honouring them with (cash) awards, when the teachers publish papers or when their work is recognized by national/international bodies.

Nevertheless, head of the institution appreciates the outstanding performance of faculty.

## 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 head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process. Suggestion box is given to the students for suggesting their views.

The barriers to students in learning are identified by the formal and informal evaluations. They are communicated to them by declaring the result and providing regular feedback. Academic counseling is also made available to the students through individual teacher and academic guidance and Counseling cell of the college.

2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

The institution follows continuous and comprehensive way of evaluation is done throughout the year.

1) Tests :

As per the time schedule allotted by the university our college conducted first terminal test and preliminary examination. Before conducting the above test, all the teacher educators prepare scoring keys for evaluation of their respective subjects and evaluate accordingly. Results for the above tests are declared within stipulated time. Answer sheets are shown to the students. There is transparency of evaluation process. Then teacher educators also provide feed back to the students, how to improve their performance in the tests and how to prepare notes, time adjustment, health care etc., during examination time.

2) Practice teaching and related activities (including school experiences) :

Each teacher educator is provided with the strategy to evaluate microteaching and school practice teaching. Teacher educator evaluates the lessons of the teacher students. For each observed lesson marks are given out of 7.5 marks and total is 150 marks are converted into 300 (for both methods)

3) Curricular activities :

All curricular activities such as, case study, internship programme, book review, blue print, psychological tests are evaluated as per the university scheme of evaluation strategies are evaluated out by the faculties and are strictly followed for the evaluation.

4) Attendance :

As B.Ed. college is a training college and regularity in college is expected on the part of the students. The university has stipulated that 75% attendance is compulsory for a student to write the university examination.

5) Co- curricular Activity :

For developing student teacher skills our institution organized various co-curricular activities. The student teachers are expected to participate in at least 5 activities. Marks are awarded to the students on the basis of their performance and participation. In order to encourage students to participate and perform well, separate certificate and trophy are given in annual function.

In short for internal evaluation the university has provided a scheme of evaluation, and we evaluate our trainees accordingly by assigning their performance of the below maintained tasks.

- Practice lessons
- Unit Planning & unit test
- Preparing teaching aids
- Community work
- Attendance
- Assignments
- Case –study
- Tutorial and seminars etc.

6) External Evaluation :

Annual Examination :

According to Tamil Nadu Teachers Education, Chennai, University syllabus B.Ed. Programme Contains the following scheme for Annual Examination.

See Annexure

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

The trainees are made known to the result of the weekly – unit test on the very next day and are given rank. They are motivated to improve their performance

by giving positive incentives and giving personal counseling to the trainees who are slow learners.

We also arrange a feedback session after every practice teaching and discuss the positive and negative points of the teaching performance of the trainees.

### 3. How is ICT used in assessment and evaluation processes?

The performance of all the students are recorded and maintained on the computer. Following statistical data is gathered by computing:

- Percentage wise Classification
- Top ten scorers and last ten scorers
- Number of passed and failed candidates
- Paper wise classification

## 2.6. Best Practices in Teaching -Learning and Evaluation Process

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

- Team teaching
- Modular Planning
- Daily Evaluation
- Self Evaluation, cross evaluation and teachers evaluation
- Feedback from students, parents peers, managements authorities, educational experts and community.

- The students and teachers use ICT for developing lesson plans, classroom transaction, evaluation and preparation of teaching aids.

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

The teachers prepare the teaching learning materials using the website. The use of power point slides while teaching their units in the classroom, is encouraged. Credit is given more to the students using power point slides during their teaching.

### 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?

Teachers are provided each and every flexibility like study leave, teaching schedule as per the requirements secretarial support, library recourses and computer facility, access to internet facility and guidance by the seniors.

Faculty is encouraged to join and complete Ph.D. study to take up research in education. Further the faculties are given duty leaves for attending workshop, seminar etc. The trustees are also informed about such research work done by the teachers and given credit. They congratulate teachers in various institutional functions and encourage them. The principal and the Vice-Principal have completed Ph.D., in education and others staff members have completed M.Phil.

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

According to given themes for paper presentation, institution is dealing more with the case study apart for the research work. The student teachers are motivated to under take action research or case study by providing them teaching learning experiences. The action research is directly related with the problems faced by student teachers process of practice teaching. The trainees are directed to take case study as a research work.

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

Action Research is included in the B.Ed. course of the Tamil Nadu Teachers Education University (TNTEU) till 2012-2013. Those days students were guided in action research. Now it was not included in the syllabus. Yet our institution encourages research work in education. B.Ed. trainees select topics for case study and prepare the design of case study research under the guidance of teacher educator. We also motivate them for action research and guide them when they desire. 10 marks are allotted to this research work which can be seen in the evaluation scheme approved by TNTE University.

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

(A) - Details of faculty members who have attended seminar, workshop etc.

(B) - Details of seminar, workshop conducted by faculty are members given in Annexure.

(C) Organized international seminar on Religious Harmony and Peace Education" ISBN 978-81-909199-2-0.

### 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.

- Various instrumental materials used or developed by the institution are as follows.
- Power point presentations are developed on different subjects by faculty as well as students.
- During the internship, case study, blue print and book review are given to the students.
- Transparencies on different topics of different subjects are prepared and used for classroom instruction.
- Teaching aids are exhibited for efficient teaching.

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

For developing the instructional material we have a computer lab, with internet connection. We also have OHP, LCD – blank transparencies slide projector etc.

We have some CDs like M.S. Encarta – (Encyclopedia) for the source.

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

No.

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

Our institution organized teaching aids exhibition every year. Faculty members have prepared new teaching aids with the help of the trainees. They construct teaching aids. They used them during practice teaching.

Our institutions arranged a seminar on computer communication skill, Mr. Basker, Inlocity Singapore & Chennai, Manaparai demonstrated how to make use of computer to prepare teaching aids.

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

See Annexature

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

Yes

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.

Time to time we give personal and group guidance to our trainees. Primary, secondary and Higher secondary school teachers are also getting insight in preparing teaching aids, some educational projects, for book review and unit planning.

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

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?

No

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

Not Applicable

### 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) Institution always prompts to work on such area according to need of society.

Faculty members are being encouraged for extension activities by the principal. Management also sees that extension activities are given importance by the students and faculty members. Various extension activities carried out by the institution are as under.

#### Community Development

- The faculty and Teacher trainee regularly take part to give awareness on polling during voters day.
- International Women's day rally organised and give awareness of women liberation and empowerment.

#### a) Street and out of the school children

- In internship and off campus guidance of health education is also given by the staff members.
- Our trainees handle the literacy programme – Sarva Shikha Abhiyan during internship and off campus

b) Adult Education and Literacy :

During their internship Programme all the students were actively involved in the programme of literacy campaign. This campaign is run by Government of Tamil Nadu. We participated and contributed in it with total commitment.

d) Eye Camp :

Once a year our College organized Eye Camp with association of "Mahathma Eye Hospital" in which faculties, non teaching staff, students and staff members of other sister concern institutions enthusiastically benefit boundly.

e) AIDS Awareness :

- Aids Awareness rally is organized on 1st December every year.
- Our trainees have also played street drama, mime on this subject with the noble cause of AIDS awareness in the youth festivals.
- Red ribbon club is established in the college. The students puts articles regarding awareness towards AIDS.

f) Environmental Education :

It is a part of B.Ed. syllabus of our university "Environmental Education". Our faculty conducted peer seminar on climate change influence CFC hole on ozone layer. Students perform debates, speeches and competition and tree plantation.

g) Social Works :

Students were divided into four groups and sent to nearby villages for social work. They gave awareness programmes on cleanliness, hygiene, literacy and they helped the children to develop their leadership qualities.

h) Population Education

Importance is given to History and Tamil students on population education.

i) Health Hygienic Awareness

- Promote Cleanliness – Tree Plantation
- Health protection Awareness

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

Our institution is linked with the schools and organized the following activities.

- Adult Literacy Programme
- Yoga
- Lectures on Peace

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

Our Institution takes interest to bring in community orientation to students. It is the practice of the institution to pay visit to blind, leprosarium, HIV patients, dumb and deaf and drop outs.

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

Nil

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

The details of value oriented programmes of our college are shown as under.

- Planning the prayer assembly
- Arrangement of lectures of inspiring personality
- Value education is a part of curriculum
- Emphasizing teaching of value during the practice teaching of the trainees.
- The students are informed and they are insisted about the professional ethics in the beginning of the admission and follow throughout the year.

Following activities are held under this programme.

- Eye Camp

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.

National Linkage :

- Rotract Club
- IGNOU

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

No

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

To provide information regarding vacant posts in different schools in availed and circulated that helps students to apply and make better preparation for the same.

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

Almost all the lecturers of our college are invited as judges in various events of school and college Youth Festivals every year.

There is a practice of continuous interaction between the college and the schools in terms of 'practice teaching' , CCA, campus interview, proxy teaching and so on.

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

Yes, the faculty personally visit the school and collect method wise unit to be taught in practice teaching session. The faculty has meeting with all concerned subject teachers of the school and with the supervisor or the principal, where they plan out the whole process of practice teaching session. The local teachers

body evaluate the performance of all the students during the internship programme.

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

The faculty of our institute is always ready to help and give a guidance to school teachers and university faculty. They provide information and dates when ever demanded. They also assist such teachers for research work.

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?

Our institution has established IQAC on 10/1/2010 for the same purpose.

See Annexure

We have also established extension activity center.

We have developed some scales and tests of measurement.

During the last four years our institute invites resource persons from the other universities to share information related research. Our institute invites experts to provide guidance for carrying out Ph.D. studies (work).

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

The institution organizes the programme in which the school teachers are invited for the discussion with the students regarding global trends.

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.

We have a very good infrastructure and have provided everything as per the NCTE norms. Our Society of Servite Rural Academy possesses 11 Acres 18.s cents of land in which 5 Acres 10.45 cents are sanctioned exclusively for the use of Servite College of Education for Women. In 2009 the Society bought 1.08 Acre for the development of the college. The College building consists of Secretary Room, Principal Room, Office Room, Faculty Room, Class Rooms, Halls, Auditorium, Library, Language Lab, Media Lab, Psychology Lab and Separate labs for Bio-Science, Physical Science, Maths and History. We have a very good Computer lab with 31 Computers with internet facilities.

See Annexure

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

We started the B.Ed. College in December 2005 in a full fledged building with all necessary rooms. Since Institution has sufficient land future extension can be done. In 2009 the Society bought 1.08 Acres of land in front of the College and has put up a magnificent gate with compound wall exclusively for the College students. The Auditorium which can accommodate more than 500 students is used for all functions. The College has an open stage, a vast ground, 200mts track, Valley Ball Court, Badminton and sound system etc.

Every year we celebrate the Sports Day in a very colourful way. This year Mr.Mohammed Itiris, Inspector of Police, and Mrs. M. Eswari, M.PEd., Govt. Hr. Sec. School, Thogaimalai were presided over the sports day and enkindle the hearts of students by his encouragement.

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

The main hall which is used as a classroom can accommodate more than 150 students and hence this hall is utilized for multi purpose use. There is an Auditorium which can accommodate more than 500 students. Here all the guest lectures, seminars, debates, celebration of important days, competitions etc. are conducted. This hall is well furnished and provided with public address system convenient to conduct meetings and academic activities i.e., Role plays, inter personal skill development activities etc.

The college gives importance to Physical Education and sports as the college believes Physical development is one of the aspects of the all round development of the child. The college conducts various games and sports to students. Two periods per week are allotted for Physical Education in the regular time table and students are free to play after the completion of the day's work.

The Physical Education room stores the items of indoor games and also for the out door games. There is a big play ground in the college campus. Everyday students play games like Shuttle, Volley ball, Tennicoit, Ball Badminton, Short and long jumps, throws and various fun games are also conducted to students in the college campus. Yoga training is given to students by the Physical Director of the college once a week.

4. Give details on the Physical infrastructure shared with other programme of the institution or other institutions of the parent society of University.

Apart from the Regular classes, the Computer lab was used by the Servite Arts & Science College for women, Servite Matriculation School students, of Thogamalai range, Karur District. The other two institutions within the college campus use our Auditorium occasionally. Seminars, Workshops, Panel Discussion and Guest lectures are conducted here. On March 8<sup>th</sup> the International Women's Day, the girls and rural women from the locality are invited to our college and are given awareness programmes in our Auditorium.

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)

The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facility is provided in Secretary's room, Faculty room and Office room.

To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out. The management has provided an Aqua Guard connection to provide purified drinking water to students. Rain water harvesting tank also provide water when it is needed.

The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.

Awareness lectures on Health and Hygiene are organized to bring awareness among the students by experienced person namely Mr. Clement. The Library has a good number of books and magazines on Health Education. Student teachers are encouraged to go through the Health magazines effect of Herbal and Alternative Medicine. An exhibition was arranged on Herbals.

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.

The hostel is very close to the college and located in a calm and pollution free

environment. It can accommodate 100 students and at present there are 25 students.

There are 15 rooms, a prayer Hall, a dining hall, a store room and a kitchen. All the rooms are spacious and well furnished. A TV set and facilities for indoor and out door games are provided to the students for recreation. There are 18 toilets and 18 bath rooms, a place for washing and drying cloths.

Balanced food is provided to the students following the modern hygienic methods of cooking. Purified and boiled kaveri water is used for drinking purpose. Rooms and toilets are dusted, swept and mopped regularly using disinfectors by the sweepers and scavengers. The following facilities are provided to students

- Health checkups
- Sickroom
- Nurse
- First aid box
- Some tablets which may be used for common and simple health problems for urgent needs are available with the warden.
- Access to nearby hospitals.

## 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.

See Annexure

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

Apart from the regular lectures, the main hall of the college is used for the purpose of conducting seminars, workshops, guest lectures, awareness programs, exhibition of Teaching Learning material and also for conducting many co-curricular activities like stage performances, holding student council election etc.

Daily assembly of the college is conducted in the college ground and it is the most essential part of the all round development of the student. There is an open air theatre in the college for conducting college functions. If the teacher educator is using the participatory method, this hall is sufficient for formulating 10 groups each consisting of 10 students. As the strength of the college is 100, two sections are run in two different halls. Separate rooms are provided for each methodology subject i.e., Biological Science, Physical Science, Mathematics, Social Studies, Commerce, Tamil and English. Each laboratory is equipped with a good number of Audio-Visual aids purchased and prepared by students since the inception of the college. The laboratories

provide opportunity to the student trainees to work independently. One room is provided for SUPW where the articles prepared by the student trainees are preserved and exhibited.

Every year the main hall and lecture halls are used for conducting B.Ed. Terminal examinations.

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

As the institution is located amidst green fields and small hills on the outskirts of Thogamalai village, naturally it is free from noise pollution and external disturbances. A beautiful garden is maintained in the college campus which is looked after by the gardener appointed by the management. Trees like Asok, Coconut, Neem, Gulmohar etc. are grown all along the compound wall to keep the air and surroundings pollution free. The building is properly ventilated and waste bins are kept at several places to keep the college clean and pollution free.

4.3. Library as Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media computer services)?

Well – equipped library with good collection of books on education and related topics and with journals, periodicals, week-lies and dailies. The library has computerized catalogue.

2. What are the library resources available to the staff and students? (No.of books – volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access etc.)

The Library provides the following resources to the staff and students:

- |                                    |   |       |
|------------------------------------|---|-------|
| 1. No. of Books                    | - | 6,100 |
| 2. Total No. of Journals/Magazines | - | 39    |
| • International Journals           | - | 4     |
| • National Journals                | - | 15    |
| • Local Journals                   | - | 5     |
| • Magazines                        | - | 15    |
3. Audio and Video Cassettes along with apparatus
  4. Resource material and digital media such as CD ROMs, Micro Films etc.
  5. Internet facility is available in the computer lab

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.

Yes, the library has a committee. The library committee gives advices and suggestions towards the development of the library.

Advisory Committee for the Library during last three years:

2012-2013

1. Dr. Sr. Cordelia Mary - Secretary
2. Dr.K. Paulraj - Principal
3. Sr. Marywin - Member
4. John Olive Abitha - Student Representative

2013 – 2014

1. Dr. Sr. Cordelia Mary - Secretary
2. Dr.K. Paulraj - Principal
3. Sr. Marywin - Member
4. Miss. Maria Belina - Student Representative

2014 – 2015

1. Sr. Florence Mary - Secretary
2. Dr. K. Paulraj - Principal
3. Sr. Marywin - Member
4. Selvi. Xavier Prabha - Student Representative

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

Yes. The Library is equipped with one computer and printer.

Computerization of the following activities will be done.

- Opaque provision
- Lane connections found
- Lending of books, Purchase of books, Lending of Audio visual cassettes.
- Book Bank 562(1994-1999), 3. Stock verifications

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 is provided with computer.

6. Does the institution make use of Inlibnet / Delnet / IUC facilities? If yes. Give details.

No

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.)

Furnish the following details :

- |  |   |   |
|--|---|---|
| Working days of the library            | - | 200 days                                    |
| Working hours of the library           | - | 8 hours                                     |
| a) On Working days                     | - | From Morning 9.00 AM to<br>Evening 05.00 PM |
| b) On holidays and Government Holidays |   | treated as Holidays                         |

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

Circular is given by the librarian to all the staff members about the new arrivals and journals. The library has open access system, so the students immediately notice about new arrivals to the library. The new journals, magazines and periodicals are exhibited in the book shelf.

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

Yes, the institution library has a book bank. The books were supplied to the students who are in used.

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

To those who are not able to walk to the library, their friends are permitted to take books from the library to the visually challenged and physically challenged persons.

#### 4.4. ICT as Learning Resource

1. Give details of ICT facilities available in your institution. (Computer lab, Hardware, Software, Internet connectivity, access, audio, visual, other media and materials) and how the institutions ensure the optimum use of the facility.

The Computer laboratory of the institution is equipped with 31 computers for B.Ed. programme. The computers are connected by LAN and have internet connectivity through BSNL Broad Band Service. All computers have Windows XP Operating system and MS Office 2003 is installed. All systems have multi media facility and there Four printers available in the college.

**Hardware details:**

The details of the printers are:

- (1) HP Laser jet 1010
- (2) HP Deskjet 3900 Series
- (3) L&T dot matrix 360
- (4) HP Deskjet F300 Series
- (5) Optoma LCD Projector for Power Point Presentation
- (6) Novamat Made in Germany OHP Projector for lessons
- (7) Canon cyber shot camera
- (8) Bar coding printer

**The details of the speakers, mike, head phones, scanner and web camera :**

- (1) Creative 1800 watt speakers
- (2) Creative 250 watts speakers
- (3) Creative mike and 218 Philips Head phones
- (4) HP Scanner F380 with corresponding software
- (5) Logistic web camera 3200

**Software details:**

- (1) Windows – XP SP2
- (2) M S Office – 2003
- (3) Oxford Dictionary with CD
- (4) MS-Visual Foxpro
- (5) M S Photoshop
- (6) Corel Draw
- (7) Concern all Hardware Driver CDs

(8) The college uses the hardware and software technologies in all the programme.

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

A core paper III of B.Ed.course – i.e., Educational Innovation and Curriculum development and Elective paper on Computer in Education. The syllabus in the computer Education part consists of the introduction to computers, Basics of computers i.e.,MS Office and Ms Word. All the 100 students are trained in computers for at least 20 to 25 hours during the Bridge course. The computer lab is kept open from 09.00A.M. to 06.00P.M. during all the working days and the students have accessibility to the lab during the working hours.

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

The institution has been conducting a training programme in Computer Education for all the 100 students since 10 years. A qualified staff conducts the classes. The internet facility is extensively used by the staff and students to get information on related issues from the web sites.

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

The faculty members of the college are trained in computers and they are using them for their academic work.

The students are grouped in 4 batches each made of 25 with concerned methodology lecturer as guide. Student teachers are trained in computers for at least 20 to 25 hours. The students prepare lessons for Computer Aided Instruction keeping the pedagogical aspects in mind and with the perspective of value orientation. The students essentially prepare presentation material in multimedia for class room teaching. A comprehensive lesson plan and an implementation plan is prepared to communicate the strategies of teaching to student teachers so that they can use it for practice teaching and for reference. The topics are related to the school curriculum from Std. VI to X.

For the last three years on an average of 200 multimedia programmes with sub programmes are prepared by the students and are stored in CDs. The computers are available to the students with easy access so that they are encouraged to use it as and when they require. The students have access to the Internet so that they can search for extra information and get animated pictures to make their presentation dynamic. The aim of the college is to make the student teachers techno friendly, which is obviously seen when the course is completed.

The teacher educators use computers for teaching, making presentation in seminars and teaching about technology, in evaluation, maintaining records, communicating with the help of chat, e-mail and writing articles for publication.

#### 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.

Apart from the regular lectures, the main hall of the college is used for the purpose of conducting seminars, workshops, guest lectures, social service activities, (awareness programmes) exhibition of Teaching Learning material and also for conducting many co-curricular activities like stage performances, holding student council election etc.

Daily assembly of the college is conducted in the college ground and it is the most essential part of the all round development of the student. There is an open air theatre in the college for conducting college functions. If the teacher educator is using the participatory method, this hall is sufficient for formulating 10 groups each consisting of 10 students. As the strength of the college is 100, two sections are run in two different halls. Separate rooms are provided for each methodology subject i.e., Biological Science, Physical Science, Mathematics, Social Studies, Psychology and languages. Each laboratory is equipped with a good number of Audio-Visual aids purchased and prepared by students since the inception of the college. The laboratories provide opportunity to the student trainees to work independently. One room is provided for SUPW where the articles prepared by the student trainees are preserved and exhibited.

Every year the main hall and lecture halls are used for conducting B.Ed. terminal examinations.

Apart from the regular lecturers, the main hall of the college is used for the purpose of conducting seminars, work shops, guest lectures, social service activities, (arranged by social service organizations), exhibition of Teaching Learning materials and co-curricular activities like state performances, holding student council election etc.

Besides that the college Library, Physical Education equipment and Computer Labs are made use of by B.Ed. students regularly.

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?

Audio-visual material available in the college are:-

T.V., VCR, LCD, Number of audio-video cassettes on all subject.

Cassettes on phonetics of spoken English, good collection of power point presentation, CDs prepared by student teachers and tape recorders are available for language departments. Tape recorders are used by student teachers to develop listening comprehension. Students use tape recorders to teach picture composition to school students in language subjects.

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

There are subject wise departments/laboratories for all the methodology subjects i.e., Physical Science, Mathematics, Biological Science, Social Studies, English and Tamil – which are under the care of faculty members. Each department has sub committees with student representatives as members and the concerned faculty as coordinator. The requirements of the departments are identified, listed and placed before the Principal every year before the commencement of the academic year and the Principal in consultation with the management looks after the purchase of the required materials.

The Psychology Laboratory: Other than the methodology labs there is a psychology laboratory in the college. The psychology laboratory is well equipped with Psychological and Educational tests materials and the student teachers conduct different type of intelligence tests to school students. The student teachers have to prepare and submit the “Case study Record” of the child basing on the results obtained from the tests.

The college library also contains a good number of reference books, research journals, encyclopedias and dictionaries in Educational Psychology.

**The SUPW Room:** There is one project work by name cultural studies and SUPW project. The student teachers have to prepare one article either under Architecture, i.e., on sculpture painting, moulding or under Handicrafts like

Bead work, Bamboo work, Toy making, Preparation of domestic goods – clothing, Embroidary work etc. One room is kept for exhibition of SUPW articles prepared by the students.

**Physical Education Room:** All the play materials Indoor and Out door games are available in the physical education room.

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

Apart from the regular lectures, the multi purpose hall is also used for the purpose of conducting seminars, work shops, guest lectures, Teacher orientation programme, social service activities arranged by voluntary social service organizations, exhibition of Teaching Learning Material and many co curricular activities like stage performances, holding student council election etc.

All the methodology labs are also used as workshops for preparation of Teaching Learning Material.

The college gives importance to Physical Education and Sports as the college believes physical development is one of the aspects of the all round development of the child. The college conducts various games and sports to the students. Periods are allotted for Physical Education in the regular time table and students are free to play after the completion of the day's work.

The Physical Education room is equipped with items of indoor games i.e.,

Caroms, Chess, Chinese checker. The big play ground in the college campus is used for games like Shuttle, Volley ball, Tennicoit, short and long races, Badminton, throws, jumps and various fun games are conducted to students in the college campus. Students are also trained in Yoga, batch wise. Students are encouraged to take part in Inter Collegiate tournaments. Computers, Over Head Projector, Public Address System, Tape recorders are also used for various curricular and extra curricular activities.

5. Are the class rooms 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.

The class rooms have the provision to implement the new techniques of teaching like micro teaching and team teaching etc. All the rooms have electricity facility and the facilities for using advanced equipments i.e., Film strip projector, over head projector, LCD etc. The class rooms are spacious enough to carry out role plays, group discussions, debates, quiz etc.

#### 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 institution has been conducting a training programme in Computer Education for all 100 students since 10 years. The internet facility is extensively used by the staff and students to get information on related issues from the web sites.

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

The technological facilities available in the college are up to date. The college provides ample scope to utilize the information and communication technologies. It enables them to prepare multimedia presentations with necessary pedagogical inputs.

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

The college is located in a quite and peaceful atmosphere. The college building is well furnished and provided with all amenities. The rooms are spacious and well furnished with proper ventilation. The library and the laboratories are well equipped and are upgraded every year.

The technological facilities available in the college are up to date. The college provides ample scope to utilize the information and communication technologies. This enables them to prepare multimedia presentations with necessary pedagogical inputs. Power Point Presentation by students is the unique feature of the college.

## Criterion V: Student Support and Progression

### 5.1. Student Progression

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

From the very first day of starting the college we administer the pre test for the content for every method. And we use individual inventory to know the areas of the interest and their needs by arranging different skillful programming.

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

The campus environment is inspiring and conducive for education.

For recreation and information there are playground, council hall, computer lab, and library on the campus.

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?

Yes, drop out of a single trainee from the last five years

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?

For higher education and seeking services we provide enough guidance to the students.

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

- 18 % students go for higher education
- 80% students are employed for teaching
- 2% students are housewives

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

- The student teachers passing out of the institution are always welcome with their needs and suggestions. The institutional head and the faculty are ready to guide them regarding educational and vocational needs. The students are free to send their query through email and it is seen that they receive satisfying reply.

- They have access over several power point presentations developed by the institution and other educational software. They can also avail the other electronic devices in the institution with the permission of the head of the institution.
- They can also issue books, maps and charts from the library when in need for practice teaching.
- They are invited to attend the workshops/seminars organized by the institution.

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, We are providing campus /or placement services. There are 8 institutions visited our campus and interviewed 112 students out of them 92 were placed.

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

The placement service cell faces mainly the following difficulties:

The contact information of the students keeps on changing and hence much difficulty is experienced in tracing the past students.

The institution, through its alumni council, seeks to remain updated with the contact information of past students.

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

Yes,

The principals of practice teaching school demand for the candidates either personally or on telephone. The practice teaching schools of the campus give priority to our student teachers in process of recruitment.

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

The college helps to content the trainees by using personal relationship.

## 5.2 Student Support

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

For the implementation of the curriculum our institute has planned academic calendar. We arrange different type of activities and tests for achieving the knowledge of teacher students. From the very beginning part of starting the college our college guided to the new arrival students about our institution and all co-curricular activities, so, that the students get ready with the mentally preparation to do all curricular and co-curricular activities for achievements.

During whole year our student teachers who take part in all activities, our faculty

and head appreciate them with needful feedback. The college gives prizes, certificates and management gives 'Trophy' of the top level students in different tasks.

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

We take care for physically challenged students very sympathetically such as we make them sit on the first row so that they can see, hear and communicate with teachers

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

For the mentoring of the students we have teacher taught scheme. Academic guidance and counseling cell of the institution is also helpful.

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

Occasionally special meetings are conducted and the faculty members are guided by the secretary and the principal to enhance the effectiveness of the faculty in teaching and monitoring of students.

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 named [www.servite-bed.org](http://www.servite-bed.org) comprehensive information about the institution and its functioning and the documents of the land are given

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

Yes, Extra classes are arranged for low achievers.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and

b) Slow Learners are providing...

- The advanced learners are rewarded on the college annual and the slow learners are given special coaching

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

a) Academic Guidance and Counseling:

Institutional head and the teacher educators take deep interest in providing guidance and counseling to students.

b) Personal Counseling:

The college has set up a separate counseling center where students are provided guidance and counseling by the experts from outside. It is included in the responsibility of counselors to the various problems of the students and try to work out solution. Apart from this, needy students are adopted by teacher educators and are counseled personally so that students can overcome the hurdles and perform better. The institution maintains such an atmosphere where

students feel always free to approach any of the faculties to present her problem.

c) Career Counseling:

Through the counseling Cell, the students are provided with information regarding different institutions where they can join for higher studies. Information such as the validity of the institution, fee structure, eligibility criteria, location of the institution, other vocational courses etc. are provided to the students for advancement in their career.

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

Grievance redressal cell of our college works as effective internal grievances redressal machinery for the trainees and the staff. The cell provides tri party settlement services, that is exclusive members of staff, principal and management. The grievance in our college relating in admission procedure, transfer, hostel accommodation, leave work, study problems, adjustments, results, payment of fees assignments and welfare amenities etc. are solved through this cell. The system is comprehensive and flexible and has proved effective in promoting harmonious relationship between students and staff, employees and management.

## Status of students / staff grievances for the period 2010 to 2015

S.No.	Type of Grievance	Grievance out standing as on	Grievance received during the period	No. of cases disposed off	No. of cases pending on
1.	Bus Stop	Nil	16 <sup>th</sup> July 2013	1	Nil

Ours is a small institutional unit, so on necessity has been felt for setting up of formal machinery for redressal of the grievances of students or staff.

The academic guidance and counseling centre and student council are helpful to this cell.

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

The progress of the candidates at different stages of programmes is monitored and advised through individual guidance programme. Teacher- taught scheme academic guidance cell and feedback follow up programmes of each activity of the institution.

**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?**

We arrange ten days school visits to develop observation skills of the trainees.

Before beginning the practice teaching, our college organize micro teaching lessons as a preparation, guidance programme and practice teaching workshops are organized constant feedback and follow – up support.

### 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.

The Alumni Association of Servite college of Education was founded by; Sr. Cordilia Mary in the year 2006. The activities undertaken by Alumni Association are as follows:

- Felicitating the students obtaining higher achievement in education.
- Organizing get together and cultural functions.
- To be helpful to various committees of the college.
- Felicitating the students obtaining higher position in their career.
- To offer their services in educational and co-curricular programmes of the college.
- At present the Alumni association is in an initial stage, but it will extend its activities in future.

See Annexure

## Top Eight Alumni occupying prominent position

S.No.	Name of Alumni	Designation	Name of the Institution
1.	Mrs. Jancy	PG Assistant	Little Flower Girls' Hr. Sec. School, Manaparai
2.	Mrs. Mary Manohari	Asst. Professor in Tamil	Servite Arts and Science College for Women, Idaiyapatti
3.	Miss. Selva Prabha	P.T.Assistant	Sirumalar Hr. Sec. School, Madurai
4.	Miss. Jenifer	P.T.Assistant	Amala Hr. Sec. School, Musiri
5.	Miss.T.Gloria	P.T.Assistant	Government School, Manaparai
6.	Mrs. Alwin Mary	Asst. Professor in Physics	St. Joseph's College, Trichy
7.	Miss. Jency	Asst. Professor in Physics	Holy Cross College, Trichy
8.	Miss. Amala Maragadham	Head Mistress	St. Joseph's Hr. Sec. School, Dindigul

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

Our institution encourages students to participate in extra curricular activities including sports and games as under.

Every year our students take part in cultural activities and have got good achievements also. Such as-

1. In 2013-2014 our students participated in the District and University Cultural Competitions.
2. Every year the students participated in the alienation competitions conducted by Aringar Anna and awarded with prizes

### Games :

Every year our institute celebrates sport day. Our students participate in different types of games such as Volly Ball, Badminton, Tennis, running race etc. and got good scores in it. We take care and appreciate them for participation and good performance. The institute offers prizes and shields.

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

See Annexure

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 for self governance and leadership training. To conduct various activities there are 8 committees in the council.

- Governing Body
- Academic Council

- Finance Committee
- Planing & Evaluation
- Internal Quality Assurance Cell
- Students Council
- Grevence Cell
- Admission Committee

The functions of students Council are -

- To help in organization and management of the institute. Their participation is in decision making.
- To be helpful in the solution of the problems and redressed.
- To motivate classmates for their involvement in various activities. To help in learning activities.

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

Institution has made provision for student representation in:

- Students' Council
- Alumni Association
- Women's Development Cell
- Grievance Redressal Cell
- Students' Magazine committee
- Prayer Assembly committee
- Cultural Activities committee

- Extension Activities committee
- Sports committee
- Tours/visits committee

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

#### 5.4 Best Practices in Student Support and Progression

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

The progress of the candidates at different stages of programmes is monitored and advised through individual guidance programme. Teacher – taught scheme academic guidance cell and feedback follow up programmes of each activity of the students.

## Criterion VI : Governance and Leadership

### 6.1. Institutional Vision and Leadership

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

The Purpose 'Vision, mission and values of this institution are as under.

#### Our vision

The integral formation of committed, skilled and empowered women teachers who would transform the society by moulding the students with good values and excellent learners.

#### Our Mission

Servite College of Education strives to achieve excellence through hard work and genuine discipline to realize our core values which are love, compassion, respect for God's creation, moral integrity, women empowerment and perfect professional skills.

#### Our Values

Developing national integration and international understanding Developing Discipline, Dedication, innovation, morality and love. To implant in the mind the awareness and importance of environment

### Aims and Objectives

1. The specific objectives are to enable the trainees to acquire knowledge and techniques of teaching skills related to effective communication to learn methods of teaching and to prepare teaching aids.
  2. To make it possible for the women teacher trainees to have great and noble vision and help them to realize their visions into realities and to blossom into dedicated and committed teachers who can be agents of social transformation.
  3. To inculcate in them spiritual and moral values which in turn will be transmitted to their students.
  4. To empower the women society, to uplift them and make them self reliant.
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.
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.)

The managing committee of management and governing body of the institution, visit the institution and look after the up keeps of the institution and encourage

the staff by incentives. It becomes clear through the monitoring feedback mechanism chart.

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 and the head of the institution distribute the task and assign the responsibility to the staff with their appointment and in the beginning of the every year.

The responsibilities are clearly and precisely defined by the head of the institution.

Work load is equally distributed by the head of the institution.

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?

Feedback obtained through Self-Appraisal form, teacher's Performance Appraisal by Students, Physical verifications and meetings at various levels-the principal and faculty, faculty and students, principal and the students- records of all is maintained and made available for review as and when required.

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

For achieving vision / mission and goals the college provides effective leadership. The management encourages the staff by providing feedback constantly and continuously.

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 by providing feedback in the functions and motivates them for improving the quality.

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 college is affiliated to T.N.T.E. University, due to which it follows the curriculum of T.N.T.E. University. The management and the college make an effort to equip the students with the latest technology to grasp the curriculum in the best possible manner. In order to bring out the inherent abilities of the students, they are provided ample opportunities through the curricular and co-curricular activities.

The principal is taking the decisions with the consultation of the Secretary. Secretary and principal make efforts for the selection of qualitative staff; availing technological and other facilities; maintenance of the availed facilities and mobilizing the same for optimum use; monitoring progress of the staff and monitoring performance of the students seeking gradual improvement.

## 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.

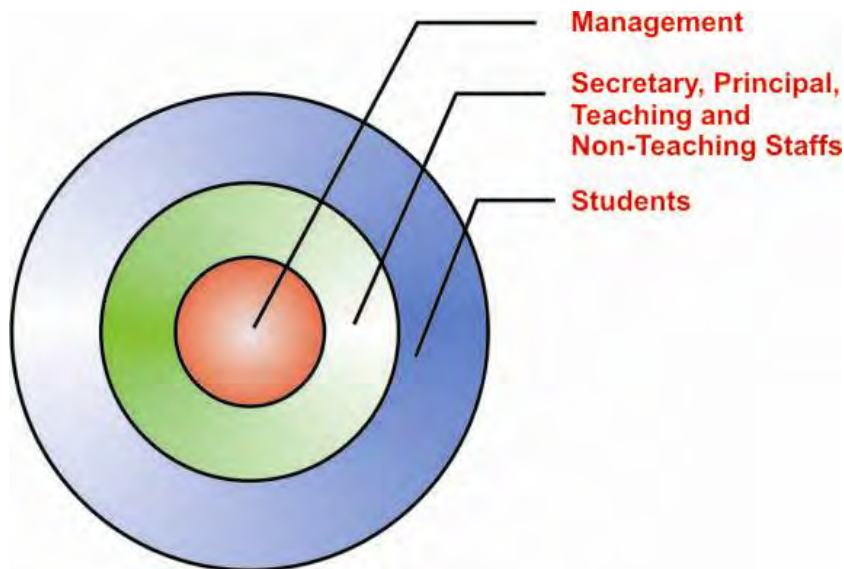
We have constituted the following committee.

- (1) Administrative And Monitoring Committee
- (2) IQAC
- (3) Academic Guidance And Counseling Cell.
- (4) Grievance Redressal Cell.
- (5) Carrier Information And Placement Cell.
- (6) Library Advisory Committee
- (7) Literacy Association,
- (8) Sports & Tour Association
- (9) Cultural Association
- (10) Student Council Comprising

The Following Committees

- a) Prayer Committee
- b) Cultural Committee
- c) Social Activity Committee
- d) Creative Activity Committee
- e) Sports & Tour Committee
- f) Library Committee

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



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

It include faculty in its administration specially on admission and conducting internal examination

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

To improve the quality of educational provisions of the institution, attempt is made to obtain feedback from the heads of practicing schools and from the academic peers. The college tries to incorporate the suggestions of the school authorities for the planning during the year and for the improvement in the quality of education.

4. 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 uses various data and information from the feedback in decision making and performance improvement.

5. 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 following are the institutions initiatives in promoting co-operation, sharing of knowledge, innovations and improvement of the faculty.

- Team work
- Staff meeting
- Faculty exchange programme
- Enrichment of the library
- Motivation and encouragement by the head and management.
- Attending seminars / orientation and refresher programmes by the faculties.

### 6.3. Strategy Development and Deployment

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

- No

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

Not Applicable

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

The needed resources are sought and obtained from the management.

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

In the beginning of the year we prepare academic calendar following the T.N.T.E. University academic calendar. Thus we prepare our annual academic plan concerning the school teachers, faculties and administrators.

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

The curricular objectives have been printed along with the curriculum courses. The institutional objectives have been published in the institution prospectus. The goals and objectives of the institutions have been highlighted on display boards.

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

The vision, mission and implementation plan are monitored, evaluated throughout the year and revised every year.

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

According to demand and trend our institution plan and deploy the new technology include in curricular.

#### 6.4. Human Resource Management

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

We identify the faculty development needs and career progression of the staff by academic diary, self – appraisal report and staff profile.

At the end of academic year we try to get above data from faculty and we identify the progress of the staff.

The institution will find out the data of the staff and will try to identify that how many orientation workshops, national & international conferences, orientations and refreshers courses have been attended by them.

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 uses self - appraisal reports of the teacher feedback of students and peers to improve research, teaching and services.

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

For the welfare of the staff well being satisfaction and motivation, our institution has provisions of endowment funds.

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, our institution has conducted staff development programme for skill up-gradation for teaching and non- teaching staff.

Our institution has conducted two orientation programme for the personality &

teaching skill development of the staff and task orientation of the non-teaching 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 procedure of the recruitment of the staff is followed by the T.N.T.E. University, Chennai. The post for the staff are advertised with the all details in the leading newspapers and the staff has been selected by the management.

The recruitment of staff is as per the rules and the regulation of state government, T.N.T.E. University, N.C.T.E. norms and U.G.C. guide lines.

Salary according U.G.C. and N.C.T.E. norms.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

Not Applicable

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, workshops, etc. and supporting membership and

active involvement in local, state national and international professional associations).

Our management is positive towards staff development programmes. The management and head of the institution motivate and encourage the staff to improve their qualification and take part in seminar, workshop and conferences.

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

The sitting arrangement of the faculties and instructional space are well maintained and inspiring to carry out their work effectively.

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

We have grievance Redressal cell for faculty and other stake holders to seek information and make complains, suggestions box and visitor's book is maintained, parents feedback is also sought.

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 work load policy and practices for demand of sustain and development

professional and administrative activities including teaching, assessment, working with schools etc. are planned in the beginning with seating together, so that workload can be distributed equally according to the staff ability.

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

Yes, our management motivates staff members to further studies our 2 member of faculty got Ph.D. degree and 5 members of faculty have got the M.Phil degree.

#### 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

No, ours is a self financed institution that is why there is no provision from government.

The sources of income is only tuition fees.

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

Not Applicable

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

Yes, our operate budget is enough to fulfill adequate routine requirement. If the budget is deficit the financial support of management is sought.

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

The budgetary resources to fulfill the missions and offer quality programme

See Annexure

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,

See Annexure

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

Yes. Tally 9 is installed

## 6.6 Best practices in Governance and Leadership

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

Our faculty members and trainees participate in various activities and programme conducted by government of Tamil Nadu and other colleges.

Every year our trainees participated in 'Adult literacy Programme' during the block teaching & Internship.

## 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.

The Institution has established IQAC in the year 2010.

Major Activities of IQAC:

- To examine the practices followed by the units of the Institution.
  - To promote, design, develop and monitor quality assurance activities of the college.
  - To get an overview of the quality practices of an Institutions.
  - To promote quality consciousness and contributions of all units and functionaries of the Institution.
2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The achievements of goals and objectives by the Institution are as under.

The evaluation scheme of our Institution has constant and comprehensive.

T.N.T.E. University provides the following evaluation scheme.

We plan activities to develop and test the skills of the trainees. We have three dimensional programme of evaluating a trainees' performance , that is self

evaluation, cross evaluation and teacher evaluation. We plan various tests such as weekly unit tests, terminal tests, Preliminary tests, post- preliminary test for the assessment of the students' knowledge, skill and attitude. We have our schedules of practical work and co-curricular activities to test their skills and performance. To be able to guide the student teacher in proper way, we administer pre-tests, post- tests, aptitude tests and use individual inventory, every activity is followed by the feedback of peers and teachers and implementation of this feedback is reflected in further planning and performance.

The student teachers are well informed and guided at the beginning of the first term regarding objectives of the curricular, course of study, evaluation scheme and format of question paper.

### 3. How does the institution ensure the quality of its academic programmes?

The institution maintains the quality of its academic programmes by establishing.

- Team Work
- IQAC
- Preparing Academic Calendar
- Weekly Planning
- Work Distribution
- Leadership training
- Task energy & time management
- Constant and comprehensive evaluation
- Feedback & remedial programmes

4. How does the institution ensure the quality of its administration and financial management processes?

- By preparing financial records are audited.
- Adopting managerial principle in the administration.
- Getting feedback from the students, staff, management & guest visitors.

5. How does the institution identify and share good practices with various constituents of the institution.

The institution ensures the access to the various information on organization performance to various stakeholders through institution's prospects. Annual magazine, publishing news in leading news paper and through self appraisal reports of institution. The institution identify and share good practices with various constituents of institution in the meeting of staff council in staff meetings, in prayer assembly and during individual counseling. Remarkable activities are reflecting in various news papers.

## 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 institution ensures that the teachers are updated on the policy directions and educational needs of the schools by observations and comprehensive evaluation of the enrichment, at the end of the year by the teachers. Our institution motivates and encourage the staff to improve their qualification and they take part in seminar, workshop, refresher and orientation etc.

The institute distribute the task and assign the responsibilities to the teacher with their appointment and in the beginning of the every year.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The Servite College of Education for Women is only for women.

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.

The various activities envisioned in the curriculum to create learning environments. Every year our trainees take part in social activities which is held by Government or NGOs. The programme arranged under taken by Government & NGOs. Such as adult literacy and different social activities as per allotted by school or village.

At the time of practice lesson our trainees have performed different programmes such as street play cultural & Social activities at the village.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

By providing them training of the use of various multi sensory teaching methods and use of appropriate teaching aids. For this we have guidance period in the time table. Regular feedback after every practice teaching session also helps

them for the same. Along with this to give the vast exposure to the students so that all round personality can be developed through various activities like news reading, speech, action song, role play, act dramas, song-singing, performing in assembly etc.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Nil.

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)?

This is a college of women so that there is no need of it.

### 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 institution ensures the access to the various information on organization performance to various stakeholder through institution's prospectus. Annual magazine, publishing news in leading newspaper and through self appraisal reports of institution. The institution identify and share good practices with various constituents of institution in the meetings of student council in staff meetings, in prayer assembly and during individual Counselling.

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?

We try to get feedback from the staff and stack holders students of the schools and principals of the schools for bringing qualitative improvement.

As above

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?

Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

**Mapping of Academic Activities of the Institution**

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation	█	█	█																																	
Theory					█	█			█			█															█	█								
Tutorials/ Seminars							█																													
Sessional Work - Tests & Assignments										█																				█	█					
Practical Work																																				
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations										█	█	█	█	█	█	█	█	█	█	█	█															
Practice Teaching/ Internship																																				
Co-curricular Activities																																				
Working with community/ project work																																				
End-Term Examination																																				

Declaration by the Head of the Institution

I certify that the data included in this Self – Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions and no part therefore has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

  
PRINCIPAL  
Servite College of Education for Women  
Thetkuppallam - 621313,  
Thogamalai-Post, Karur-Dt.

(SR. POORANA SHEELA)  
PRINCIPAL

Annexure – I

ABOUT THE COLLEGE

Our College:

Servite College of Education for Women is run by the sisters of the Congregation of Mother of Sorrows Servants of Mary. It is an indigenous Congregation started on 8<sup>th</sup> December 1854 by five young Tamil Girls at Tiruchirapalli. The main apostolate of our Congregation is Education. We have served in the field of Education for more than 160 years in India and 40 years in abroad. We run schools from Pre Primary up to College and special schools for Blind, Deaf & Dumb and Drop outs. Our main focus is children and women who need more care and attention. We aim at quality education which depends on efficient teachers. The purpose of this College of Education is to form efficient and dedicated teachers with good moral values with this aim we started this college on 27.12.2005.

The Vision of this college :

The integral formation of committed, skilled and empowered women teachers who would transform the society by moulding the students with good values and excellent learners.

Our Mission:

Servite College of Education for Women strives to achieve excellence through hard work and genuine discipline to realize our core values which are love,

compassion, respect for God's creation, moral integrity, women empowerment and perfect professional skills.

**Aims and Objectives:**

The general aim of our college of Education is the transformation of the society through selfless trained women teachers in all levels.

- The specific objectives are to enable the trainees to acquire knowledge and techniques of teaching skills related to effective communication to learn methods of teaching and to prepare teaching aids.
- To make it possible for the women teacher trainees to have great and noble vision and help them to realize their visions into realities and to blossom into dedicated and committed teachers who can be agents of social transformation.
- To inculcate in them spiritual and moral values which in turn will be transmitted to their students.
- To empower the women society, to uplift them and make them self reliant.

**Strategies**

1. Awareness Programmes to realize womens' dignity and talents.
2. Learning methods of teaching through intensive practice teaching.
3. Guest lectures and seminars.
4. Use of Educational Technology and Language lab.
5. Co-Curricular and extra curricular activities.
6. Exposure Programmes Educational tours and celebration of important days.

## Special Features

### 1. Library

- The College is known for a well equipped Library. Books may be obtained on loan.
- Books thus obtained on loan should not be kept for more than 15 days. Any one not returning the borrowed books in time will be liable to be fined.
- The transference of books from one another is not allowed.

### 2. Sports and games

Participation in sports and games is made compulsory. In addition to theoretical lectures demonstrations are conducted by Physical Director.

### 3. S.U.P.W.

The Art and Craft instructor prepares the students for Socially useful Productive Work Programmes.

### 4. Clubs

Subject Clubs are organized for enrichment of knowledge and development of talents.

### 5. Talent Programmes and Seminars

Opportunities are provided for the development of the talents of the students throughout the year. In addition to the regular academic programmes, Seminars and work shops are also organized, inviting experts from different fields.

## 6. Human Resource Development (HRD)

This programme aims at developing an integrated personality with positive thinking and creativity of the individuals and making them aware of their own potential. It prepares them to lead a fruitful and successful life in a pluricultural, multi-religious and competitive society.

## 7. Computer Education

Our Computer centre has 31 computers with latest configuration. The B.Ed. students are given training in using computer softwares. The centre offers a course on computer application and arranged practicals after class hours. The students are given opportunity to use the computers during holidays.

## 8. Hostel

The college has a well equipped hostel which creates congenial atmosphere for academic, spiritual and physical growth.

This is the fifth year of its existence. In this short period, the college has earned a good name in and around Thogaimalai.



**SERVITE COLLEGE OF EDUCATION  
FOR WOMEN**

Thogaimalai - 621313, Karur Dt.

( A unit of the Congregation of Mother of Sorrows Servants of Mary)  
Nationally Accredited with 'B' grade by NAAC  
UGC Recognised



**COLLEGE CALENDAR  
2014 - 2015**

**TIME TABLE**

DAYS	1	2	3	LUNCH BREAK			4	5	6
SAT									
FRI									
THU									
WED									
TUE									
MON									



**SERVITE COLLEGE OF EDUCATION FOR WOMEN**  
 Therkupallim, Thogaimalai - 621313, Karur Dt.-621 313.

**Personal Data**

Name : .....

Course : .....

Subject Group : .....

College No. : .....

Hostel No. : .....

Room No. : .....

Date of Birth : .....

Blood Group : .....

Home Address : .....

Phone : .....

Any Other : .....

Particulars : .....

**A Teacher is**

**T**houghtful  
**E**nterprising  
**A**ppreciative  
**C**aring  
**H**elpful  
**E**nlightening  
**R**esponsible

"The Teacher affects eternity;  
 one can never tell  
 Where his influence stops."  
**Henry Adams**

Education is an admirable thing, but it is well to remember from time  
 to time that nothing that is worth knowing can be taught.  
**Oscar Wilde**

A good teacher is one  
 who can give  
 good concrete examples  
 to reinforce her teaching

**Teachers are to students what sun-shine is to flowers.**

**STUDENTS' PRAYER**

Oh God ! The origin of all knowledge, bless our studies, which we consecrate to you. Enlighten our minds, strengthen our memories and direct our will, towards what is right.

Teach me how to learn wisely and well.  
 Help me to master the subjects I need to study  
 Help me to remember how fortunate I am  
 To be able to study, to grow in knowledge  
 Help me to be diligent, without undue ambition,  
 And successful, Without worshipping success.  
 Teach me to give each task  
 Its rightful Place.  
 And use my talents to the best of my ability

Give me a vision larger than my studies  
 And greater than my individual success  
 Teach me to use my opportunities gratefully,  
 Develop my talents responsibly,  
 And place my learning  
 At the Service of truth and justice.

Bless our Teachers who impart knowledge to us. Bless our parents who undergo all hardships inorder to give us good education. Help us to be moulded into good and efficient teachers. Be with us always and give success in all our efforts, Amen.

LEAVE TAKING				
Name	Group/ Subject	Date	Reason	Signature



LATE COMING			
Name	Date	Time	Signature of Principal

35

### NATIONAL ANTHEM

Jana gana mana adinayaka jaya he  
 Bharatha bhagya - vidhata  
 Punjaba Sindhu Gujarata Maratha  
 Dravida Utakala Banga  
 Vindhya Himachala Yamuna Ganga  
 Uchchala jaledhi taranga  
 Tava shubha name jage; Tava shubha asishia maga  
 Gahe tave jaya gatha.  
 Jana gana mangala - dayaka jaya he  
 Bharatha bhagya - vidhata,  
 Jaya he, jaya he, jaya he,  
 Jaya jaya jaya jaya he!

### தமிழ்த்தாய் வாழ்த்து

நீயாரும் கடலுடுக்க நிலையத்தைக் கொழிவொழுவும்  
 சீயாரும் வறண்டமனாத் தீகழ்புரதக் கண்டயிதில்  
 வறக்கனமும் அதிற்சிறந்த தீரவிடநல திருநாளும்  
 தக்கசிறு பிணையத்தும் தரித்தராயுந் திலகமும்  
 அத்திலை வாசனைப்போல் அனைத்துலகும் இன்பமுற  
 எத்திணையும் புலம்பணைக்க இடுந்தபெருந்

தமிழணர்வே! தமிழணர்வே!

உள்ள சீரினமைத் திறும்வியந்து  
 வசயல்முற்று வாழ்த்துமே! வாழ்த்துமே! வாழ்த்துமே!

— பெரிய மனோமணிபயம் பெருந்தமிழ்சேனா

6

LATE COMING			
Name	Date	Time	Signature of Principal

34

### தேசிய ஒருமைப்பாட்டு உறுதி மொழி

இந்தியா என் தாய் நாடு. இந்தியர் அனைவரும் என் உடன்  
யிறந்தவர்கள்.

நாட்டின் உரிமை வாழ்வையும் ஒருமைப் பாட்டையும் பேணிக்கொண்டு  
வலுபடுத்த செயல்படுவோன் என்று உளமார நான் உறுதி கூறுகிறேன்.

ஒருபோதும் வன்முறையை நாடுள் என்றும், சமயம், மொழி, வடாற்காடு  
முதலியவை காரணமாக எழும் வேறுபாடுகளுக்கும், பூசல்களுக்கும், ஏழையை  
அரசியல் பொருளாதாரக் கைறபாடுகளுக்கும், அமைதி நெறியிலும்  
அரசியல் அமைப்பின் வழியிலும் நின்ற தீர்வு காண்போன் என்றும் நான்  
மேலும் உறுதிபலிக்கிறேன்.

வந்தே மாதரம்!

7

**Our Congregation :**  
 Servite College of Education for women is run by the sisters of the Congregation of Mother of Sorrows Servants of Mary. It is an indigenous Congregation, started on 8th December 1854 by five young Tamil Girls at Tiruchirappalli. The main apostolate of our Congregation is Education. We have served in the field of Education for more than 150 years. We run schools from Pre-Primary up to College and special Schools for Blind, Deaf and Dumb and Drop outs. Our main focus is children and women who need more care and attention. We aim at quality education which depends on efficient teachers. The purpose of this College of Education is to form efficient and dedicated teachers with good moral and spiritual values.

**Servite Education :**  
 The aim of Education is the transformation of the society. In higher education we focus on the blossoming of women's dignity. This is done with the spirit of fraternity, equality and responsibility. We try to imbibe compassion, the charism of our Congregation in our life and in the life of the students and make it permeate throughout the campus.

**Our Vision :**  
 The integral formation of committed, skilled and empowered women teachers who would transform the society by moulding the students with good values and excellent learners.

**Our Mission :**  
 Servite College of Education strives to achieve excellence through hard work and genuine discipline to realise our core values which are love, compassion, respect for God's creation, moral integrity, women empowerment and perfect professional skills.

JUNE - 2015	
Date	Day Information
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 Holiday
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
27	Sat
28	Sun Holiday
29	Mon
30	Tue
Total Number of Working Days - 25	
<i>The Foundation of every nation is the education of its youth.</i>	

**MAY - 2015**

Date	Day	Information
1	Fri	
2	Sat	
3	Sun	Holiday
4	Mon	
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	Holiday
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
Total Number of Working Days - 25		
<i>A harvest of peace is produced from a seed of commitment.</i>		

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**Motto and Logo :**

The motto of the College is "Awake Empower Liberate". The College will help women teacher trainees to wake up from their slumber for reclaiming their dignity as women.

The patron of our college is Mary, the Mother of Sorrows. She is blessed among women and the role model for all human beings especially for women. Throughout her life she lived very close to God and at the same time she had love and concern for others especially towards all. She is the seat of wisdom. She taught to Jesus, the son of God. She was also the best disciple who was ready to learn not only from God but from each and every situation of her life. This visionary Lady is shown as model to be imitated by the teachers and students.

**Strategies:**

1. Awareness Programmes to realise women's dignity and talents.
2. Learning methods of teaching through intensive practice teaching
3. Guest lectures and seminars.
4. Use of Educational Technology and Language lab.
5. Co-Curricular Technology and Language lab.
6. Exposure Programmes Educational tours and celebration of important days.

**Aims and Objectives :**

The general aim of our College of Education is the transformation of the society through selfless trained women teachers in all levels. The specific objectives are to enable the trainees to acquire knowledge and techniques of teaching skills related to effective communication to learn methods of teaching and to prepare teaching aids.

To make it possible for the women teacher trainees to have great and noble vision and help them to realize their visions into realities and to

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blossom into dedicated and committed teachers who can be the agents of social transformation.  
 To inculcate in them spiritual and moral values which in turn will be transmitted to their students.  
 To empower the women society, to uplift them and make them self reliant.

**Buildings :**

In the midst of mountains along the Manapparai - Kulithalai Road, there are two storied L shaped spacious Lecture halls, Laboratories, Seminar Halls, Multi purpose Hall, Auditorium and well equipped Library.

**Admission :**

All qualified women students are admitted irrespective of Caste, Creed, Economic and Social status.

**Eligibility :**

Candidates with the following marks in the Bachelor's Degree are eligible for admission to the course.

Community / Category	And above
OC	50%
BC	45%
MBC / DNC	43%
SC/ST	40%

**Course Details :**

The Course of study is one academic year consisting of 200 working days. It is offered on full time basis only for female graduates and post graduates. The College is affiliated to Tamil Nadu Teachers Education University, Chennai.

**APRIL- 2015**

Date	Day	Information
1	Wed	
2	Thu	Mahavir Jeyanthi - Holiday
3	Fri	Good Friday - Holiday
4	Sat	
5	Sun	Easter
6	Mon	
7	Tue	
8	Wed	
9	Thu	
10	Fri	
11	Sat	Holiday
12	Sun	Holiday
13	Mon	
14	Tue	Tamil New Year- Holiday
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	

Total Number of Working Days - 22  
 Giving is the only proof you have conquered greed.

MARCH - 2015	
Date	Day Information
1	Sun Holiday
2	Mon
3	Tue
4	Wed
5	Thu
6	Fri
7	Sat
8	Sun Women's Day Celebration Holiday
9	Mon
10	Tue
11	Wed
12	Thu
13	Fri
14	Sat Holiday
15	Sun Holiday
16	Mon
17	Tue
18	Wed
19	Thu
20	Fri
21	Sat Telugu New Year Day
22	Sun Holiday
23	Mon
24	Tue
25	Wed
26	Thu
27	Fri
28	Sat
29	Sun
30	Mon Holiday
31	Tue
Total Number of Working Days - 24 Search for merits within and merits in others.	

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PROGRAMME CONTENT:
<b>DETAILS OF COURSES INCLUDED IN THEORY COMPONENT</b>
<b>(I) CORE COURSES</b>
1. Education in the Emerging Indian Society
2. Psychology of Learning and Human Development
3. Educational Innovations and Curriculum Development
<b>(II) ELECTIVE COURSE</b>
A student shall choose any ONE of the elective courses offered by the college.
1. Environmental Education
2. Guidance and Counselling
3. Computers in Education
<b>Note:</b>
For all the Elective courses opted by the students, the students should do MINIMUM OF FIVE subject specific field based activities for each elective course during the course of study.
<b>(III) OPTIONAL COURSES</b>
Each undergraduate has to study 1 <sup>st</sup> optional course based on their parent disciplines teaching methodologies. The 2 <sup>nd</sup> optional course should be English / Tamil / Urdu.
However, in the case of English (B.A. and M.A. English Literature), Tamil (B.A. B.Lit. & M.A. Tamil Literature) and Urdu (B.A. and M.A. Urdu) candidates, their optional I will be innovations in Teaching English / Tamil and optional II will be Content and methods of Teaching English / Tamil / Urdu. Post Graduate candidate has to study Optional - I and Optional -II papers based on their major subjects in PG only.

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தமிழ் கற்பித்தலில் புதுமைகள்  
 புதுமுகங்கள் மற்றும் தமிழ் கற்பித்தல்  
 Innovations in the Teaching of English  
 Content and Methods of Teaching English  
 Content and Methods of Teaching Mathematics  
 Content and Methods of Teaching Physical Science  
 Content and Methods of Teaching Biological Science  
 Content and Methods of Teaching Computer Science  
 Content and Methods of Teaching History  
 Content and Methods of Teaching Commerce  
 Innovations in the of Teaching Commerce

**WEIGHTAGE GIVEN FOR THEORY COMPONENT**  
 Mark wise weightage given to three Core Courses, two Optional Courses and one Elective Course is given below

Sl.No.	Theory Component	Title of the papers	Maximum Marks(100)
I	Core Courses	Internal Marks	External Marks
1.	Education in the Emerging Indian Society	20	80
2.	Psychology of Learning and Human Development	20	80
3.	Educational Innovations and Curriculum Development	20	80
II.	Elective Course		
	Any one of the Electives given in the list	20	80
III.	Optional Courses		
1.	Optional I	20	80
2.	Optional II	20	80
IV	General		
i)	Life Skills Course	Mark wise weightage is not given.	
ii)	First Aid not given.	It is only for internalizing all the life	
iii)	Moral and Value Education system	related skills, First Aid, Moral and Value	
<b>Total weightage for Theory Component</b>			<b>600</b>

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**FEBRUARY- 2015**

Date	Day	Information
1	Sun	Holiday
2	Mon	
3	Tue	
4	Wed	
5	Thu	
6	Fri	
7	Sat	
8	Sun	Holiday
9	Mon	
10	Tue	
11	Wed	
12	Thu	
13	Fri	
14	Sat	Holiday
15	Sun	Holiday
16	Mon	
17	Tue	
18	Wed	
19	Thu	
20	Fri	
21	Sat	
22	Sun	Holiday
23	Mon	
24	Tue	
25	Wed	
26	Thu	
27	Fri	
28	Sat	
		Total Number of Working Days - 24
		Your future begins with whatever is in your hands today.

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JANUARY- 2015		
Date	Day	Information
1	Thu	New Year -Holiday
2	Fri	College Reopens
3	Sat	
4	Sun	Holiday
5	Mon	
6	Tue	
7	Wed	
8	Thu	
9	Fri	
10	Sat	Holiday
11	Sun	Holiday
12	Mon	
13	Tue	Pongal Celebration
14	Wed	Pongal
15	Thu	Thiruvalluvar Day
16	Fri	Uzhavar Thirunal
17	Sat	
18	Sun	Holiday
19	Mon	
20	Tue	
21	Wed	
22	Thu	
23	Fri	
24	Sat	
25	Sun	Holiday
26	Mon	Republic Day
27	Tue	
28	Wed	
29	Thu	
30	Fri	
31	Sat	

Total Number of Working Days -22  
*Planning is the starting point for any goal that you possess.*

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**WRITTEN EXAMINATIONS**

The written examinations will be conducted by the university after the completion of 200 working days. The written examinations will be held for three Core Courses, one Elective Course and two Optional Courses.

Each theory course question paper will be designed for 3 Hours duration which consists of Section A, Section B and Section C with the number of questions and allotment of marks as described below.

Section	Type of Questions	Marks	Total Marks	Maximum word limit for each answer
A	Very Short Answer Type Questions with open choice (Any Ten Questions out of Twelve Questions)	10 x 2	20	50 words for each question
B	Short Answer Type Questions with open choice (Any Six Questions out of Eight Questions)	6 x 5	30	200 words for each question
C	Essay Type Question with Internal Choice (Two Essay Questions)	2 x 15	30	600 words for each question
<b>Total Marks</b>			<b>80</b>	

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COMPONENTS OF INTERNAL ASSESSMENT		MAXIMUM MARKS
<b>S.NO COMPONENT</b>		
<b>1. TESTS</b>		5
	(Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 5)	
<b>2. ATTENDANCE</b>		5
	(Weightage for Attendance: 85% and above - 5marks 80% to 84% - 4 marks 75% to 79% - 3 marks Less than 75% - No marks)	
<b>3. ASSIGNMENTS</b>		5
	(Aggregate of marks obtained by each candidate in minimum 2 Assignments converted into 5)	
<b>4 SEMINAR (Minimum one)</b>		5
<b>TOTAL</b>		<b>20</b>
<b>Passing Minimum for Written Examination</b>		
Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each of the six courses, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.		

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DECEMBER - 2014		
Date	Day	Information
1	Mon	
2	Tue	
3	Wed	
4	Thu	Teaching Practice Ends
5	Fr	
6	Sat	
7	Sun	Holiday
8	Mon	
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	Holiday
14	Sun	Holiday
15	Mon	
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	Holiday
22	Mon	Christmas Holidays begin
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	
28	Sun	
29	Mon	
30	Tue	
31	Wed	
		Total Number of Working Days - 18
<i>The secret of your future is hidden in your daily routine.</i>		

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**NOVEMBER - 2014**

Date	Day	Information
1	Sat	All Saints Day
2	Sun	Holiday
3	Mon	
4	Tue	Moharam -Holiday
5	Wed	
6	Thu	
7	Fri	
8	Sat	Holiday
9	Sun	Holiday
10	Mon	
11	Tue	
12	Wed	
13	Thu	
14	Fri	
15	Sat	
16	Sun	Holiday
17	Mon	
18	Tue	
19	Wed	
20	Thu	
21	Fri	
22	Sat	
23	Sun	Holiday
24	Mon	
25	Tue	
26	Wed	
27	Thu	
28	Fri	
29	Sat	
30	Sun	Holiday
Total Number of Working Days - 23 <i>Nobody is ever as they first appear.</i>		

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**PRACTICAL EXAMINATION**

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 40 working days teaching practice and three months prior to the commencement of written examination. A Panel consisting of three external members (one Convener, one member and one Headmaster/ Headmistress/Assistant Headmaster/ Headmistress serving in schools, situated near by the college concerned) appointed by the University will examine the teaching competency of each candidate and also his/ her practical works, records and instructional materials. Students should develop and maintain Work Books, Record Note Books and Other Reports of the activities related to all practicum components bearing the following weightage:

Acti No. Name of the Record to be submitted Marks allotted

- PART - A**
1. Teaching Competency for Optional I 80
  2. Lesson Plan Record for Optional I 20
  3. Teaching Competency for Optional II 80
  4. Lesson Plan Record for Optional II 20
- PART - A - Total 200**

Acti No. Name of the Record to be submitted Marks allotted

- PART - B**
5. Observation Record for Optional I 10 05
  6. Demonstration Record for Optional I 10 05
  7. Micro Teaching Record for Optional I 20 10
  8. Instructional Material Record for Optional I 5 15
  9. Test and Measurement Record for Optional I 20 15
  10. Test Book Review Records pertaining to Optional I 10 10
  11. Observation Record for Optional II 10 05
  12. Demonstration Record for Optional II 20 10
  13. Micro Teaching Record for Optional II 20 10
  14. Instructional Material Record for Optional II 15 15

*Digital Lesson Plan 10.  
Pgm Plan - 10  
web - 10*

15. Test and Measurement Record for Optional II	20
16. Case study Record	20
17. Psychology Experiments Record	10
18. Educational Technology Record	10
19. Environmental Education Record	10
20. CT Camp Record	10
21. Physical Education Record	10
22. SUPW Record	10
<b>GROUP B-Total</b>	<b>200</b>

**Description with reference to Practicum Components:**  
School based internship / teaching practice

a. The practice teaching will have to be undergone in any one of the recognized schools approved by State/CBSE/ ICSE/or any other recognized Board for a continuous period of 40 working days inclusive of teaching of both the optional. Medium of internship /teaching practice may be decided by the Principals of Colleges of Education in consultation with the respective teacher educators based on the communication abilities of student teachers in either English or Tamil.

b. All graduates who obtained admission based on their UG mark should undergo Internship/Teaching Practice at upper elementary level classes i.e. from Std. VI to VIII for all subjects and at secondary level classes i.e. Std. IX and X for the relevant subject studied at the UG level. All Post Graduates in any one of the higher secondary level school subjects should undergo the internship / Teaching Practice at upper elementary, secondary, and higher secondary levels.

c. However, post graduates in Economics, Commerce and Accountancy, Home Science, Political Science, Sociology, Psychology, Logic, Philosophy and Indian Culture should undergo the internship / teaching practice only at the higher secondary level for their master subject.

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OCTOBER- 2014		
Date	Day	Information
1	Wed	
2	Thu	Gandhi Jayanthi & Auyutha puja
3	Fri	Vijaya thasami
4	Sat	
5	Sun	Holiday
6	Mon	Teaching Practice begins
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	
19	Sun	Holiday
20	Mon	
21	Tue	
22	Wed	
23	Thu	Deepavali
24	Fri	
25	Sat	
26	Sun	Holiday
27	Mon	
28	Tue	
29	Wed	
30	Thu	
31	Fri	
		Total Number of Working Days -23
		All men fall. The great ones get back up.

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SEPTEMBER- 2014		
Date	Day	Information
1	Mon	
2	Tue	
3	Wed	
4	Thu	
5	Fri	Teachers Day
6	Sat	
7	Sun	Holiday
8	Mon	The Nativity of Mother Mary
9	Tue	
10	Wed	
11	Thu	
12	Fri	
13	Sat	Holiday
14	Sun	Holiday
15	Mon	Feast of Mother of Sorrows(Holiday)
16	Tue	
17	Wed	
18	Thu	
19	Fri	
20	Sat	
21	Sun	Holiday
22	Mon	I Terminal Exam begins
23	Tue	
24	Wed	
25	Thu	
26	Fri	
27	Sat	I Terminal Exam ends
28	Sun	Holiday
29	Mon	
30	Tue	
Total Number of Working Days - 25 <i>Forgiveness makes future possible</i>		

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**1 & 2. Teaching of Optional Course I**

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self-learning packages (Based on the principles of Linear programming-minimum of 25 frames)
- iv) Downloading Web resources related to the optional course and evaluating the same.

**3 & 4. Teaching of Optional Course II**

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self-learning packages (Based on the principles of Branching programming-minimum of 15 frames)
- iv) Downloading Web resources related to the optional course and evaluating the same.
- 5. Observation of relevant subject's Senior Teachers classroom teaching before the commencement of internship/teaching practice. (Minimum of 5 curriculum transaction periods/sessions for each optional course)
- 6. Demonstration by Subject Expert/Teacher Educator (Minimum of one class.
- 7. Teaching Skills development - Micro Teaching practice for developing 5 teaching skills in each optional.
- 8. Preparation of Instructional Material Record, Preparation and use of AV aids based on Edgar Dale's Cone of Experience.
- 9. Construction and Administration of Teacher made Achievement test, analysis and interpretation of test scores.

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10. Text book review: Each Student teacher should review a school text book relevant to the subject of Optional I (Major Based Subject) and prepare a report.																												
11 to 15. All these activities have to be carried out as above for optional II																												
16. Case Study (individual)																												
17. Conducting Psychological Experiments (Any six out of the following). Each student-teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B																												
<table border="0"> <tr> <td style="text-align: center;"><b>Group A</b></td> <td style="text-align: center;"><b>Group B</b></td> </tr> <tr> <td>(Related to Adolescence)</td> <td>(Related to Childhood)</td> </tr> <tr> <td>1. Intelligence</td> <td>1. Distraction of Attention</td> </tr> <tr> <td>2. Learning</td> <td>2. Division of Attention</td> </tr> <tr> <td>3. Transfer of Training</td> <td>3. Creativity</td> </tr> <tr> <td>4. Aptitude</td> <td>4. Piaget's task</td> </tr> <tr> <td>5. Adjustment</td> <td>5. Non-Verbal Intelligence Test</td> </tr> <tr> <td>6. Concept Formation</td> <td>6. Sociometry</td> </tr> <tr> <td>7. Level of Aspiration</td> <td>7. Measure of Anger</td> </tr> <tr> <td>8. Interest</td> <td>8. Emotional Stability</td> </tr> <tr> <td>9. Personality Types</td> <td>9. Moral Values</td> </tr> <tr> <td>10. Attention</td> <td>10. Motivation</td> </tr> <tr> <td>11. Creativity</td> <td>11. Span of Attention</td> </tr> <tr> <td>12. Achievement Motivation</td> <td>12. Motor Skills</td> </tr> </table>	<b>Group A</b>	<b>Group B</b>	(Related to Adolescence)	(Related to Childhood)	1. Intelligence	1. Distraction of Attention	2. Learning	2. Division of Attention	3. Transfer of Training	3. Creativity	4. Aptitude	4. Piaget's task	5. Adjustment	5. Non-Verbal Intelligence Test	6. Concept Formation	6. Sociometry	7. Level of Aspiration	7. Measure of Anger	8. Interest	8. Emotional Stability	9. Personality Types	9. Moral Values	10. Attention	10. Motivation	11. Creativity	11. Span of Attention	12. Achievement Motivation	12. Motor Skills
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10. Attention	10. Motivation																											
11. Creativity	11. Span of Attention																											
12. Achievement Motivation	12. Motor Skills																											
18. Integrating Emerging Educational Technologies (Development of Multimedia Package in their Parent discipline only).																												
19. Environmental Education related activities																												
20. Camp: A 5 day Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout camp/Guides camp/NSS Camp should be organized. All activities conducted in the five days Citizenship Training Camp should help the student teachers to develop civic sense and social skills.																												

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## AUGUST - 2014

Date	Day	Information
1	Fri	Bridge Course Ends
2	Sat	
3	Sun	Holiday
4	Mon	Regular Courses begin
5	Tue	
6	Wed	
7	Thu	
8	Fri	
9	Sat	Holiday
10	Sun	Holiday
11	Mon	
12	Tue	
13	Wed	
14	Thu	
15	Fri	Independence day- Holiday
16	Sat	
17	Sun	Krishna Jayanthi- 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	Vinayaga Chathurthi -Holiday
30	Sat	
31	Sun	Holiday
Total Number of Working Days - 21		
<i>He who masters his time, masters his life.</i>		

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JULY - 2014		Information
Date	Day	
1	Tue	
2	Wed	
3	Thu	
4	Fri	
5	Sat	
6	Sun	Holiday
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	Holiday
13	Sun	Holiday
14	Mon	
15	Tue	Kannaraj Birth Day (Educational Day)
16	Wed	Bridge Course Commences
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	Ramzan Holiday
30	Wed	
31	Thu	
Total Number of Working Days - 15		
<i>The first step towards success is the willingness to listen</i>		

21. Physical Education related activities

22. SUPW: Each Student teacher should acquire experience in the preparation of any five socially useful products which are tangible

**Life Skills Course:**

Life Skills Course should consist of experiences related to

- a. Stress Coping Management
- b. Transactional Analysis
- c. Communication Skills Development
- d. Self Awareness and Self Motivation
- e. Positive-thinking
- f. Emotional Intelligence
- g. Time Management
- h. Empowerment.

This course should be organized as a bridge course soon after the commencement of the curricular transaction days.

**Passing Minimum for Practicum Components**

Each candidate should apply for the practical examination in the first attempt. 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 and their decision on the marks to be awarded shall be final.

**Reappearance for Practicum Component**

Each unsuccessful candidate shall be permitted to reappear for the practicum components examinations within the next three consecutive academic years in the main examinations only.

**Classification of Successful Candidates**

A candidate shall be awarded the B.Ed. degree if he/she has passed both the theory component and the practical components.

Successful candidates shall be classified as specified hereunder by taking into account of their secured marks in Theory and Practical Examination separately.

**CLASSIFICATION FOR WRITTEN EXAMINATION**

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

**CLASSIFICATION FOR PRACTICUM COMPONENTS**

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

**College Regulations :**

1. **Class Hours :**  
Fore Noon : 9.45 a.m. to 01.00 p.m.  
After Noon : 1.45 p.m. to 04.30 p.m.
2. **College Rules :**
  1. Teacher trainees are expected to be punctual for classes and other events in the College.
  2. They are expected to keep the campus neat and clean.
  3. Unless for reasons of sickness, the trainees should ask the prior permission from the principal to take leave. 90% attendance is compulsory.
  4. The trainees are prohibited to bring cell phone to the class room and to the College campus.
  5. When they go for Teaching Practice, they are expected to behave well.

In order to run the college with team spirit, various committees are formed such as

1. Governing Body
2. Academic Council
3. Finance Committee
4. Planning & Evaluation
5. Internal Quality Assurance Cell
6. Student Council
7. Grievance Cell
8. Admission Committee

**Teaching is a noble profession.  
It is the Mother of all Professions.**

**SERVITE COLLEGE OF EDUCATION FOR WOMEN**  
**Therkkupallam, Thogaimalai, Karur Dt.**

**Time Table 2014-2015**

Time Days	09.30 - 09.45	09.45 - 10.45	10.45 - 11.00	11.00 - 12.00	12.00 - 01.00	01.00 - 01.45	01.45 - 02.45	02.45 - 03.45	03.45 - 04.30	
Mon	Assembly	Optional I	Tea Break		Psychology	EICD	ELECT	Optional II	V.E.	
Tue	Assembly	Optional I	Tea Break		Psychology	EICD	EDN	Optional II	ELECT	
Wed	Assembly	Optional I	Tea Break		Psychology	EICD	EDN	Optional II	GAMES	
Thu	Assembly	Optional I	Tea Break		Psychology	EICD	EDN	Optional II	ELECT	
Fri	Assembly	Optional I	Tea Break		Psychology	ELECT	EDN	Optional II	LIB	
Sat	Assembly	SEMINAR / GUEST LECTURES / ROTATION								

CORE COURSE I  
EDUCATION IN THE EMERGING INDIAN SOCIETY

OBJECTIVES:

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

1. Understand the concept of philosophy and education.
2. Understand the relationship between philosophy and education.
3. Understand the educational thoughts of great thinkers.
4. Understand the relationship between sociology and education.
5. Understand the role of different agencies in education.
6. Understand the issues and challenges in Indian society and educational solutions.
7. Understand the constitutional provisions for education.
8. Understand the role of various statutory bodies of education.
9. Understand the importance of value education.
10. Understand the importance of health and physical education.

UNIT I : Indian Schools of Philosophy and Education

(a) Education: Concept, Meaning, Definition, Purpose and Nature –  
Levels of Education:

Pre-primary, Primary, Secondary and Higher Education.

(b) Philosophy: Concept, Meaning, and Definition. Focal areas of  
philosophy: Metaphysics, Epistemology and Auxiology.

(c) Relationship between Philosophy and Education.

(d) Indian Schools of Philosophy and Education: Educational  
implications of Vedanta, Buddhism and Jainism.

UNIT II : Western Schools of Philosophy and Education

Western Schools of Philosophy and Education: Educational implications  
of Idealism, Naturalism, Pragmatism, Realism, Eclecticism and Constructivism.

UNIT III : Indian and Western Educational Thinkers

Swami Vivekananda – Mahatma Gandhi - Rabindranath Tagore – Sri  
Aurobindo - J.Krishnamurthy - Rousseau- Froebel -John Dewey – Montessori -  
Russell.

#### UNIT IV : Sociology and Education

Sociology: Concept and Meaning - Relationship between Sociology and Education - Cultural heritage of India: Traditional, Modern and Post-modern - Cultural lag and cultural fusion - Social change: Concept and Meaning - Factors of social change - Education for social change and modernization of Indian society - Formation of casteless society.

#### UNIT V : Agencies of Education

Educational functions of Family, Peer group, Community, School and Mass Media- Lifelong Education: Mass education – Open and Distance Learning.

#### UNIT VI : Issues and Challenges in Indian Society and Education

- (a) Socio-economic Issues and Education: Population Explosion- Poverty- Illiteracy- Class, Caste and Gender Discrimination- Child labour- Drug abuse- Sexual harassment- Human trafficking – Ragging- Eve-teasing- Corruption- Communal conflict and Terrorism.
- (b) Educational Issues: Equalization of Educational opportunity- Drop-out and grade repetition- Education of the children with special needs- Teacher-student relationship-Unemployment and Under employment- Brain drain- Effects of Liberalization, Privatization and Globalization on Education - Cyber Security.

#### UNIT VII : Education in the Indian Constitution

Education in Concurrent List - Directive Principles: Article- 45 - Universal Elementary Education - Right to Education - Constitutional Amendments: 73rd and 86th Amendments -Right to Education Act (2009) - (Rules and order issued by Government of Tamilnadu) SSA-RMSA - Equitable education- Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - NPE (1986) - Acharya Ramamurthy Committee (1990) - POA (1992) - Justice J.S. Varma Committee - Right To Information (RTI) Act.

#### UNIT VIII : Indian Statutory Bodies and other Organizations in School Education

- (a) Statutory Bodies: MHRD - CABE - NUEPA - NCERT - NCTE -RCI - UGC - NAAC.
- (b) Organizations: Directorates of School Education - SCERTs - DTERTs -

DIETs - SIEMAT - BRCs - CRCs.

- (c) Central and State Boards of Education.
- (d) RUSA, NIOS.

#### UNIT IX : Value Education

- (a) Values: Concept and Meaning of Values – Types of Values: Personal, Democracy, Socialism, Secularism and Non-violence - Emotional balance and life skills.
- (b) Value Education in schools – Teacher's personal values and code of conduct for teachers - Approach towards improving the psychological status of the students.
- (c) Education for National, International and World Peace.

#### UNIT X : Health Education

- (a) Health needs of children: Nutrition - Communicable diseases – HIV/AIDS - Basic health and Hygiene, Prevention of Anemia among Adolescence.
- (b) Health instruction, Health services, and Health supervision in Schools: Personal Hygiene-Sanitation - Safety and First Aid - Yoga and Physical fitness - Modified school Health programme.

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CORE COURSE II

PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT

OBJECTIVES:

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

1. Apply methods of educational psychology for studying problems associated with education.
2. Comprehend and use the knowledge of educational psychology in fulfilling the obligations of a teacher.
3. Explain the basic concepts and principles associated with human development Explain the link between development and learning
4. Applies theories of development in dealing with learning and behavior problems of his / her students.
5. Assess the personality of human beings using selected psychological tools of assessment. Examines the factors influencing her/his personality and that of the fellow trainees
6. The adjustment problems of self, and others .
7. Understands and applies knowledge of Intelligence, motivation, attention, perception, learning theories, theories of memories, and transfer theories and tries to maximize learning in the classroom
8. Identify the mental health problems of children in their practice teaching schools.
9. Studies the child rearing practices followed in her/his neighborhood and examines its impact on their academic achievement, creativity, and general achievement motivation.
10. Apply the principles of guidance and counseling in helping their wards in school.
11. Identify children with learning disabilities viz., dyslexia, autism, slow learners etc and interventions for learning.

### UNIT 1: Introduction to Educational Psychology

Psychology: Meaning, branches of psychology. Perspective of human behavior: Psychoanalysis - Behaviorism - Humanism- Transpersonalism. Educational psychology: Meaning - Origin, scope and significance of educational psychology for teachers.

### UNIT 2: Growth and Development

Concepts: growth, development, maturation.- Developmental stages- Developmental tasks - Impact of nature and nurture on human development - Principles of development - Dimensions of development: physical, social, emotional and cognitive. - Theories of child development: Psychosexual development,(Freud) - Psychosocial development, (Erikson) - Cognitive development: Process - Stages of cognitive development. (Piaget), Moral development: (Piaget, Kohlberg). Adolescence: characteristics, problems, remedy.

### UNIT 3: Personality and Human Adjustment

Personality: Meaning, Components. Factors influencing personality – Integrated personality – Adjustment as achievement and process – Causes of maladjustment – Conflict, Frustration – Adjustment Mechanisms – Group dynamics: competition and cooperation – Classroom climate and leadership styles of teachers.

### UNIT 4: Psychological assessment - Techniques and Tools

Personality Assessment: Need for assessment – Methods of assessment: Scientific assessment Techniques: Observation - Interview- Questionnaire – Inventories - Case study - Situational Tests - Projective Techniques: Meaning - (TAT, Inkblot test, story completion test) - Free association Technique - Dream analysis - precautions to be considered while communicating test results – abuse of psychological tests.

### UNIT 5: Motivation

Motivation: Types of motivation - Functions of motivation – Motivation in education. Rewards and punishment as motivator – Factors influencing motivation: Internal and external factors – Theories of motion: Theory of self-actualisation, (Maslow) - The psychoanalytic theory of motivation (Freud) - Theory of achievement motivation, (Me Cleland), - Level of Aspiration - Promotion of achievement motivation among learners.

#### UNIT 6: Attention, Perception and Memory

Attention, meaning – related concepts: distraction, inattention, divided attention, Span of attention. Factors influencing attention – sensation and perception – Laws of perception - Perceptual Errors. Memory and forgetting: Meaning – Causes of forgetting – Storage systems: Sensory memory, Short Term, long Term Memory. Duration and functions of memory storage systems. Theories of Forgetting: Theory of decay – Theory of interference – Theory of Motivation – Theory of consolidation - Strategies for Improving Memory – Memory Disorders.

#### UNIT 7: Learning and Learning Theories

Learning: meaning, nature and importance of learning for human excellence – Methods/styles of learning - Conditions of learning- (Gagne) – Factors influencing learning - Learning Curve – Types of learning: Learning by conditioning, (Pavlov, Watson, Skinner. – Learning by trial and error , (Thorndike)  
– learning by insight – (Kohler) Learning by observation, (Bandura) – Transfer of learning: concept, Principles - Teaching for effective transfer – Constructivist' s Conception of learning - Learning Disabilities: reading disability, writing disability, computation disability - Autism.

#### UNIT 8: Thinking, Intelligence and Creativity

Thinking: Meaning – Types of thinking: critical thinking, reflective thinking – reasoning – problem solving - Meta- Cognition. Role of language in thinking and learning - Intelligence: meaning, types. Theories of Intelligence: Mono Factor theory, Two Factor Theory, Group Factor Theory - Structure of Intellect – Multiple Intelligence – Emotional Intelligence - Nature and types of intelligence tests  
- Uses of Intelligence Tests. Creativity: stages of creativity –Measurement of Intelligence, creativity  
- Methods of fostering creativity among students.

#### UNIT 9: Mental Health and special children

Mental Health and Mental Hygiene: Concepts, Meaning. Mental health Problems of Indian children – Child Rearing Practices in India with special reference to gender aspect - Mental health in Indian schools – Programmes to improve Mental health in Schools. Special children: types and characteristics

Inclusive Education.

#### UNIT 10: Guidance and Counseling

Guidance and Counseling: Meaning, Principles, Types –Significance of guidance services in schools - Functions of Guidance cells in school: Guidance in Secondary School - High School - Higher secondary School- Roles of Different Personnel in the School Guidance Program - Qualities of a good counselor -Basic Steps of counseling - Ethical code for a counselor - Mobile Counselling

centres - state resource centre for counselling for children with disability.

Practical oriented activities

Group discussion: The trainees are to work in groups and produce the report.

- a) Adjustment problems in school.
- b) Adjustment problems at home.
- c) Child rearing practices and its impact on mental health.

Case Study: Each teacher trainee shall select a student in the case category from his/her class during Practice Teaching phase, study and submits a case report on his / her social, emotional, moral, and cognitive development and its impact on his / her educational achievement.

Laboratory work

Ø The student trainees shall select any six of the following topics and conduct experiments using appropriate tools and prepare the report

Personality Intelligence Memory Creativity Motivation  
Level of aspiration

Aptitude

Attitude

Interest

Problem solving ability

Concept formation

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CORE COURSE III  
EDUCATIONAL INNOVATIONS AND CURRICULUM DEVELOPMENT

OBJECTIVES:

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

1. acquire knowledge of the terms used in educational innovations and curriculum development
2. understand innovations in schools, teaching-learning process and principles of curriculum development;
3. apply the educational innovations and curriculum development in school practices
4. develop skills in employing and developing new educational innovations and curriculum development;
5. develop interest in the educational innovations and curriculum development techniques; and
6. develop desirable and positive attitude towards educational innovations and curriculum development.
7. Understand the need for promotion of innovations.
8. Understand the experiments conducted in schools.
9. Understand the importance of ICT in education.
10. Understand the need for innovations in evaluation.
11. Application of CCE with specific reference to Formative and summative Assessment.

(A) Educational Innovations

Unit I : Innovation

Meaning - Principles - Barriers to promotion of innovation - Suggestions for the promotion of innovation - Generation of innovations - Origin, Specification, Trial-Adaptation and consolidation - Conditions for the emergence of innovation : Institution - Society - Individual - Recommendation of YASHPAL committee report

Unit II : Innovations and Experiments in Schools

De-schooling - Community School - Alternative School - Non-Graded School - Navodaya School - Sainik School - Initiatives of Government of India :

SSA (Sarva Shiksha Aayan), RMSA (Rashtra Madhyamic Shiksha Abhiyam) - Initiatives of State Government : ABL (Activity Based Learning), SALM (Simplified Active Learning Methodology), ALM (Active Learning Methodology)- CCE (Continuous and Comprehensive Methodology), ALM (Active Learning Methodology) - CCE (Continuous and comprehensive Evaluation), Trimester Pattern - Welfare schemes for quality enhancement - Virtual School - Mobile School - International Schools - Open School - Distance Learning - Floating University.

#### Unit III: Innovations in Teaching and Learning Process

Basic concepts of : Play - way Learning - Sensory Training - Joyful Learning - ABL-ALM-MLL (Minimum Levels of Learning) - CLASS (Computer Literacy and Studies in Schools) - Programmed Learning - Teaching Machine - Cybernetics - Models of Teaching - Basic elements with reference to Information processing models of teaching.

#### Unit IV : ICT in Education

ICT in Education - Web based Education (Virtual) - e-learning - e-tutoring - Computer Assisted Instruction (CAI) - Tele/Video Conferencing - Interactive Video - Multi media - SITE (Satellite Instruction Television Programme) - ETV (Educational Television) - Edusat - Reach the Unreach - e book - Digital Library.

#### Unit V : Innovations in Evaluation

Evaluation of Students: Continuous and comprehensive evaluation - self evaluation - question bank - open book examination-grading. Evaluation of Teachers: self evaluation-peer evaluation - student evaluation National Testing Service.

#### (B) Curriculum Development

#### Unit VI: Curriculum

Curriculum - Its meaning, nature and scope concept of curriculum - Definition Scope - Sequence - Types - Balance in the curriculum - curriculum development - need - Determinants of curriculum - cultural and social changes - Value system.

#### Unit VII: Bases of curriculum

Philosophical bases of curriculum - Philosophy and Education - Schools of Philosophy and their impact on education - sociological and psychological bases of curriculum - curriculum content - curriculum organization.

#### Unit VIII: Principles of curriculum construction

Principles of curriculum construction - Recommendations of Education commissions - Curriculum for different stages of Education - curriculum issues in selected instructional fields - Languages - Sciences - Arts.

#### Unit IX : Curriculum Change, Planning and Transaction

Curriculum Change - need for curriculum change - change strategies - Curriculum Planning - Need - Curriculum Transaction. Strategies of Curriculum Transaction - Role of media and agencies for curriculum change-Curriculum development cell - National Curriculum frame work (2005).

#### Unit X : Curriculum Evaluation

Curriculum evaluation - evaluation plan - evaluation models - Tyler's evaluation model - Robert E. Stake's model - Stuffle Beam's CIPP model - Hilda Taba's model - Cronback's model - Michael Scriven's Goal free model - Mukhopadhaya's model - Saran's model- Outcome of Curriculum evaluation.

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ELECTIVE COURSE  
ENVIRONMENTAL EDUCATION

OBJECTIVES:

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

1. Understand the objectives, scope and nature of environment education
2. Develop an understanding of natural resources
3. Understand the causes and remedies for environmental hazards and pollution
4. Understand the causes and control measures for environmental degradation
5. Understand the need for remedial ways to protect the environment in daily life
6. Acquire knowledge of environmental issues and policies in India
7. Acquire knowledge about the international efforts for environmental protection
8. Understand the need for inclusion of environmental education in school curriculum
9. Develop a sense of responsibility and favourable attitude towards conservation of environment, biodiversity and sustainable development
10. Understand environmental ethics.
11. Showcase the good practices of the State, Solar policy, rain - water harvesting.

UNIT I : Objectives, Scope and Nature of Environmental Education

- Meaning, definition, concept and objectives of environmental education.
- Need and significance of environmental education.
- Scope and guiding principles of environmental education.

UNIT II : Natural Resources and Associated Problems

- Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, droughts, water disputes.

- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, conversion of wet land into dry land.
- Equitable use of resources for sustainable lifestyles.

### UNIT III : Environmental Hazards and Pollution

- Pollution: Meaning, Definition.
- Causes, effects and control measures of Air, Water, Soil, Marine, Noise, Thermal pollution and Nuclear hazards.
- Solid waste management- Causes, effects and control measures.
- Disaster management: Floods, earthquake, cyclone and tsunami - Causes, effects and control measures.
- Light Pollution

### UNIT IV : Environmental issues and Policies

Major environmental problems in India – Environmental protection and polices in India – Threats to bio-diversity: habitat loss, poaching of wild life, endangered and endemic species of India -measures taken in India – Role of Green Tribunals in environment issues - State Solar Policy - Rainwater Harvesting.

### UNIT V : Environmental movements and developments

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolon. Sustainable development : Concept, meaning and strategies for sustainable development in India.

### UNIT VI : International efforts for Environmental Protection

The Stockholm Conference (1972) — Nairobi Conference (1982) – Brundtland Commission (1983), The Rio Summit (1992), Kyoto Conference (2012)

#### UNIT VII : Environmental management and Protection

Need for environmental management –Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna - causes for wild fire-measures of prevention. Biodiversity and its conservation.

#### UNIT VIII : Environmental Educational in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level –Programmes: Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment day, saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, 'clean and green campus' programme. – Role of Teachers

#### UNIT IX : Environmental Education and Educational Technology

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

#### UNIT X: Environmental Ethics

Environmental ethics: Meaning, concept and Definition. Effects of Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and Promoting preventive measures.

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ELECTIVE COURSE  
GUIDANCE AND COUNSELLING

OBJECTIVES:

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

1. recall the principles underlying guidance
2. recognize the need of guidance and counselling in schools
3. describe the different services in the school guidance programme
4. understand the various therapies in counselling
5. acquire the skills necessary to administer and interpret standardized tools
6. know the qualities required for a good counsellor
7. understand the various types of counseling
8. understand the group guidance and counseling.
9. describe the various testing devices in guidance
10. understand the guidance for exceptional children
11. Showcase good practices of the State like mobile counselling centers, State Resource centers for counselling children with disability.

UNIT I : Guidance

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- History of guidance movement in India- Problems of guidance movement- ways to improve guidance services in India - Benefits- Limitations

UNIT II : Counselling

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

UNIT III : Guidance Movement in India

Therapies in counseling-Psycho behavior therapy-Psychoanalytic therapy-Gestalt therapy – Stress and stress management History of guidance movement in India – Problems of guidance movement in India – Ways to

improve guidance movement in India.

#### UNIT IV : Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics- Role of Teacher as counselor..

#### UNIT V : Group Guidance and Group Counselling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

#### UNIT VI : Theories of Vocational Choice

Theories of Vocational Choice – Ginzber g, Super, Holland, Havighurst, Structural theory

#### UNIT VII : Testing Devices in Guidance

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustrationconflict.

#### UNIT VIII : Non –T esting Devices in Guidance

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

#### UNIT IX : Guidance Services in Schools

Guidance services at different school levels–Meaning, Significance, Types – Or ganisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference- Career exhibitions. Good practices in Tamilnadu - Mobile Counselling centres - State Resource center for counselling children with disability.

#### UNIT X : Guidance for Exceptional Children

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually

impaired, deaf and dumb, juvenile delinquents-guidance for dropouts-Socially disadvantaged children - Alcoholics Addicts - Sexual harassment-Eve teasing-Gender discrimination - Exemptions in examination for exceptional children.

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## ELECTIVE COURSE

### COMPUTERS IN EDUCATION

#### OBJECTIVES :

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

1. acquire knowledge of computers, its accessories and software.
2. understand the application of computer in various domains of functioning of a school.
3. acquire the skills of operating a computer in multifarious activities pertaining to teaching .
4. understand features of MS Office and their operations.
5. develop skill in using MS-Word, Power points and Spread sheets.
6. apply the knowledge gained to process various data of students as well as simple library financial transaction of the school.
7. appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
8. acquire skill in accessing world wide web and Internet and global accessing of information.
9. integrate technology in to classroom teaching learning strategies.
10. understand the basics of web designing.
11. Integrate ICT towards CCE, English language, Maths, Science and Social Sciences.

#### UNIT I : Basics of Computer

Computer : Definition , Historical evolution of Computers - characteristics – generation of computers –T ypes of computers – Types of memory – Low level and high level languages.

#### UNIT II Computer Hardware

Hardware : Definition – Input devices : Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera-Output devices : monitor, Printers : line, serial, dot matrix, inkjet, thermal. Primary storage devices : RAM , ROM and its types.

Secondary storage devices : FDD,HDD, CD, DVD, Pen Drive (USB).

### UNIT III : Computers in Education

Computer application in educational institutions – academic, administrative and research activities.

### UNIT IV : ICTs Pedagogy in Teacher Education

Integrating ICTs in Teacher Training – New needs of Teachers – Motivation of teachers integration in Teacher Education – ICT s for improving quality of teacher training – Enhancing quality of Teacher Training – ICT s for improving Educational management - Integrating ICT towards CCE, English language, Maths, Science and Social Sciences.

### UNIT V : MS-WINDOWS

Introduction – Start, save, operate MS windows – Windows Elements – Control Menu-Program manager – Menus – To run program from Program Manager – File manager – Working with Files – Disk Menu – View Menu – options menu – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write – Terminal – Note pad, Calendar – Calculator – clock -computer virus – infection, causes and remedies.

Hands on Training

a) Administrative use – Letter correspondence and E-Mail

### UNIT VI : MS-WORD

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, – moving and copying – searching and replacing – formatting character and paragraph – Data entry , editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, formatting sections and documents – Spell check applications – printing a word document

a) Hands on Training

b) Construction of a Question paper

c) Creating learning materials – handouts

## UNIT VII : SPREADSHEET

- a) Concept of worksheet / Spread sheet working with excel, selecting worksheet items – using auto fill – adding and removing rows and columns copying and moving info – creating and copying formula – using functions formatting - statistical calculations – drawing graphs.

Hands on training (i) Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.

- b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- c) Students progress record – Tabulation of results of an academic test.

## UNIT VIII – PowerPoint and statistical packages

Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.

Hands on Training

- a) Multimedia presentation on a topic relevant to the Optional Subject
- b) Using of available CAI/CML package on topics relevant to optional subject.
- c) Statistical packages – Statistical Package for Social Sciences (SPSS)

## UNIT IX : Internet

Meaning – importance – types of networking – LAN, WAN, MAN – Internet – WWW, Website and web pages, Internet connectively – Browsing the Internet – Browsing Software – URL addresses, Search engines, Exploring websites and downloading materials from websites, E-mail – Sending, receiving and storing mail, Chatting. Online conference, (Audio-video), e-library, websites, blog, wiki, internet forum, news groups – legal and ethical issues – copyright, hacking, netiquettes – student safety on the net.

## UNIT X : Web Designing

HTML – Editing tools – Hyperlink and Images, Creating a web pages – HTML tags, tables, frames, and forms. Learning from cyber resources. Hands on training a) Cataloguing websites related school curriculum.

Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

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**OPTIONAL COURSE - I**

**தமிழ் கற்பித்தலில் புதுமைகள்**

**சிறப்புத்தமிழ்**

**(இளங்கலைப் பட்டம்)**

**நோக்கங்கள் :**

1. தமிழ் மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை பற்றி அறிதல்
2. கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிதல்
3. மொழியியல் கோட்பாடுகள் பற்றி அறிதல்
4. மொழி கற்றல் கொள்கைகள் மற்றும் கற்பித்தல் வள லங்கள் பற்றி அறிதல்
5. த்தமிழின் வளர்ச்சி நிலை
6. இலக்கியத் திறனாய்வு கொள்கைகள் பற்றி அறிதல்
7. இலக்கண அறிவு பெறல்
8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்
9. தமிழ் மொழியும், விழுமப் பதிவுகளும்
10. வகுப்பறைத் திறன்கள் மேம்படுத்துதல்.

**சிறப்புத்தமிழ்**

**1. தமிழ்மொழியில் தோற்றம், வளர்ச்சி, தனித்தன்மை:**

மொழி மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி தமிழ் மொழி வரலாறு தமிழ் வ வடிவ வரலாறு எழுத்துச் சீர்திருத்தம் கிளைமொழிக் கொள்கைகள் - பேச்சு மொழி.

எழுத்துமொழி தமிழ் மொழியின் தனித்தன்மைகள்.

**2. கலைத்திட்டத்தில் மொழியின் இடம்:**

கலைத்திட்டம் - கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - கலைத்திட்ட மாற்றம் - தேசியக் கல்விக் கொள்கை கல்வியின் நோக்கம் - பள்ளிக் கலைத்திட்டம். தேசியக் கல்வி குறிக்கோளுக்கும், பள்ளிக் கலைத்திட்டத்திற்கு ள்ள தொடர்பு - பள்ளிக் கலைத்திட்டத்தில் தாய்மொழியின் இடம்.

**3. மொழியியல் கோட்பாடுகள்:**

ஒலி மொழியாதல் - எழுத்துக்களின் பிறப்பு - தமிழ்ஒலிகளின் பிறப்பு - நன்னூலார் கொள்கைகள் - மொழியியலார் கொள்கை. மொழியின் அமைப்பு - ஒலியனியல், உருபனியல், தொட யல் ஒலியை ஆராயும் றைகள் - கோட்பாடுகள் - உயிரொலிகள் - மெய்யொலிகள்.

**4. மொழிக்கற்றல் கொள்கைகள், மற்றும் வள லங்கள் :**

மொழிக் கல்வியின் இன்றியமையாமை மொழியும் ச க ம் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு மொழி கற்றலுக்கான உளவியல் கொள்கைகள்.

மொழி கற்றல் வள லங்கள் - இலக்கண இலக்கிய லங்கள் - நிகண்டுகள் - அகராதிகள் - கலைக் களஞ்சியங்கள் - அபிதான சிந்தாமணி உரை நூல்கள் - தமிழ்ச் சொற்களஞ்சியம் - ஆய்வு கட்டுரைகள் - ஆய்விதழ்கள்.

**5. த்தமிழின் வளர்ச்சி நிலை :**

இலக்கிய வகை கவிதை யாப்பியல் நூல் - மேலட்டார், தமிழறிஞர் விளக்கம் - மரபுக்கவிதை, புதுக்கவிதை. இசைத்தமிழ் - தொல்காப்பியம், சிலப்பதிகாரம், தேவாரம் இசைத்தமிழ் கூறுகள் - பிற்கால வளர்ச்சி நிலை. நாடகத்தோற்ற வளர்ச்சி சங்க காலம் தல் இக்காலம் வரை நாடக வகைகள் - செய்யுளை நாடகமாக்கிக் கற்பித்தல் உத்தி.

**6. இலக்கியத் திறனாய்வுக் கொள்கைகள்:**

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வு நிலை திறனாய்வு வகைகள் - இலக்கிய ஆய்வுநெறி றைகள் - புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம் - தலியவற்றிற்கு இலக்கணம்.

**7. இலக்கண அறிவு:**

தலெழுத்துக்கள் - சார்பெழுத்துக்கள் - எழுத்துக்களின் பிறப்பு - சொல்லிலக்கண வகைகள் - வேற்றுமை, ஆகுபெயர், புணர்ச்சி பொருளிலக்கணம் - அகம், புறம், யாப்பு - அசை, சீர், தளை, அடி, தொடை, பாவகை பொருள்கோள் - அணி இலக்கணம் - (பள்ளிப் பாடங்களைப் பொருத்தமட்டில் அமையும்.)

**8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்:**

மொழியின் பல்வேறு பணிகள் - அறிவியல், தமிழ் - கல்வியியல் - கலைக் கல்வி கணிப்பொறியியல் - தமிழ் அறிவியல் மற்றும் தொழில் நுட்பக் கலைச்சொற்களை உருவாக்கும் வழி றைகள் - ஒலிபெயர்ப்பு, மொழி பெயர்ப்பு, புதுச்சொற்படைப்பு - கலைச்சொற்களை உருவாக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தமிழிலுள்ள பிறமொழிச் சொற்கள் - தமிழ் ஆட்சி மொழி. நீதிமன்ற மொழியாய் செயல்படுவதால் ஏற்படும் பயன்கள். செயல் றைத் தடைகள் - நீக்கும் வழி றைகள் - பிறமொழிச் சொற்கள் - மொழிபெயர்ப்பு வகைகள் - மொழி பெயர்ப்பிற்கான கொள்கைகள் - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் - தீர்வுகள்.

**9. தமிழ்மொழியும், விழுமப் பதிவுகளும்:**

விழுமம் வகைகள் - தேசியக் கல்வி ஆராய்ச்சி மற்றும் பயிற்சிக் குழு ப ந்துரைக்கும் பட்டியல் - தமிழ் இலக்கியங்களில் சங்க காலம் தல் பக்தி இலக்கிய காலம் வரை காணப்பெறும் விழுமங்கள் - தனிமாந்தர் ச தாயம் (ஒழுக்கநெறி, ச தாய மேன்மை - இறையுணர்வு)

**10. வகுப்பறைத் திறன்கள் மேம்படுத்துதல்:**

படைப்பாற்றல் - வளர்க்க உதவும் சூழல் - தகவல்களை திரட்டல் - படைப்பாற்றல் தன்மைகள் - மேம்படுத்துதல் - தழுவல் - ஈடுகட்டுதல் - மிகுந்துக்காணல் - குறைத்துக் காணல் - மீள வைத்தல் இணைத்தல் - படைப்பாற்றல் வடிவங்கள் - தலைப்பு தருதல், குறிப்புகள் தருதல், டிவை மாற்ற தருதல், வடிவம், வகை மாற்றுதல், ஈற்றடி தருதல் - கதை, கவிதை, வானொலி உரைச்சித்திரம், கவிதையைக் காட்சிப்படுத்துதல் போன்றன.

**செயல் நிறவேலை**

1. திறனாய்வு கட்டுரைகள் தயார் த்தல்
2. பாடநூல் ஆய்வு
3. பாடநூலில் உள்ள விழுமப் பதிவுகள்
4. வானொலி உரைச்சித்திரம் தயார் த்தல்
5. இலக்கிய நயம் பாராட்டல்
6. மரபுத் தொடர், பழமொழிகளைத் தொடர்களில் அமைத்தல்
7. கலைச் சொற்களைத் தமிழ்ப்படுத்துதல்
8. செய்யுளைக் காட்சிப்படுத்துதல்
9. சிறுகதை எழுதுதல் - குறிப்பு கொண்டு கதை எழுதுதல்

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## OPTIONAL COURSE - II

பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்

பொதுத்தமிழ்

(இளங்கலைப் பட்டம்)

## நோக்கங்கள்

1. தாய்மொழி கற்பித்தலின் இன்றியமையாமையும், நோக்கங்களையும் அறிதல்.
2. தாய்மொழியின் பல்வேறு பயிற்று றைகளை அறிதல்.
3. பாடத்திட்டம் அமைப்பதற்கான கோட்பாடுகள் மற்றும் நுண்ணிலைக் கற்பித்தல் திறன்களை அறிதல்.
4. செய்யுள், உரைநடை, துணைப்பாடம், இலக்கணம் கற்பிக்கும் திறன்களைப் பெறுதல்.
5. மொழித்திறன்களைப் பெறுதல்.
6. மொழியாசி யருக்கு ய பண்பு நலன்களையும், விழுமியங்களையும் அறிதல்.
7. பாடநூல் பற்றிய அறிவு பெறுதல்.
8. மதிப்பீடலின் நுட்பங்களை உணர்தல்.
9. வினாக்கேட்டலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்.
10. கற்பித்தல் நுட்பங்களைக் கையாளல்.

## பொதுத்தமிழ்

## 1. பாடப்பொருள்

ஆறாம் வகுப்பு தல் பத்தாம் வகுப்பு வரையுள்ள தமிழ் பாடநூல்கள். தமிழக அரசால் ப ந்துரைக்கப்பட்ட அவ்வப்போது நடை றையிலுள்ள பாடத்திட்டம்.

## 2. தாய்மொழிக் கல்வியின் சிறப்பு :

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை சிறப்பு நோக்கங்கள் - வெளியிடுங்கருவி அடிப்படைத் திறன்கள் - இலக்கிய நயம் கண்டின்புறல் - படைப்பாற்றல் - கற்பனையாற்றல் - அழகுணராற்றலை வளர்த்தல் - ச கப் பண்பாட்டினை அறிதல் - ச க மரபுகளை அறிதல் - ச கக் கடமைகளை மேற்கொள்ளுதல் - வாழ்க்கை நடத்தத் தேவையான திறன்களைப் பெறுதல் - நீதிகளைப் புகட்டுதல் - பயிற்று மொழியாக துலங்குதல்.

## 3. பண்டையோர் கண்ட பயிற்று றைகளும், தற்கால றைகளும் :

பண்டையோர் கண்ட பயிற்று றை : குருகுல றை 1. சொற்பொழிவு 2. உரையாடல் 3. தடைவிடை 4. வினா விடை 5. பயிற்சி பன் கப் பயிற்சி 6. விதிவிளக்கம் 7. காரணகா யம் 8. நெட்டுரு நன்மை, தீமைகள்.

புதிய றைகள் :- 1. விளையாட்டு றை 2. நடிப்பு றை 3. தனிப்பயிற்சி 4. வகுப்பறை கற்பித்தல் 5. மேற்பார்வை படிப்பு றை 6. செயல்திட்ட றை 7. ஓப்படைப்பு 8. திட்டமிட்டுக் கற்றல் மொழிப்பாடம் பயிற்றலுக்கு இவற்றைப் பயன்படுத்தும் திறன்.

**4. பாடம் கற்பிப்புத் திட்டம் அமைத்ததற்கான கோட்பாடுகள், நுண்ணிலைக் கற்பித்தல் திறன்கள் :**

கற்பித்தல் கோட்பாடுகள் புளும், ஹோப்பார்ட், பாடம் கற்பிப்புத் திட்டம் - அலகுத்திட்டம் பாடம் கற்பிப்புத் திட்டம் தயா த்தலின் இன்றியமையாமை நன்மை, தீமைகள், மனதிற் கொள்ளத் தக்கன பாடம் கற்பிப்புத் திட்டத்திற்கும் ஆசி யர் கற்பித்தல் குறிப்பிற்கு ள்ள வேறுபாடுகள்.

நுண்ணிலைக் கற்பித்தல் - படிநிலைகள், சுழற்சி 1. தொடங்குதல் திறன் 2. விளக்குதல் திறன். 3. டித்தல் திறன் 4. கிளர்வினாத் திறன் 5. பல்வகைத் தூண்டல்களைப் பயன்படுத்துதல் திறன் 6. வலுவூட்டிகளைப் பயன்படுத்தும் திறன் 7. கரும்பலகையைப் பயன்படுத்தும் திறன் - இணைப்புப் பாடம் - பயிற்சி.

**5. செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம் கற்பித்தல்:**

செய்யுள், உரைநடைப் பயிற்றலின் நோக்கங்கள் றைகளிலுள்ள வேறுபாடுகள் - செய்யுட் பாடத்தைத் தொடங்கும் றைகள் - பல்வேறுவகையான உரைநடைகளைக் கற்பிக்க மேற்கொள்ளும் வழி றைகள் - செய்யுள் நலம் பாராட்டல்.

துணைப்பாடம் கற்பித்தலின் நோக்கங்கள் - துணைப்பாடத்தின் தன்மைகள் - பயிற்சிகள் - ஆசி யர் செயல்பாடு.

இலக்கணம் கற்பித்தல் நோக்கங்கள் - பயிற்று றை விதிவரு றை விதிவிளக்க றை, நடை றை இலக்கணம், திட்டமிட்டுக்கற்றல் றையில் கற்பித்தல் - இலக்கணப் பாடத்தை இனிமையாக்கும் வழி றைகள்.

**6. மொழித்திறன்களை வளர்த்தல்:**

கேட்டல் வரையறை: கேட்டல், உற்றுக் கேட்டல், செவி மடுத்தல் - கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள் - வளர்ப்பதற்கான வழி றைகள் - வானொலி கேட்டல் - ஒலிப்பதிவு கேட்டல் - கதை கூறல் - விடுகதைகள் - புதிர்கள் கேட்டல் - சுருக்கி எழுதுதல் - பாடப்பகுதிகளைப் படித்து வினாக் கேட்டல் - கேட்டலின் வழி கற்றல்.

பேசுதல் வாய்மொழிப் பயிற்சி: இன்றியமையாமை நோக்கங்கள், பயன்கள் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருந்திய பேச்சினை வளர்க்கத் துணையாகும் இலக்கியங்கள். நாடகங்கள், சொற்போர், கலந்துரையாடல், வினாடி வினா, இலக்கிய மன்றங்களில் பேசுதல் - மனப்பாடம் செய்தல் உச்சி ப்பில் ஏற்படும் சிக்கல்கள் - பயிற்சிகள் நானெகிழ் பயிற்சி, நானிறழ் பயிற்சி, ச்சுப் பயிற்சி

படித்தல் :- நோக்கங்கள் - தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் றைகள் - எழுத்து றைப் படிப்பு, சொல் றைப் படிப்பு, சொற்றொடர் றைப்படிப்பு - நிறை குறைகள் - சொற்களஞ்சியப் பெருக்கம் - வாய்க்குள் படித்தல் வாய்விட்டுப் படித்தல் - அகன்ற படிப்பு, ஆழ்ந்த படிப்பு - நோக்கங்கள், நிறை குறைகள் - அவற்றிற்கு ய நூல்களின் தன்மைகள் - படிப்பில் ஆர்வத்தைத் தூண்டும் வழி றைகள்.

எழுதுதல்:- எழுதுவதன் நோக்கங்கள் - எழுதுவதற்குப் பயிற்சி அளித்தல் - சில தற் பயிற்சிகள் - எழுது கருவிகளைப் படிக்கும் றை நல்ல கையெழுத்தின் நல்லியல்புகள் - தெளிவு, அளவு, அழகு, இடைவெளி, விரைவு - எழுத்துப் பயிற்சி றைகள் - வ யொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதை எழுதுதல் - பிழையின்றி எழுதப் பயிற்சி அளித்தல் - பிழைகள் தோன்றக் காரணங்கள் - பிழைகளை களையும் றைகள் - நிறுத்தற்குரியீடுகளைப் பயன்படுத்துதல். கடிதம், கட்டுரை எழுதப் பயிற்சி அளித்தல், வலிமிகும் இடம், மிகா இடமறிதல்.

#### 7. மொழியாசி யர்

கல்வித்தகுதி பயிற்சி பண்புநலன்கள் :

மொழிப்பற்று இலக்கண இலக்கியப் புலமை, குரல் வளம் - ஏற்ற இறக்கத்துடன் பேசுதல் - மொழித்திறன் வல்லமை உளநூல் வல்லுநர் - படைப்பாற்றல் திறன் - ன்மதி யாக விளங்குதல் - கடமை உணர்வுடன் செயல்படல் - ச க உறவு கொள்ளல் - பிற ஆசி யருடன் பழகல் - பயிற்றலின் அடிப்படை விதிகளைக் கையாளல்.

விழுமங்கள்:- விழுமியங்களை ஆசி யர் மாணவர்க்கு நடத்தையின் லம் உணர்த்துதல் - ஆளுமை ஒழுக்கம் - நேரந்தவறாமை அன்பு - மனிதநேயம் - பணிவுடைமை உதவும் மனப்பான்மை தூய்மை தொழிலில் உண்மையுடைமை போன்றன.

#### 8. பாடத்திட்ட ம் பாடநூலும் :-

பாடத்திட்டம் - வரையறை தனிநபர் வேறுபாடு, மாறி வரும் ச தாயம் - உயர்நிலைப்பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள் தமிழ்பாடத்திட்டம் . பாடநூல்கள் - பாடநூல்களின் அடிப்படை பாடநூலின் பண்புகள் - சிறந்த பாடநூல்களைத் தயா க்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தற்போதைய நடை றையிலுள்ள பாடநூல் பற்றிய பார்வை நூலகப் படிப்பு.

#### 9. மதிப்பீடுதலும், வினாக்களும் :-

மதிப்பிடல், அளவிடல், பல்வேறு நிலைகளில் கற்பித்தல் நோக்கங்களைப் பகுத்தாய்தல் - அறிதல், பு தல், ஆளல், ஆற்றல் - தேர்வு வகைகள் - ஆசி யர்களில் உருவாக்கப்படும் தேர்வுகள் - தரப் படுத்தப்பட்ட தேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - மதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறி சோதனை, குறைதீர் பயிற்சி - புறவயத் தேர்வு அமைத்தல் றைமை தொடர் மற்றும் முமையான மதிப்பீடு - வளரறி தொகுத்தறி மதிப்பீடு

வி வாக்க மதிப்பீடுதல்: - பொருள், மதிப்பீட்டு பகுதிகள், பயன்கள், ஆசி ய ன் பங்கு புள்ளியியல் பற்றிய பார்வை.

வினாக்கள் கேட்டலின் இன்றியமையாமை வினவுதல் நோக்கங்கள் - பயன்கள் - வினாக்கள் வினவுதலின் திறமை வினவும் றைகள் - வகைகள் சிறந்த வினாக்களின் சிறப்பியல்புகள் - வினாத்தாள் அமைத்தலில் சிறப்பிடம் - நீல அச்சப்படம்.

**10. மொழிக் கற்பித்தலின் நுட்பக் கூறுகள் :-**

துணைக் கருவிகளைப் பயன்படுத்துதல் - வாசிப்பு வேகத்தை அளவிடல் (டாசிஸ்டாஸ்கோப்) வானொலி, ஒலிப்பதிவு நாடா, ஒளிப்பதிவு நாடா, தொலைக்காட்சி, மொழிப் பயிற்றாய்வுக் கூடம் - கணினிப்பொறி மின்கற்றல் - இணையதளம் - செயற்கைக் கோள் - பல் ஊடகம் - விண்ணரங்கம் - கானொலி.

**செயல் நிற வேலை**

1. கையெழுத்துப் பிரதி தயா த்தல்
2. நாடகங்கள் எழுதுதல்
3. வானொலி (அ) தொலைக்காட்சி பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்.
4. வினாவங்கி தயா த்தல்
5. கல்விப் பயணம்
6. இலக்கணப் பாடத்திற்குத் திட்டமிட்டுக் கற்றல் சட்டம் தயா த்தல்
7. பல்ஊடக வழி பாடம் தயா த்தல்
8. கலந்துரையாடல் நடத்துதல்
9. அறிக்கை தயா த்தல்

**மேற்கோள்கள்**

கணபதி. வி, இரத்தின சபாபதி பி. (2008), நுண்ணிலை கற்பித்தல், சென்னை. சாந்தா பப்ளிஷர்ஸ்.  
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 கோவிந்த ராசன். (1980), நற்றமிழ் பயிற்றல் நோக்க ம் நையும், சென்னை. தேன்மொழிப் பதிப்பகம்.

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இரத்தின சபாபதி.பி (1997), செம்மொழிக் கல்வி, சென்னை. சாந்தா பப்ளிஷர்ஸ்.

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விஜயலட்சுமி. வ (2007) நுண்ணிலை கற்பித்தல், சென்னை. சாரதா பதிப்பகம்.

வேணு கோபால் இ.பா. கே. சாந்த குமா பொதுத் தமிழ் கற்பித்தல்.

வஜ்ரவேலு .சு, அருந்தமிழ் கற்பிக்கும் நறைகள் சென்னை. அம்சா பதிப்பகம்.

OPTIONAL COURSE - I  
INNOVATIONS IN THE TEACHING OF ENGLISH  
(FOR GRADUATES IN ENGLISH OR ITS EQUIVALENT)

OBJECTIVES:

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

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase
8. Describe the various devices of word formation in English
9. Explain the theoretical bases of teaching English grammar
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

UNIT I: Phonetics of English

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels - The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation - Place of articulation.
6. Diphthongs - Closing Diphthongs - Centring Diphthongs

7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress - Primary stress, Secondary stress - Sentence stress.
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

#### UNIT II: Fluency

1. Use of conventional formulae - greeting - apology - invitation - refusal - accepting - thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion - prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

#### UNIT III: Advanced Grammar

1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences
8. Analysis and classification of grammatical errors.

#### UNIT IV: Lexis

1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors - Devices for cohesion and coherence

UNIT V: Teaching Grammar

1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar- Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

UNIT VI: Teaching Vocabulary

1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII: Types of courses

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII: Reference and Study Skills

1. SQ3R method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography-  
Annotated  
Bibliography.

UNIT IX: Composition

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing –  
Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

UNIT X: English Language Curriculum Transaction

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement-Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

SUGGESTED REFERENCE BOOKS:

- Brown, G. (1977). *Listening to Spoken English Applied Linguistics and Language*. London: Longman.
- Close, R. A. (1971). *English as a Foreign Language*. London: Longman.
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OPTIONAL COURSE - II  
CONTENT AND METHODS OF TEACHING ENGLISH  
GENERAL ENGLISH  
(FOR GRADUATES IN ENGLISH / OTHER SCHOOL SUBJECTS OR ITS  
EQUIVALENT EXCEPT TAMIL AND URDU)

OBJECTIVES :

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

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

UNIT I: Content

The syllabus for VI to X of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Need and Objectives of Teaching English

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.

7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans
9. The scope of the B.Ed English course.

#### UNIT III: Teaching Skills

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching  
Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader  
Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry  
Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

#### UNIT IV: Resources in Teaching English

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

#### UNIT V: Approaches and Methods of Teaching English

1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits

4. Approaches - Structural Approach - Types of Structures - Selection and Grading of Structures - Principles of Situational & Oral Approach
5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

#### UNIT VI: Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation - formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice - Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency polygon - Cumulative frequency curve - OGIVE

#### UNIT VII: Listening Skill

1. Sub skills of listening - listening for perception - listening for comprehension.
2. The three phases of listening.
3. Listening material - listening to specific information, for general understanding, to deduce meaning , to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
5. Testing Listening

#### UNIT VIII: Speaking Skill

1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

#### UNIT IX: Reading Skill

1. Aims of teaching reading.
2. Process involved in reading - Symbol, sound, sense.
3. Types of reading - reading aloud - silent reading - skimming - scanning - intensive reading - extensive reading.
4. Methods of teaching reading to beginners - Alphabet method - Phonetic method - Phonetic method - Word method - Phrase method - Sentence method.
5. Criteria for selection of English reader
6. Reading for perception - Reading for comprehension
6. Strategies to develop reading.
7. Testing Reading

#### UNIT X: Writing Skill

1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar -content purpose - relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.
4. Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity - spacing - capitalization - punctuation - speed.
5. Testing Writing Skills. Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

#### PRACTICAL WORK :

- Ø Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Ø Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.

- Ø Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization
- Ø Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
- Ø Examination of examples of controlled and guided composition tasks found in various course books
- Ø Preparation of material for teaching picture composition
- Ø Examination of poems prescribed for all three levels.
- Ø Practice in reading poems aloud.
- Ø Preparation of aids.
  - i. An album of black board sketches.
  - ii. An album of collected pictures
  - iii. Picture set and
  - iv. Composite scene
- Ø Practice in the use of CDs in English
- Ø Conducting a radio lesson
- Ø Development of VAI/CAI programme for a teaching item.
- Ø Preparation of a simple linear programme for a unit in grammar
- Ø Preparation of blue prints
- Ø Construction of test paper containing the different types of test items including objective type items.
- Ø Preparation of remedial material for one unit

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OPTIONAL COURSE - I  
CONTENT AND METHODS OF TEACHING OF MATHEMATICS  
(FOR GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.
7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

UNIT I: Content

The syllabus for VI to X of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Characteristics and Development of Mathematics and  
Mathematics Teacher

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher.

Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

### UNIT III: Aims and Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

### UNIT IV: Teaching Skills

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

### UNIT V: Lesson planning and its uses

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G .I.O's & S.I.O's,teaching aids – motivation, presentation, application, recapitulation and assignment.

### UNIT VI : Psychological Theories and factors influencing the Learning of Mathematics

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest , attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics - Creative thinking in Mathematics.

### UNIT VII: Identification of Individual differences

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

### UNIT VIII: Methods and Teaching Aids

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics - Activity Based Learning (ABL) - Active Learning Method (ALM) - Applications of ABL and ALM - Format of a typical lesson plan based on ALM - Introduction: Evocation, Recall, Survey - Understanding: Concept, Teacher and Individual Solving Problems - Group Work, Presentation - Evaluation: Reinforcement, Homework, Remedial measures - Computer assisted instruction, e-learning, mobile learning.

Importance of teaching aids - projected and non-projected aids - improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

#### UNIT IX: Evaluation and Analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

#### UNIT X: Analysis of Textbooks

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

#### PRACTICALS

- Ø Collection of Biographies of different mathematicians and history of symbols.
- Ø Project on mathematics and its relationship with other disciplines
- Ø Preparation of lesson plan, unit plan and year plan.
- Ø Practice of skills in micro teaching
- Ø Preparation of Improvised teaching aids
- Ø Preparation of over head transparencies
- Ø Test construction – Achievement and Diagnosis
- Ø Critical analysis of content course of standard IX to XII syllabus.

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OPTIONAL COURSE - I  
CONTENT AND METHODS OF TEACHING OF PHYSICAL SCIENCE (FOR  
GRADUATES IN PHYSICS, CHEMISTRY OR ITS EQUIVALENT)

OBJECTIVES:

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

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for VI to X of Physicals Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.

UNIT III: Micro Teaching

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of

Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

#### UNIT IV: Lesson Planning and Unit Planning.

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

#### UNIT V: Methods of Teaching Physical Science

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-General methods of Teaching Physical Science- Lecture method ,Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

#### UNIT VI: Science Text Book

Qualities of a good Science textbook-use of textbooks in teaching physical science - Evaluation of Science textbooks: Thunder's score card, Vogel's check list-Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

#### UNIT VII: Educational Technology

Educational Technology: Meaning, advantages- Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids : hardware and software approach- Principles and use of Hardware: Overhead Projector, LCD Projector, Radio, TV, VCR, Tape Recorder-principles and use of Software: Charts, Objects, Specimens, transparencies, CD, - Educational Broadcasts: Radio and T.V.

#### UNIT VIII: Evaluating outcomes of science teaching

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode–Measures of Variability- Standard, Quartile and Average Deviation- Correlation co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie Diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

#### UNIT IX: Science Laboratory

Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory: Laboratory indent - maintenance of various Registers: Accession, Non-consumable, Consumable, Issue and breakages registers - Storage and maintenance of apparatus and Chemicals- Accidents and First Aids-Improvisation of Apparatus.

#### UNIT X: Science Teacher

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of in-service programmes offered - Membership of professional organisations – Publications in science education journals.

#### PRACTICAL WORK

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 20 charts and 3 improvised apparatus.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
10. Preparing a Science album with internet materials of scientific issues.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.

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OPTIONAL COURSE - I

CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE  
(FOR GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:

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

1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for VI to X of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II : Aims and Objectives of Teaching Biological Science

Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Variou branches related to Life Science-Aims and Objectives -Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

### UNIT III : Lesson Planning and Unit Planning

Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning - Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan- Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.

### UNIT IV : Micro Teaching

Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills - Skill of Introduction-Skill of Explaining--Skill of Questioning-Skill of Demonstration -Skill of Reinforcement-Skill of Achieving Closure-Skill of Stimulus Variation - Link Lesson-Need for Link Lesson in Micro Teaching.

### UNIT V : Methods of Teaching Biological Science

Criteria for Selecting a Method of Teaching Biological Science: Levels of the Class-Size of the Class-Time Availability and Subject Matter-General Methods of Teaching Biological Science-Lecture Method -Demonstration Method-Scientific Method -Project Method-Heuristic Method-Biographical and Assignment Method-Programmed Instruction-Computer Assisted Instruction - Team Teaching-Teaching Machines-Panel Discussion-Seminar - Symposium-Work Shop.

### UNIT VI : Biology Laboratory

- (i) Biological Science Laboratory-Structure and Design-Organization and Maintenance-Laboratory Indent -Maintenance of Various Register - Accidents and First Aid -Safety - Advantages of Laboratory.
- (ii) Museum - Importance of Museum - Preparation of Museum Material - Maintenance of Aquarium-Vivarium -Terrarium.

### UNIT VII: Curriculum in Biology and Science Text Book

Principles of Curriculum Development -Selection of Content and Organization of Subject matter - NCERT Curriculum-BSCS and Nuffield Secondary Science Project.

Qualities of a Good Science Text Book-Use of Text Book in Teaching Biological Science-Evaluation of Science Text Book-Values of a School Biology Library-Books for Selection and Purchase -Classification and Cataloging.

#### UNIT VIII : Educational Technology

Educational Technology: Meaning, Advantages-Edger Dales Cone of Experience-It's Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids :Hardware and Software Approach-Principles and Use of Hardware: Over Head Projector, LCD Projector, Radio, TV, VCR, Tape Recorder-Principles and Use of Software: Charts, Objects, Specimens, Transparencies, CD-Educational Broad Casts: Radio and TV-Internet-e learning.

#### UNIT IX : Science Teacher

Academic and Professional Qualification-Competencies of a Science Teacher: Professional Competencies, Soft Skills, Technological Skills-In-Service Training: Need and Importance-Membership of Professional Organizations-Publications in Science Education Journals.

#### UNIT X : Measurement and Evaluation

Measurement and Evaluation -Qualities of Good Test-Principles and Steps in Construction of an Achievement Test-Blue Print and Question Paper-Item Analysis-Remedial Teaching in Biological Science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern. Elementary Statistics: Measures of Central Tendency: Mean, Median, Mode-Measures of Variability-Standard, Quartile and Average Deviation-Correlation Co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

#### PRACTICALS

1. Making Charts, Improvised Apparatus and Models.
2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
6. Designing and Carrying out of any one Simple Investigation of Biology.

7. Collecting and Preserving Biological Specimens.
8. Collecting and Keeping Plants and Animals alive for Instructional Purposes: Aquarium, Terrarium and Vivarium.

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OPTIONAL COURSE - I  
CONTENT AND METHODS OF TEACHING HISTORY  
(FOR GRADUATES IN HISTORY OR ITS EQUIVALENT)

OBJECTIVES

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

1. acquire knowledge of the nature, scope, structure and concepts of history.
2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.
3. Realise and appreciate values of teaching history.
4. Develop effective teaching skills.
5. Perceive effective competency in the preparation of lesson and unit plan.
6. Practise the different teaching - learning strategies.
7. Understand the principles of curriculum construction.
8. Get familiarized with the various learning resources for professional effectiveness.
9. Understand the various methods of evaluating the classroom teaching.
10. Acquire knowledge about Teacher dominated methods

UNIT I: Content

The syllabus for VI to X of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history
2. Logical sequence – structure and scope
3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts
4. Dimensions of History – Time, Place, Continuity and development
5. Relationship between History and other social sciences
6. Geographical foundation of History.

UNIT III: Aims and Values of Teaching History

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

UNIT IV: Micro teaching

1. Micro- teaching – concepts, principles and phases of Micro – teaching
2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

UNIT V: Objective based Instruction

1. Instructional objectives – Bloom’ s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

UNIT VI: Methods and Approaches in Teaching History

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity  
– Lecture, story telling – Team Teaching Supervised study – Review and drill  
– source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation
3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

UNIT VII: Resources and Educational Technology

1. Projected and Non projected Aids

2. Utilisation of community resources Importance of Museum, Archives, Library Encyclo pedias, Reference books, Historical fictions Mass Media- history Text Book
3. History class room – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

#### UNIT VIII: Recent Trends and Research

1. Linear programmed learning – computer Assisted Instruction – web based learning.
2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

#### UNIT IX: Organisation of History Curriculum

1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.
3. Principles of correlation of subjects – Identical Incidental, systematic – Fusion with geography, political science, Anthropology, literature, economics and sociology.

#### UNIT X : Evaluation and Statistics

1. Concept of Examination – criterion and norm referenced test – prognostic and diagnostic test – Achievement test – construction of Achievement test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.
2. Collection and arrangement of test scores
3. Interpretation of scores – Frequency Distribution Tables - Measures of central tendency – Mean, Median, Mode - Measures of variability – Range, Quartile deviation, Mean deviation, – Standard deviation, correlation of Rank order and product moment
4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

PRACTICALS:

1. Visiting the identified local historical places and narrative reports
2. A creative write up for developing National Integration
3. Reporting of current events / Scrap Book
4. Preparing 10 slides in power point
5. Identification and cataloguing of three web – sites related to the State Board History curriculum
6. Preparing maps, charts, pictures, models etc
7. Writing historical stories/ Dramatization
8. Quiz programmes
9. Collection of historical quotations
10. Discussion and debates
11. Construction of Achievement Test
12. Practising 5 micro lessons with 5 different skills.

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OPTIONAL COURSE - I  
INNOVATIONS IN THE TEACHING OF ENGLISH  
(FOR POST GRADUATES IN ENGLISH OR ITS EQUIVALENT)

OBJECTIVES:

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

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase
8. Describe the various devices of word formation in English
9. Explain the theoretical bases of teaching English grammar
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

UNIT I: Phonetics of English

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels - The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation - Place of articulation.
6. Diphthongs - Closing Diphthongs - Centring Diphthongs

7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress - Primary stress, Secondary stress - Sentence stress.
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

#### UNIT II: Fluency

1. Use of conventional formulae - greeting - apology - invitation - refusal - accepting - thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion - prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

#### UNIT III: Advanced Grammar

1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences
8. Analysis and classification of grammatical errors.

#### UNIT IV: Lexis

1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors - Devices for cohesion and coherence

UNIT V: Teaching Grammar

1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar- Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

UNIT VI: Teaching Vocabulary

1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII: Types of courses

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII: Reference and Study Skills

1. SQ3R method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography-  
Annotated  
Bibliography.

UNIT IX: Composition

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

UNIT X: English Language Curriculum Transaction

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement-Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

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OPTIONAL COURSE - II  
CONTENT AND METHODS OF TEACHING ENGLISH  
GENERAL ENGLISH  
(FOR POST GRADUATES IN ENGLISH OR ITS EQUIVALENT)

OBJECTIVES :

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

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

UNIT I: Content

The syllabus for XI and XII of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Need and Objectives of Teaching English

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for

teaching methods.

8. Planning for Instruction - Designing unit plans and lesson plans
9. The scope of the B.Ed English course.

#### UNIT III: Teaching Skills

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching  
Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader  
Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry  
Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

#### UNIT IV: Resources in Teaching English

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

#### UNIT V: Approaches and Methods of Teaching English

1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits
4. Approaches - Structural Approach - Types of Structures - Selection and Grading of Structures - Principles of Situational & Oral Approach

5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

#### UNIT VI: Tools of Evaluation

5. Difference between measurement and evaluation
6. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
7. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation - formative and summative assessment - Grading pattern.
8. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
9. Types of achievement tests - oral test - written test - teacher made test - standardized test.
10. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice - Error recognition.
11. Written test- Short answer type - Paragraph type - Essay type
12. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
13. Item analysis - Item difficulty - Discriminative index.
14. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency polygon - Cumulative frequency curve - OGIVE

#### UNIT VII: Listening Skill

1. Sub skills of listening - listening for perception - listening for comprehension.
2. The three phases of listening.
3. Listening material - listening to specific information, for general understanding, to deduce meaning , to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
5. Testing Listening

### UNIT VIII: Speaking Skill

1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

### UNIT IX: Reading Skill

1. Aims of teaching reading.
2. Process involved in reading - Symbol, sound, sense.
3. Types of reading - reading aloud - silent reading - skimming - scanning - intensive reading - extensive reading.
4. Methods of teaching reading to beginners - Alphabet method - Phonetic method - Phonetic method - Word method - Phrase method - Sentence method.
5. Criteria for selection of English reader
6. Reading for perception - Reading for comprehension
6. Strategies to develop reading.
7. Testing Reading

### UNIT X: Writing Skill

1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar -content purpose - relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.
4. Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity - spacing - capitalization - punctuation - speed.
5. Testing Writing Skills. Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

### PRACTICAL WORK :

- Ø Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Ø Preparation of lesson plan for teaching prose, structural items, vocabulary items,

comprehension passages, poetry and composition.

- Ø Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization
- Ø Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
- Ø Examination of examples of controlled and guided composition tasks found in various course books
- Ø Preparation of material for teaching picture composition
- Ø Examination of poems prescribed for all three levels.
- Ø Practice in reading poems aloud.
- Ø Preparation of aids.
  - i. An album of black board sketches.
  - ii. An album of collected pictures
  - iii. Picture set and
  - iv. Composite scene
- Ø Practice in the use of CDs in English
- Ø Conducting a radio lesson
- Ø Development of VAI/CAI programme for a teaching item.
- Ø Preparation of a simple linear programme for a unit in grammar
- Ø Preparation of blue prints
- Ø Construction of test paper containing the different types of test items including objective type items.
- Ø Preparation of remedial material for one unit

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OPTIONAL COURSE - II

CONTENT AND METHODS OF TEACHING COMPUTER SCIENCE  
(FOR GRADUATES & POST GRADUATES IN COMPUTER SCIENCE  
OR ITS EQUIVALENT)

OBJECTIVES :

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

1. Acquire knowledge of historical evolution of computer and its hardware, software components.
2. Acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
3. Acquire skills relating to planning lessons and presenting them effectively.
4. Familiarize with the various methods that can be employed for the teaching of computer science.
5. Understand the principles of curriculum construction.
6. Develop skill in constructing tests.
7. Acquaint in preparation of instructional aid.
8. Acquire skills to evaluate text books.
9. know techniques in preparation of good assignment.
10. acquire skill in preparing unit plan.

UNIT I: Content

The syllabus for XI and XII of Computer Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Hardware and Software of Computers

Hardware components of a micro computer – Input and Output devices – types of computers

– Software – History of Computers – Network Communication – Computer viruses – Protective measures - Software : definition - System software – Application software –High level and programming languages – use of computers in schools.

### UNIT III: Objectives of Teaching Computer Science

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels : primary, secondary, and higher secondary levels – Attainment of the objectives of computer science teaching.

### UNIT IV: Micro Teaching

Micro teaching – origin, need, procedure, cycle of operation and uses – Communication skills with reference to Micro teaching: Verbal and non-verbal communication- principles and steps in micro teaching - teaching of relevant skills; Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

### UNIT V: Lesson and Unit Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes.

Unit planning: Preparation and use of unit plan, Yearly planning

### UNIT VI: Instructional Methods

Individualized instruction – programmed instruction – Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction.

Lecture – demonstration – Problem Solving – Project method – Scientific method – analytic and synthetic methods. Inductive – deductive approaches of teaching computer science.

### UNIT VII: Instructional Aids

Meaning of the term instructional material or teaching aid – use and importance of instructional material or teaching aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids : The first approach, The second modified approach, the technological approach, The Edgar Dale Cone classification approach – Instructional material or teaching aids : Epidiascope – Overhead Projector – Black board – Visual Media – Charts – Maps – Graphs – Diagrams – Interactive White Board - Power Point Presentation (Multimedia presentation – preparation and use of the instructional media).

#### UNIT VIII: Curriculum in Computer Science

Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum construction in computer science – Development of computer science curriculum – Approaches to the organization of computer science curriculum : correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach  
– Evaluation of the existing computer science curriculum at the secondary stage.

#### UNIT IX : Evaluation in Computer Science

The concept of evaluation – objective based evaluation – tools and techniques in evaluation - evaluation for achievement, diagnosis and prediction – Criterion and Norm referenced tests – construction of different types of test :- Principles of test construction and administration of an achievement test – Blue print – Characteristic of a good test –Item analysis – Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Computer Aided Evaluation - On line examination.

Statistical measures : Measures of central tendency : mean, median, mode – measures of variability: range, standard deviation, average deviation, quartile deviation – rank correlation – statistical analysis using Ms-Excel.

#### UNIT X: Text Books, Assignment and Review

Computer Science Textbook : Meaning - Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of computer science text book – value of the computer science library.

Assignment – types – need – characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson – Review of units in computer science – Different techniques of reviewing a lesson.

#### PRACTICALS :

- Ø Practice of a minimum of five skills on Micro teaching
- Ø Preparation of Unit plan
- Ø Preparation of teaching aids
- Ø Preparation of Programmed Instruction Material
- Ø Linear Programming (Minimum of 20 frames)
- Ø Multimedia Presentation (Minimum of 20 slides)

- Ø Preparation of transparencies
- Ø Construction of an achievement test
- Ø Critical analysis of content course of standard IX to XII syllabus.
- Ø Identification and cataloguing of three websites relating to the prescribed school curriculum
- Ø Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

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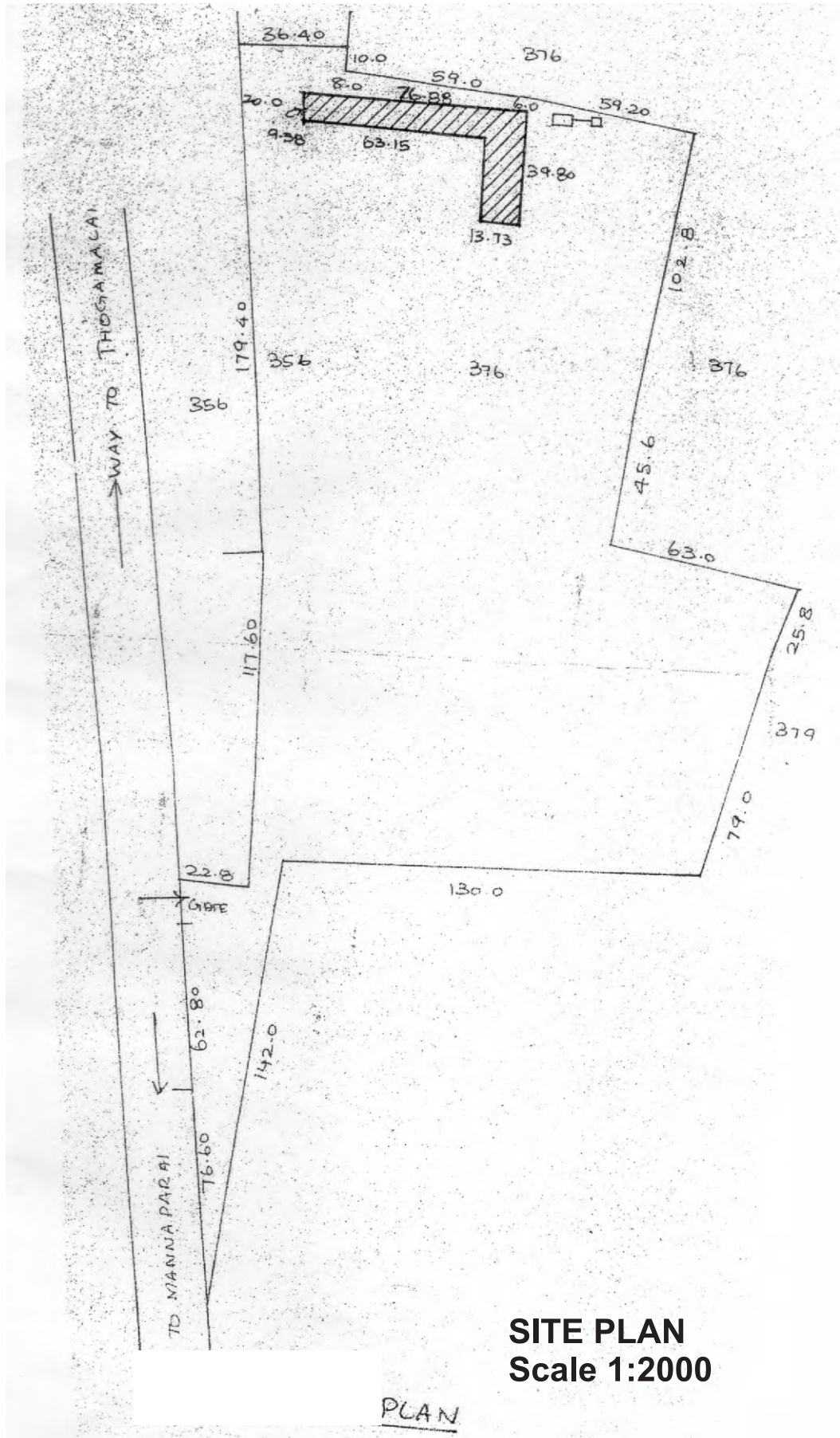
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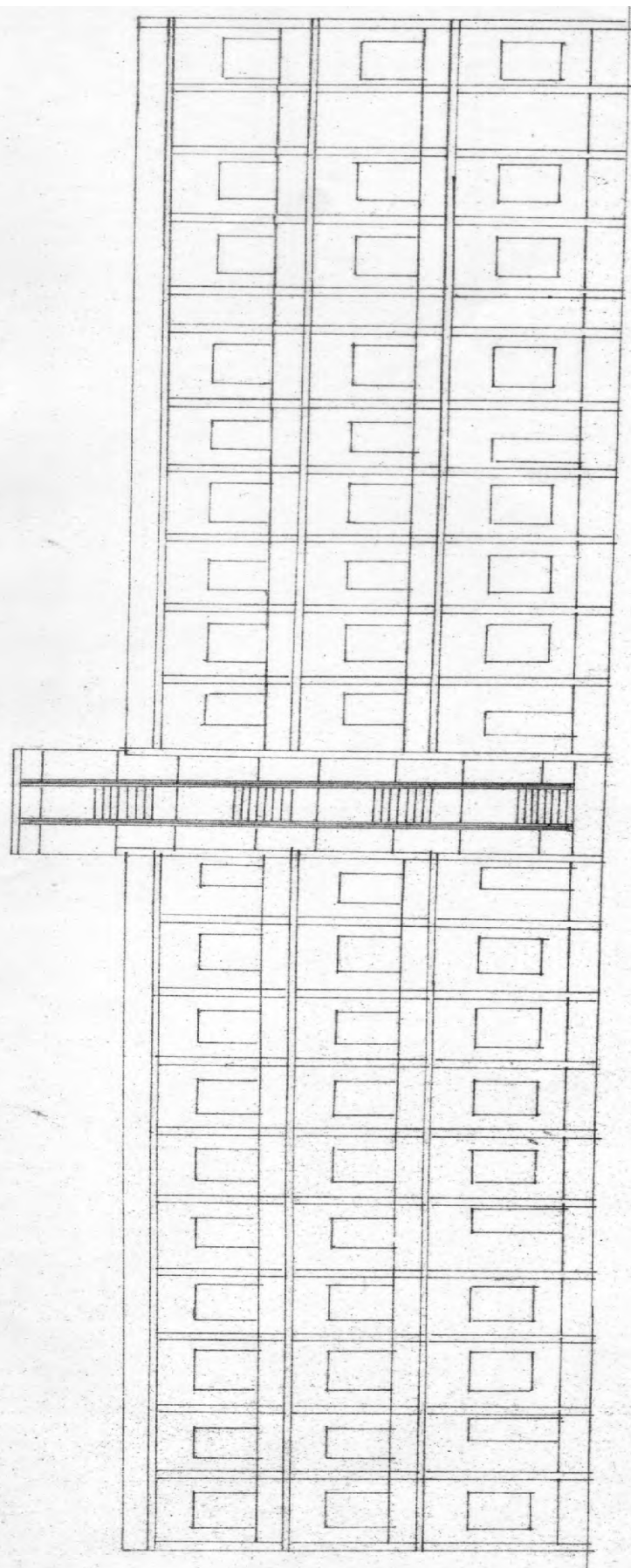
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**SITE PLAN**  
**Scale 1:2000**

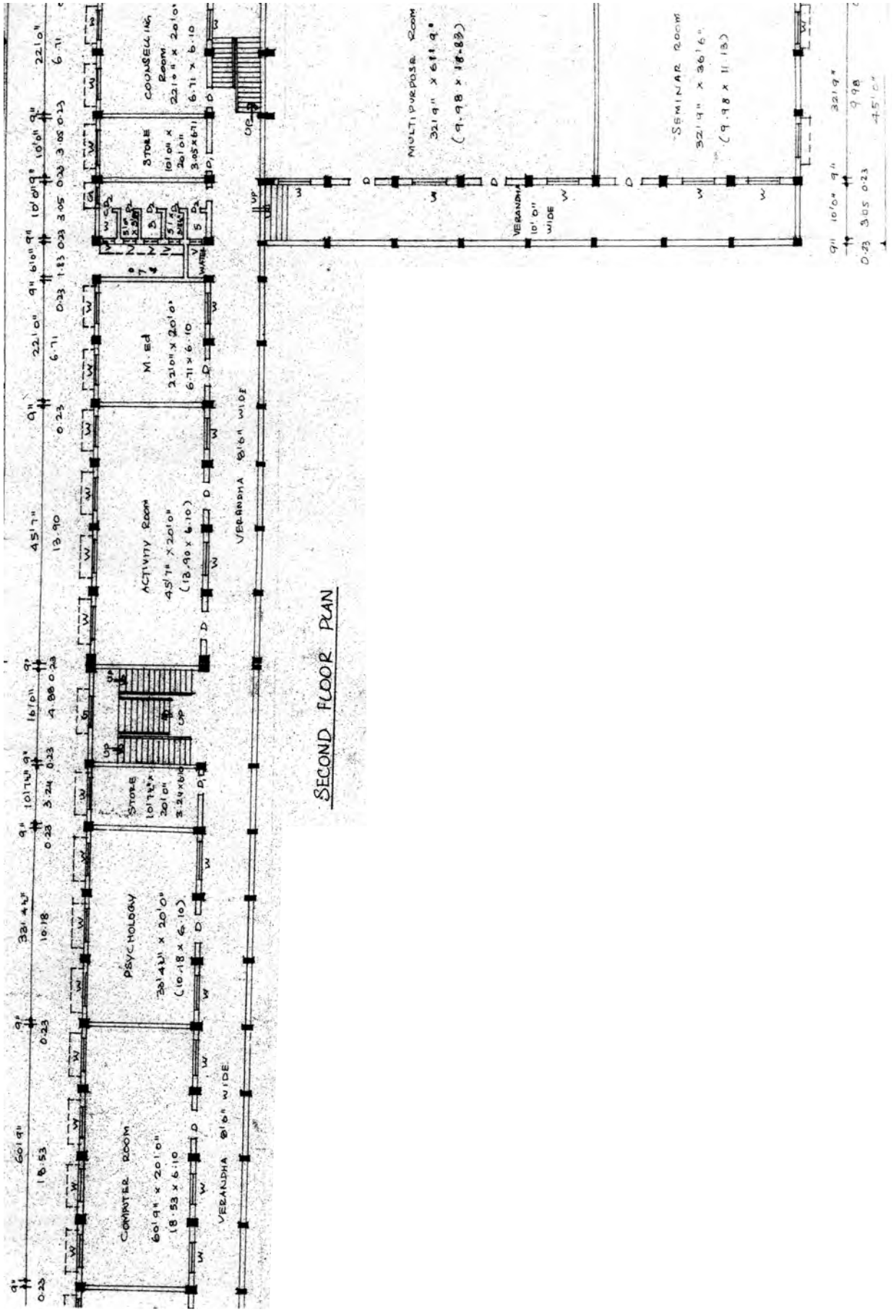
PLAN SHOWING THE PROPOSED CONSTRUCTION OF SERVITE COLLEGE OF EDUCATION AT S.F.No: 356/AA, 376/1B, 376/2B, 376/2C IN THOGAMALAI VILLAGE OF KARUR DISTRICT



ELEVATION







SECOND FLOOR PLAN

9" 10' 0"	9"	32' 9"	32' 9"
0' 23"	3' 05"	0' 23"	9' 98"
			45' 0"



### Abstract

Colleges - Self - financing Colleges - Permission to start Servite College of Education, Thetkuppalam, Thogamalai Post, Karur District - During 2005-2006- No Objection Certificate granted - Terms and condition issued.

### Higher Education (E1) Department

G.O.(Ms).No:502

Dated:5.12.2005

Read:

1. G.O(1D)No.98, Higher Education, dated 7-5-2003
2. G.O.(Ms).No.409, Higher Education, dated 5-7-2004.
3. Government Letter.No. 20490/ E1/05-1, dated: 23.9.05.
4. From the Regional Director, Southern Regional Committee, NCTE, Bangalore letter No. F.TN/SEC/ SRO/NCTE/ 2005-06/1109,dated:21.11.05.
5. From the Director of Collegiate Education, letter Rc. No. 10583/R 1/2005 dated: 18.11.05

\*\*\*\*\*

### ORDER:

Government in their Letter third read above, have issued No Objection Certificate for starting Servite College of Education (Women), Thetkuppalam, Thogamalai Post, Karur District during the year 2005-06 by The Society of the Congregation of Mother of Sorrows Servants of Mary with the subjects of Tamil, English, Economic Science (பொருளறிவியல்), Bio Science, Commerce and History. On the basis of the No Objection Certificate, the National Council for Teacher Education, in its order fourth read above, has given its recognition to start the above college during the year 2005-06.

2) The Director of Collegiate Education in his letter fifth read above has stated that the educational agency has applied to the National Council for Teacher Education to start the college with 10 subjects (Viz) Tamil, English, Mathematics, Physical Science (இயல் அறிவியல்) Bio Science, Computer Science, History, Geography, Commerce and Economic Science (பொருளறிவியல்) and the National Council for Teacher Education has allowed the same. But based on the inspection report, the Government have permitted 6 subjects as mentioned in para above. Now, the Educational Agency has requested to add the subjects of Mathematics, Physical Science (இயல் அறிவியல்), Geography and Computer Science. Since, the Educational Agency has possessed the infrastructure facilities to conduct the classes for the

additional subjects and the National Council for Teacher Education has accorded permission to the above courses and the teachers have been appointed by the Educational Agency for the above subjects, the Director of Collegiate Education has requested the Government to add the above subjects with in the overall intake of 100 students. Further the Educational Agency has requested the Government to issue G.O. in respect of No-Objection Certificate so as to get University affiliation.

3) The Government, after examination of the recommendations of the Director of Collegiate Education in the letter 5<sup>th</sup> read above and taking into account the recognition given by the National Council for Teacher Education in its letter 4<sup>th</sup> read above, convey No Objection Certificate to Bharathidasan University, Trichirappalli for consideration for grant of affiliation to Servite College of Education, Thetkuppalam, Thogamalai Post, Karur District to be started by the Society of the Congregation of Mother of Sorrows Servants of Mary, Servite generalate, Numgambakkam, Chennai-34 on Self-financing basis with the courses of Tamil, English, Mathematics, Physical Science (இயல் அறிவியல்), Bio Science, Computer Science, History, Geography, Commerce and Economic Science (வணிக அறிவியல்), with an intake of 100 Students in accordance with National Council for Teacher Education Acts and Rules / Regulations made thereunder, during the academic year 2005-2006.

4) The Educational Agency should fulfill the following conditions:-

- i) The management should execute an agreement in stamp paper to abide by all conditions prescribed by the Government / National Council for Teacher Education.
- ii) The lands mentioned in Government letter 3<sup>rd</sup> read above should not be utilized for any other purpose other than college purposes.
- iii) The Government will not grant any financial assistance at any time.
- iv) The teaching and non teaching staff shall be appointed as per the yardstick prescribed by the National Council for Teacher Education/University Grants Commission and they should possess the qualifications prescribed by the respective University.
- v) The management should not collect capitation fee or donation in any form other than the admissible fees as per the prescription of the Government from time to time.
- vi) The management shall collect Tuition fees, Special Fees, Application fees, Registration fees, laboratory fees, Security deposit only as per the rates prescribed by the Director of Collegiate Education / Government.

- vii) The management should strictly follow the guidelines issued by the Director of Collegiate Education during admission time and should fill up 50% of the seats as well as additional seats by adhering to the reservations policy of the Government.
- viii) If the management creates a situation causing the closure of the college for any reason, the Government will not come forward to take over the college.
- ix) The management should strictly adhere to such other conditions prescribed by the National Council for Teacher Education / State Government / University.
- x) The Management should provide the fire prevention facilities and Rain Water Harvesting provision in the college buildings and also to obtain Electricity Board safety certificate.

(By order of the Governor)

K.S.Sripathi,  
Secretary to Government.

To

The Director of Collegiate Education, Chennai-6.  
The Regional Joint Director of Collegiate Education, Trichy.  
(through the Director of Collegiate Education, Chennai 6.)

✓ The Registrar, Bharathidasan University, Trichy.

~~The President, The Society of the Congregation of  
Mother of Sorrows Servants of Mary, Servite Generalate,  
41/42, Tank Bond Road, Nungampakkam, Chennai -34.~~

Copy to:-

The Chairman, National Council for Teacher Education, New Delhi.  
The Regional Director, National Council for Teacher Education,  
1st floor, CSD Building, HMT Complex, Bangalore-560 031.

//Forwarded /by Order//

  
5/12/20  
Section Officer

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)  
दक्षिण क्षेत्रीय समिति



National Council for Teacher Education

(A Statutory Body of the Government of India)  
Southern Regional Committee

Code : APS03461

F.TN/SEC/SRO/NCTE/2005-2006/ 4109

Date : 21/11/05

By RPAD

**PREAMBLE :**

In terms of Section 14(1) of the NCTE Act, 1993 Servite College of Education, Thetkuppalam-621313, Thogamalai Post, Karur District, Tamilnadu had submitted an application to the Southern Regional Committee of NCTE for grant of recognition for B.Ed course on 30/12/2005.

In obedience to the directions passed by the Hon'ble High Court of Madras in W.P. No.17477 of 2005 dated 24.5.2005 filed by the institution the SRC-NCTE caused inspection of the institution on 20.6.2005. Upon consideration of visiting team report and other documents furnished by the institution, the SRC in its 104<sup>th</sup> meeting held on 8<sup>th</sup> and 9<sup>th</sup> November, 2005 decided to accord recognition for B.Ed programme with an intake of 100 from the academic session 2005-06.

However, in the meanwhile some institutions who have been granted recognition for the subsequent year based on belated endorsements preferred an appeal to NCTE Hqrs. and contended that a few institutions which have submitted belated endorsements were granted recognition for the current academic year. SRC, in its comments to the NCTE Hqrs. explained that this has occurred due to oversight and would modify such orders which have been wrongly issued. Pursuant to this, the National Council for Teacher Education, New Delhi, No.F.No.89-156/2005-Appeal dated 28<sup>th</sup> September, 2005 remanded back the cases to the SRC, Bangalore with a direction to reconsider the cases immediately for granting recognition from 2005-2006 on par with other similar cases who have been granted recognition for 2005-2006.

The same has been placed before SRC in its 103<sup>rd</sup> meeting held on 27<sup>th</sup> and 28<sup>th</sup> October, 2005 and SRC after obtaining a considered legal opinion in this regard, has taken a decision to review its recognition orders issued for the session 2006-07 and to grant recognition for the session 2005-06 to those institutions who have submitted belated NOCs/Endorsements as one time exception. Subsequently, SRC in its 104<sup>th</sup> meeting held on 9<sup>th</sup> November, 2005 decided to extend this relaxation to the institutions which have submitted other essential documents mentioned in Appendix 1B, belatedly.

Hence the modified order:

.....2



पहली मंजिल, सी.एस.डी. बिल्डिंग, एच.एम.टी. पोस्ट, बेंगलोर - ५६००३१

1st Floor, CSD Building, HMT Post, Bangalore - 560 031. Telefax : 080-3451467 Ph. : 3451468  
E-mail : nacoteed@bgl.vsnl.net.in, Website : http://www.ncte-in.org

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4  
**Order**

In terms of Section 14 (1) of the NCTE Act, 1993 **Servite College of Education, Thetkuppalam-621313, Thogamalai Post, Karur District, Tamilnadu** had submitted an application to the Southern Regional Committee of NCTE for grant of recognition for **Secondary (B.Ed) Course of One year** from the academic session **2004-05**.

2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following:

- a. The institution has acquired the land for setting up the teacher education institution.
- b. The institution will ensure that the permanent building is constructed within a period of 3 years on the acquired land.
- c. The institution has created an Endowment Fund of Rs. 5.00 lakhs and a Reserve Fund of Rs. 5.00 lakhs.
- d. The institution has selected the **Principal** and **Seven** teachers for the said course.

3. Now therefore, in exercise of the powers vested under Section 14(1) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to **Servite College of Education, Thetkuppalam-621313, Thogamalai Post, Karur District, Tamilnadu** to offer **Secondary(B.Ed) course of one year duration** from the academic session **2005-06** with an annual intake of **100** students, subject to fulfillment of the following.

- a) The institution will ensure that **Eight** exclusive faculty members (**Principal and Seven teachers**) duly approved by the affiliating university are in position for an intake of **100** students and a report to this effect shall be sent to the Southern Regional Committee immediately and in any case before commencement of admissions for the course.
- b) The institution shall shift to its own premises within three years from the date of recognition (in case the course is started in temporary premises).
- c) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Regional Committee.

...3



- d) The institution shall comply with the various other norms and standards prescribed in the NCTE Regulations.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like the State Government etc.
5. The institution shall submit to the Regional Committee a Performance Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating body to the appointment of faculty members, and the statement of annual accounts duly audited by a Chartered Accountant.
6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued thereunder, the Southern Regional Committee may withdraw the recognition under the Provisions of Section 17(1) of the NCTE Act, 1993.

By Order,

(R. Vijay)  
Under Secretary



**The Manager**  
**Government of India Press**  
**Department of publications (Gazette Section)**  
**Civil Lines, New Delhi.**

**To**

**The Correspondent,**  
**Servite College of Education,**  
**Thetkuppalam-621313,**  
**Thogamalai Post, Karur District,**  
**Tamilnadu**

**CC To.:**

1. The Education Secretary Incharge of Higher Education, Government of Tamilnadu
2. The Director (Collegiate Education), Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
3. The Registrar, Bharathidasan University, Tiruchirapalli, Tamilnadu.
4. The Controller of Examinations, Bharathidasan University, Tiruchirapalli,
5. The Member Secretary, NCTE, New Delhi.
6. Office Order file.



04-07

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)  
दक्षिण क्षेत्रीय समिति



गुरुर्गुस्तमो धाम  
NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Southern Regional Committee

F.SRO/NCTE/2009-2010/11158

Date 01/04/09

To

APS03461

The Principal  
Servite College of Education  
Thogimalai Post, Thetkuppalam,  
Pin – 621313, Karur District,  
Tamilnadu

Sir,

**Sub:** Request for change of name from “Servite College of Education” to  
“Servite College of Education for Women” – regarding

**Ref:** Your letter dated 25.02.2009

With reference to the above, the request of your institution for change of name was placed before SRC in its 171<sup>st</sup> meeting held on 16-17 March 2009. SRC observed that the institution requested to start the B.Ed college exclusively for women, whereas the same had not been incorporated in the recognition order issued.

Hence, SRC decided to permit the institution to have women students only and change the name and style of the institution from “Servite College of Education” to “Servite College of Education for Women” with immediate effect.

Yours faithfully,

  
(Prof. B. Krishna Reddy)  
Regional Director

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 Director (Collegiate Education), Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu
3. The Registrar Bharathidasan University, Tiruchirappalli, Tamilnadu
4. The Correspondent, The Society of the Congregation of Mother of Sorrows Servants of Mary, Servite Gneralate, New No.36, 37, Tank Bund Road, Numgambakkam, Chennai – 600 034, Tamiinadu
5. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.
6. Office Order file.

F.SRO/NCTE/APSO3461/B.Ed/TN/2014-15/63800

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, **Servite College of Education for Women, Thetkuppalam-621313, Thogamalai Post, Karur District, 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 **Servite College of Education for Women, Thetkuppalam-621313, Thogamalai Post, Karur District, 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.

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.

Cont....2

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,  
Servite College of Education for Women,  
Thetkuppalam-621313, Thogamalai Post,  
Karur District,  
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, **Servite College of Education for Women, Thetkuppaiam-621313, Thogamalai Post, Karur District, 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



**BHARATHIDASAN UNIVERSITY**  
TIRUCHIRAPPALLI – 620 024

**Dr. V. RADHAKRISHNAN, M.Sc., Ph.D.,**  
**REGISTRAR**

Phone : 2407071, 2407092

Fax : 0431-2407045

Grams : 'BARD'

**Ref. No. 32979/D6/2005/Date: 27.12.2005**

To  
The President,  
The Society of the Congregation of Mother of Sorrows  
Servants of Mary, Servite Generalate,  
41, 42 Tank Bund Road, Nungambakkam,  
**Chennai – 600 034.**

Sir,

Sub: Affiliation – 2005-2006 – Provisional affiliation for establishing a new self-financing College of Education in the name and style of “**Servite College of Education**” at Therukuppallam, Thogaimalai, Karur District – Granted – reg.

- Ref: 1. Government letter No. 20490/E1/2005-1/ dated 23.09.2005 from the Secretary to Government, Higher Education (E1) Department, Govt. of Tamil Nadu.  
2. Letter No. F.TN / SEC / SRO / NCTE / 2005-2006 / 11109 dated 21.11.05 from the Under Secretary, National Council for Teacher Education(SRC), Bangalore.  
3. Your application dated 25.11.2005.  
4. This office letters No.32979/D6/2005(1 & 2) dated 02.12.2005.  
5. Report of the Inspection Commission dated 13.12.2005  
6. Syndicate Resolution No.2005.251 dated 16.12.2005.

---

Based on the permission granted by the Government of Tamil Nadu under reference first cited above, the National Council for Teacher Education (SRC), Bangalore, has granted recognition in its letter second cited above to start a self-financing College of Education in the name and style of “**Servite College of Education**” at Therukuppallam, Thogaimalai Post, Karur District, to offer **Secondary (B.Ed.)** course of one year duration with an intake of 100 (One hundred students only) for the academic year 2005-2006.

In this regard, an Inspection Commission was appointed in the reference fourth cited. The Inspection Commission inspected the above proposed college at Therkuppallam, Thogamalai Post, Karur District, on 13.12.2005 and submitted its reports.

I am, by direction, to inform that the reports of the Inspection Commission were considered by the Syndicate in its meeting held on 16.12.2005 under item No. 2005.251 and it has been decided that provisional affiliation be granted for establishing a new self-financing Education College in the name and style of **“Servite College of Education”** at Therkuppallam, Thogamalai Post, Karur District for the year 2005-2006, **to offer B.Ed., course with an intake of 100 (One hundred only) students**, subject to the condition that the Management of the proposed college ensures (i) **the minimum number of 180 working days as per the norms of NCTE and Bharathidasan University from the date of grant of affiliation by the University** (ii) **the fulfillment of the norms prescribed by the NCTE and conditions of affiliation prescribed by the University and also** (iii) **subject to the fulfillment of the recommendations of the Inspection Commission.**

The said provisional affiliation granted is further subject to the following conditions:

- a) that the Management of the Trust should ensure that a copy of the Government of India Gazette in which the recognition dated 21.11.2005 granted by the NCTE for starting the proposed new College of Education, was published and the same be produced to the University before the commencement of the admissions for the B.Ed. course.
- b) that the Management of the Trust should ensure that the proposed college has eight exclusive faculty members (**Principal and seven teachers**) with the qualifications as per the NCTE and University norms and duly (i) recruited through the Selection Committee with the nominees of the Vice-Chancellor / University representatives and (ii) approved by the University, and that the faculty are in position before commencement of the admissions for the B.Ed. course.

- c) that if the Management of the Trust of the above proposed College of Education contravenes any of the norms of NCTE or Bharathidasan University, the University will withdraw the affiliation.

**GENERAL CONDITIONS OF AFFILIATION:**

01. *As per the clause 33 of chapter XII of Bharathidasan University Statutes affiliation, recognition or approval shall in no case be granted with retrospective effect. Attendance granted at courses of instruction provided in colleges or in subjects before affiliation, recognition or approval is given shall not qualify for the grant of certificates or attendance; and such attendance shall not entitle any candidate for exemption from the production of certificate of attendance.*
02. *Each and every recommendations of the Inspection Commission mentioned in the report of the Inspection Commission should be implemented.*
03. *The staff as recommended by the Commission should be appointed immediately subject to the fulfillment of the qualifications, experience, passing of tests and other stipulations laid down by the University for each post and all the posts should be filled up with qualified candidates before the commencement of the course.*
04. **The approval of Qualification should be obtained from the University for the teaching staff including the Principal of the College immediately.**
05. *Arrangements should be made for the conduct of the University examinations*
06. *The campus site plan and the line diagrams of the buildings indicating the classrooms, etc., where the College has been proposed to be located permanently should be sent to the University.*
07. *Library and Laboratory should be strengthened as suggested by the Commission.*
08. *The Principal of the College shall make arrangements for the candidates to fulfill the requirements of regulations in respect of attendance for appearing the University examination by conducting extra classes, if need be.*
09. *The extension of provisional affiliation for the B.Ed., course now approved should be obtained from the University before admission of students is made for the subsequent academic years.*

10. *The College shall maintain proper Registers and Records regarding admission, withdrawal, attendance, scholarship, financial transactions, etc. as in the case of other affiliated Colleges of this University.*
11. *The constitution of a Managing Body of the College shall also provide one representative nominated by the Vice-Chancellor to serve on the Managing Body.*
12. *The College shall provide adequate and suitable space for games and physical exercise and shall make adequate arrangements for the physical training of its students.*
13. *The College shall make adequate provision for the residence of its students not residing with their parents or duly recognised guardians. Such provision shall be in the form of hostel managed by the College and recognised by the University or other hostels recognised by the University.*
14. *If the college proposes for temporary suspension of instructions or closure of B.Ed., course as per the private college Act must intimate to the University before the commencement of the academic year. The Revival of such course should be made with prior permission of the University before the commencement of the academic year concerned.*
15. **If any of the conditions of provisional affiliation are not fulfilled by the Management of the College the provisional affiliation shall cease to be valid automatically.**
16. In case, the Management of the College is not fulfilling any or all the conditions prescribed for provisional affiliation or approval or not complying with any or all the rules of the University or not implementing any decision of the University, **it shall be competent for the Syndicate,**  
**to suspend the provisional affiliation granted to the College in B.Ed., course.**
- 17 **Such other conditions as may be prescribed by the University from time to time should also be complied with by the Management of College.**

I am to add that a Review Committee (preferably with the same members) will BE SENT during June / July 2006 to review the fulfillment of the conditions prescribed by the Inspection Commission for purpose of considering grant of extension of provisional affiliation for the B.Ed., course for the year 2006-2007.

Further, the University reserves the right to appoint a Review Committee whenever necessary to verify the fulfillment of any or all conditions stipulated by the University in this provisional affiliation orders and the Management of the College shall be subject to the Statutes of the University and the decisions of the Syndicate from time to time pertaining to the conditions of affiliation, recognition, approval, etc.,

In communicating the above, I am to request you to kindly forward **an undertaking** to this office **within a week** to the effect that (a) the Management of the College will implement each and every one of the recommendations of the Inspection Commission and fulfill all the conditions of affiliation enumerated above and (b) the Management of the College will not collect **capitation fee** in any form from the students seeking admission in the College (as required in the Clause (V) of the Chapter XIV of Bharathidasan University Statutes).

The receipt of this communication together with its enclosures may kindly be acknowledged by return of post.

Yours faithfully,

  
REGISTRAR

Encl.: Copy of the report of the Inspection Commission

c.c. to :

1. The Under Secretary, National Council for Teacher Education (SRC), 1<sup>st</sup> Floor, CSD Building, HMT Post, Bangalore 560 031.
2. The Secretary to Government, Department of Higher Education (E1), Fort St. George, Chennai – 600 009.
3. The Director of Collegiate Education, Chennai –600 006.
4. The Principal, Servite College of Education, Therkuppallam, Thogamalai Post, Karur District
5. The Controller of Examinations, Bharathidasan University, Tiruchirappalli – 24.
6. The Director, CCCD, Bharathidasan University, Tiruchirappalli – 620 024.



## தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Phone: 044 - 28447304 Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Affln., Certificate/2015/ 536

Date: 26.03.2015

**Dr.S.KALAICHELVAN,**

M.Sc., M.Ed., M.Phil (Phy)., M.Phil(Edu.), Ph.D.

**REGISTRAR**

### TO WHOMSO EVER IT MAY CONCERN

This is to certify that the Tamil Nadu Teachers Education University, Chennai was established by an Act passed by Tamil Nadu Legislative Assembly [Tamil Nadu Act 33 of 2008] and started functioning with effect from 01.07.2008, the appointed day, as per G.O.Ms.256, Higher Education (K2) Department 25.06.2008.

As per the Tamil Nadu Teachers Education University Act, the University is to monitor teacher education programmes approved by the NCTE at all levels in Tamil Nadu State academically.

All colleges offering Teacher Education programmes and affiliated to the Universities in Tamil Nadu now stand affiliated to Tamil Nadu Teacher Education with effect from 01.07.2008 as per the section 54 of the Act.

Accordingly, *Servite College of Education for Women, Therkuppallam, Thogamalai Post, Karur District-621 313* (College Code: 11009) is provisionally affiliated to Tamil Nadu Teachers Education University, Chennai, from the academic year 2008-2009 and the affiliation is still in force.

This College will be considered for Permanent Affiliation after completion of 10 (ten) years of existence as a College of Education apart from the fulfillment of other required conditions such as NAAC accreditation with at least a letter Grade B.

This Certificate is issued on the request of the college for the purpose of sending the same to National Assessment and Accreditation Council (NAAC), Nagarbhavi, Bangalore and *the management of the College shall not claim it as Affiliation certificate to any other purpose.*



**REGISTRAR**

Tamilnadu Teachers Education University  
Chennai - 600 005.



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்  
TAMILNADU TEACHERS EDUCATION UNIVERSITY  
(State University - Established under Government of Tamil Nadu Act 33 of 2008)

No. TNTEU/R/Affin-Contn/2011/367

Date: 29.06.2011.

Dr. A. R. VEERAMANI,

M.A. (Econ.), M.A. (Pol.Sci.), B.L., M.Phil., Ph.D.

Registrar

✓ To

The Secretary,  
Servite College of Education,  
Thetkuppalam-621 313,  
Thogamalai Post,  
Karur District.

Sir/Madam,

**Sub:** Servite College of Education, Karur District - Continuation of provisional affiliation to offer B.Ed. Degree course from the academic year 2009-2010 - Granted - Orders issued - Regarding.

**Ref:** 1. Your application for continuation of provisional affiliation dated 29.01.2009  
2. From NCTE, Southern Regional Committee, Bangalore, order No.F.TN/SEC/SRO/NCTE/2005-2006/4109, dated 21.11.2005.  
3. Bharathidasan University, Trichy Order No. 32979/D6/2005, dated 27.12.2005.

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I am by direction, to inform you that the Syndicate of the University, at its meeting held on 19.05.2011 has considered your above request to grant continuation of provisional affiliation to offer B.Ed. Degree course in Servite College of Education, Karur District from the academic year 2009-2010 together with the report of the inspection commission and resolved that the request of the college for continuation of provisional affiliation be approved and the college be granted continuation for provisional affiliation from the academic year 2009-2010. Accordingly **continuation** of provisional affiliation is hereby granted to **“Servite College of Education, Thetkuppalam-621 313, Thogamalai Post, Karur District”**. (College Code: 11009) to offer **B.Ed. Degree course** from the academic year 2009-2010.

The conditions laid down by this University for affiliation are furnished below which should be strictly adhered to by the College and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

### **CONDITIONS OF AFFILIATION**

1. All the conditions laid down by the NCTE, Bangalore.
2. **Candidates to be admitted in B.Ed Degree course should (a) satisfy the eligibility conditions prescribed in the Regulations and the guidelines of the Government of Tamil Nadu (b) obtain approval from the University for the students admitted to B.Ed/M.Ed degree course as per prescribed norms (c) earn required attendance prescribed by the University for appearing for the University Examinations.**
3. To follow the guidelines prescribed by the Government of Tamil Nadu/the Director of Collegiate Education, Chennai from time to time with regard to minimum percentage of marks required for admission to B.Ed/M.Ed. degree course, age limit, Reservation rules and percentage of seats among optional subjects.
4. The college on completion of three years of affiliation should move to their own building in their own premises with adequate facilities. Otherwise continuation of affiliation for fourth year will not be granted by the University. (If not owned permanent building already) and shall have clear title of ownership of land and building in favour of the Management/Trust..
5. The Syllabus prescribed by the Tamil Nadu Teachers Education University for B.Ed./M.Ed. degree course shall be followed for the academic year 2009-2010.
6. The college shall complete the working days prescribed by the University in the Regulations prescribed for B.Ed./M.Ed. courses in an academic year.
7. Arrangement shall be made by the college for the conduct of University Examinations, whenever required.
8. No donations shall be collected from the students seeking admission to any course of study in the college.
9. The Management of College shall not discontinue any existing course without prior permission from the University which should be intimated before the 30<sup>th</sup> September and shall not offer any other course other than the course for which the affiliation is granted.
10. The college shall only collect Tuition and other fees from the students at the rates as prescribed by the State Government / University.
11. The College should have [1] Separate lounge [2] Rest room [3] Toilet for Women Faculty.
12. A Librarian, Physical Director/Directress and a Medical officer with the prescribed qualification shall be appointed.

13. Number of teaching and non-teaching staff shall be appointed as per norms prescribed by the University/ U.G.C./NCTE/Government for each course.
14. No teacher shall be appointed, if he/ she has not fulfilled the qualifications as laid down by the University and U.G.C./NCTE from time to time.
15. An agreement shall be entered into with each teacher to be appointed as per the requirements of the University/ Tamil Nadu Private Colleges (Regulation). Act and rules there under.
16. The College shall implement each and every one of the recommendations of the Inspection commission.
17. The classrooms shall be according to the suggested U.G.C./NCTE norms.
18. The library should be strengthened, as suggested by the Inspection commission. The library shall have common reading room and stack room as per standard prescribed by the U.G.C. /NCTE/ Government.
19. The teacher should be paid as per pay scales of UGC/AICTE/NCTE/VI pay commission of the State Government, as the case may be, and their salary should be paid through Banks, by means of Cheques. This will be verified by the authorities from time to time.
20. The maximum number of students who may be admitted to each of the course shall not exceed the strength sanctioned by the University/NCTE.
21. Laboratory shall be strengthened, as suggested by the Commission. The Laboratory shall have sufficient equipments required for performing experiments prescribed for the courses of study. The laboratories shall also have adequate arrangement for gas supply, regular water supply and electricity. The safety standard shall be fully observed.
22. Necessary Hostel accommodation, Staff quarters, Play ground are to be provided.
23. The posts of teacher and Head of the Departments wherever required for the proposed course shall be filled up before starting the course.
24. No teacher shall be appointed or shall be continued in service, who has attained the age of superannuation as may be prescribed by the Tamil Nadu Government.
25. Suitable leave rules for teaching and Non-teaching staff be framed, generally in conformity with the State Government rules.
26. Approval shall be obtained from the University before appointing the teaching staff.
27. Such other Rules and Regulations as may be generally prescribed from time to time by the University shall also be complied with.
28. If all the conditions of Provisional affiliation granted are not complied with by the end of the period fixed then affiliation or approval shall cease automatically.
29. The College should obtain planning permission and Building Permit from the competent authorities for constructions.

30. As per the “National Council for Teacher Education, (Recognition Norms and Procedures Amendment)” Regulations 2010 an institution shall be permitted to apply for new course of M.Ed. and B.Ed. (Additional Intake) after it has been accredited by the National Assessment and Accreditation Council (NAAC), with at least Letter Grade B developed by NAAC.

While communicating the above decision, I am to request you to kindly forward a specific and detailed report in this regard, immediately after fulfilling all the above conditions of affiliation.

This affiliation order is issued subject to the condition that the candidates admitted should earn the required attendance and progress to appear for the University Examinations in May/June 2012.

It is further informed that, after completion of 5 years of affiliation, a college may apply for permanent affiliation in the prescribed format with prescribed fees. Conditions prescribed by the University for grant of permanent affiliation has already been communicated in this office letter No. TNTEU/R/Affln./Syn.Oct.10-Item23,25/2010/1898, dated 08.12.2010 and the same is published in the university website ([www.tnteu.in](http://www.tnteu.in)) also.

Kindly acknowledge the receipt.

Yours faithfully,

  
REGISTRAR

**Copy to:**

1. The Regional Director, National Council for Teacher Education, CSD building, HMT Post, Bangalore-560 031.
2. The Controller of Examinations, TNTEU.
3. Finance Section.
4. Admission Section.

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2-11-07



# தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

## TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005

Phone: 044 - 28447304 Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Affn/Certificate/2009/ 852

Date: 28.10.2009

**Dr. A. R. VEERAMANI,**

M.A. (Econ.), M.A. (Pol.Sci.), B.L., M.Phil., Ph.D.

REGISTRAR

### TO WHOM SO EVER IT MAY CONCERN

This is to certify that the Tamil Nadu Teachers Education University, Chennai was established by an Act passed by Tamil Nadu Legislative Assembly [Tamil Nadu Act 33 of 2008].

As per sub-section [4] section [1] of Tamil Nadu Teachers Education University Act, the date of commencement of the University as 01.07.2008 was notified in G.O.Ms.256, Higher Education (K2) Department 25.06.2008.

All colleges offering Teachers Education programme and affiliated to the Universities in Tamil Nadu now stand affiliated to Tamil Nadu Teachers Education University with effect from 01.07.2008 as per the said section.

**Accordingly, the Servite College of Education for Women, Therkuppallam, Thogamalai Post, Karur District - 621 313** is provisionally affiliated to Tamil Nadu Teachers Education University, Chennai, from the academic year 2008-2009.

This Certificate is issued, on request of the college, for the purpose of sending B.Ed. students for Teaching Practice at the High/Higher Secondary School for the academic year **2009-2010**.



*ARV*  
REGISTRAR

**Questionnaire on  
Student evaluation (ffed back) on the  
B.Ed. course in general**

Questionnaire is prepared to collect the students' opinion on the B.Ed. course in general with 20 statements. The statements cover the information about the nature of the course i.e., whether it is adequate, challenging or difficult, their knowledge about the course at the time of entering into the course, their feeling/experiences their aptitudde towards the teaching profession, and the usefulness of the practice given for micro and macro teaching, their views about the newly introduced papers i.e., education on technology and computer educatinal, and the awareness they gained through project works, and internship training etc.

Servite College of Education for Women

Thogaimalai

I have enjoyed the Curriculum of this college which is affiliated to the syllabus of Jamilnaidu Teacher Education University, Chennai.

Evaluation on Curriculum

Core papers:-

Education in the Emerging Indian Society:-

This educational paper fulfils the purpose of getting training to become a good educator.

It Explains about some prominent Indian as well as western philosophers and their educational thoughts and methods.

Through this we understood the importance of social values and student based Education and Health Education.

## Educational Innovations and Management:-

This paper enables the trainees with technical based training and develops creativity in their teaching.

we became capable of capturing many types of learning and teaching process.

## Psychology of Learning and Human Development:-

This was the most important paper to know the behaviour of the children as we are going to interact with them in the future.

we could capture the human mentality, human growth and development especially the ways and means to improve their personality while teaching.

## Elective - Computer:-

The Computer place a very important role in today's Education.

- \* "Computer is anywhere and everywhere"
- \* we understood the importance of using Computer in teaching through audio visual.

### Teaching of physical Science:-

- \* Basically it deals with all the skills especially experimental, lecture, demonstration and project method.

- \* It emphasizes statistical and blue printed way of learning the skills.

### Teaching of special English:-

As an optional II paper, it develops the communication skills and improves the fluency in speaking in English.

**SERVITE COLLEGE OF EDUCATION FOR WOMEN**  
**Therkkupallam, Thogaimalai**

**Questionnaire No. 3**

**Students' overall Evaluation of the programme and Teaching**

(To be filled only after the course results are declared)

Department : *Mathematics*

Course : *B.Ed (Innovation)*

Teacher : *Mrs. Kalpana*

Year : *2014-2015*

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of 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



15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time                       b) with helpful comment  
c) often/ late                                      d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully                                      b) yes, partly  
c) not discussed at all                      d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) Yes    b) no

If yes, was it helpful?

- a) Yes    b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

**SERVITE COLLEGE OF EDUCATION FOR WOMEN**  
**Therkkupallam, Thogaimalai**

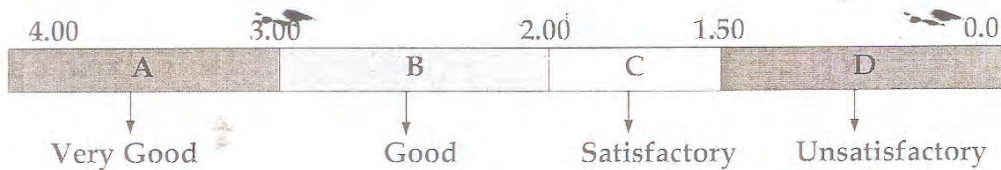
**Feedback from Students**  
**Questionnaire No. 1**

Programme:

Department: *English*

Semester/Term/Year:

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.



**Course-I**

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course 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	✓			

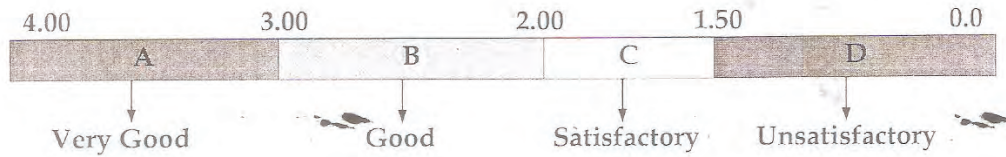
**SERVITE COLLEGE OF EDUCATION FOR WOMEN**  
**Therkkupallam, Thogaimalai**

Questionnaire No. 2

Student Feedback on Teachers

Department : Computer Science Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher	✓			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course	✓			
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

## Feedback on Micro-teaching

Micro-teaching is one of the best method to Student-teacher to improve their teaching capacity and to teach the lesson effectively with interest. It make the Student-teacher not to afraid of the class room teaching. In our class room we have practised the following Skill.

They are :-

- (i) Skill of Introducing
- (ii) Skill of Explaining
- (iii) Skill of Reinforcement
- (iv) Skill of Blackboard
- (v) Skill of Questioning
- (vi) Skill of Stimulus Variation.

(i) Skill of Introducing :-

Skill of Introducing Skill is very Interesting and effective one. Student-teacher and peass to Interacted Intellectually.

### (ii) Skill of Reinforcement

The student-teacher has to use positive words. The student-teacher encourages by the words like "Fantastic, Excellent, good, correct, yes, and also" pears feelings of warmth and facial expression was very good.

### (iii) Skill of explaining

The student-teacher teaches the lesson more effectively and uses many examples. She taught very patiently. There are many components used in this skill.

### (iv) Skill of Blackboard

She used her skill of writing with good handwriting. Pears clearly understand her handwriting. The student-teacher used capital letters, colour chalk piece and underline the important words to encourage the student-teacher for her good handwriting.

### (v) Skill of Questioning:-

The student teacher used all the components of this skill. It is very effective one to improve the students' understanding capacity. We peers have encouraged the teacher training to improve her skill of Questioning.

### (vi) Skill of Stimulus Variation:-

She used all the components. We peers listened carefully. She made use of her "eye, hand, head, body, facial expression, to insist the important points.




## **Student's Evaluation of the Lecturer**




Questionnaire is prepared to evaluate the performance of the lecturer as they perceive. The questionnaire contains 10 items relating to the important attributes. Punctuality, Discipline, Teaching Competency, Questioning, Pronunciation, Content Explanation, Involvement in Extracurricular activities, not showing partiality, evaluation and general knowledge.






**SERVITE COLLEGE OF EDUCATION FOR WOMEN**  
Thogamalai, Karur Dt. – 621 313.

**FACULTY MEMBERS**

S.No.	Name of the Staff	Designation	Qualification	Date of Appointment	Experience	Photo
01	Dr. P. Poorana Sheela	Principal	B.Sc., M.Sc., B.Ed., M.Ed., Ph.D.,	01/12/2015	8 Years	
02	P. Amutha	Asst. Pro in Pedagogy Education (Bio- Science)	B.Sc., M.Sc., M.Sc.(Psychology) B.Ed., M.Ed., M.Phil. (Edn)., Ph.D.(doing)	16/07/2007	6 Years & 5 Months	
03	K. Kalpana	Asst. Prof. in Pedagogy Education (Physical Science)	B.Sc., M.Sc., M.Phil. (Bio- Chemistry) B.Ed., M.Phil. (Edn).,	10/09/2009	6 Years	

S.No.	Name of the Staff	Designation	Qualification	Date of Appointment	Experience	Photo
04	P. Gunasekaran	Asst. Prof. in Perspective Education (Psychology)	B.Sc., M.Sc., M.Sc(Botany), M.Sc (Psychology), B.Ed., M.Ed., M.Phil. (Edn),	28/08/2009	6 Years	
05	N. Indirani	Asst. Prof. in perspective Education (Computer Science)	B.C.A., M.C.A., M.Phil. (Com. Sci), B.Ed., M.Ed.,	16/07/2012	3 Years & 3 Months	
06	A. Renuga Devi	Asst. Prof. in Pedagogy Education (English)	B.A., M.A., B.Ed., M.Ed.,	27/08/2013	2 Years	

S.No.	Name of the Staff	Designation	Qualification	Date of Appointment	Experience	Photo
07	M. Senthil Kumar	Asst. Pfor. in Pedagogy Education (Tamil)	B.A., M.A., M.Phil (Tamil), B.Ed., M.Ed., UGC-NET (Tamil)	01/09/2015	2 Years & 9 Months	
08	P. Sreerangan	Asst. Prof. in Pedagogy Education (Commerce)	B.Com., M.Com., B.Ed., M.Ed., M.Phil(Edn),	07/10/2015	6 Years & 11 Months	
09	P. Ashokan	Asst. Prof. in Pedagogy Education (Mathematics)	B.Sc., M.Sc., B.Ed., M.Ed.,	07/10/2015	Nil	

S.No.	Name of the Staff	Designation	Qualification	Date of Appointment	Experience	Photo
10	A. Kalaivani	Asst. Prof. in Perspective Education (History)	B.A., M.A., B.Ed., M.Ed.,	07/10/2015	Nil	
11	A. Julia Gnanajothi	Performing Arts	B.M., M.M., TTC.,	15/10/2015	Nil	
12	S. Raja	Master Physical Director	B.Com., B.P.Ed., M.PEd.,	15/10/2015	Nil	

## SUPPORTING STAFF

S.No.	Name of the Staff	Designation	Qualification
1	Sr. Mary Win	Librarian	B.Com., M.LIS.M.Phil(Library)
2	Mrs. Josephine S	Asst. Librarian	B.Sc., M.LIS.
3	Mrs. Seline V	SUPW Instructor	T.T.C.

**NON TEACHING STFF**

1	Sr. Pauline Saroja Mary	Head Clerk	M.A.,B.Ed.,
2	Sr. Jackuline Priscilla	Junior Asst.	B.A.,
3	Mrs. Louis Caroline Emelda Mary	Computer Operator	M.Com.,B.Ed.,P.G.D.C.A.
4	Mrs. F. Santhiyagammal	Office Attender	D.T.Ed.,B.Lit.,
5	Mr. N. Arumugam	Driver	-
6	Mrs. A. Vijaya	Sweeper	-
7	Mrs. P. Vimala	Cleaner	-

**SERVITE COLLEGE OF EDUCATION FOR WOMEN  
THOGAIMALAI**

**List of Teaching Practice Schools in Trichy District**

**KARUR DISTRICT**

S.No.	Name of the School
01.	Govt. High Schol, G. Udaiyapatti
02.	Govt. Hr. Sec. School, Tharagampatti
03.	Govt. Hr. Sec. School, Kottamedu
04.	Govt. Hr. Sec. School, Thogaimalai
05.	Govt. Hr. Sec. School, R.T. Malai
06.	Govt. Hr. Sec. School, Vengampatti
07.	Govt. Hr. Sec. School, Keelaveliyur
08.	Govt. High School, Panjampatti
09.	Govt. Hr. Sec. School, Inugnur
10.	Govt. Hr. Sec. School, Ayyermalai
11.	Govt. High School, Kattaripatti
12.	Govt. Hr. Sec. School, Senkulam
13.	Servite Matric. Hr. Sec. School, Thogaimalai
14.	Govt. Hr. Sec. School, A.Adaiyapatti

## TRICHY DISTRICT

S.No.	Name of the School
01.	St. Mary's Hr. Sec. School, Samaria
02.	Govt. Hr. Sec. School, Karungulam
03.	Govt. Hr. Sec. School, Vaiyampatti
04.	St. Joseph Girls Hr. Sec. School, Ponmalaipatti
05.	St. Antony's Hr. Sec. School, Manjampatti
06.	Little Flower Girls Hr. Sec. School, Manapparai
07.	Govt. Girls Hr. Sec. School, Manapparai
08.	Govt. Hr. Sec. School, Puthanatham
09.	Govt. Hr. Sec. School, N. Poolampatti
10.	St. Joseph's High School, Pothamettupatti
11.	Govt. Hr. Sec. School, Arasunelipalayam
12.	Govt. Hr. Sec. School, Thiyagarajalai
13.	St. Philomina's Girls Hr. Sec. School, Melaputhur

## Feed back About the students During their teaching practice Competence

Eight students were joined in the physical-science department during the academic year 2014-2015. They were unique potentialities in their curricular, Co-curricular and extra curricular activities. They practiced 5 skill of microteaching related with the optional subject before going to their teaching practice i.e Stimulus variation skill, Demonstration skill, Explaining skill, skill of Reinforcement and skill of using Black Board. Each one is allowed to take their own time to mastery over that skills. And I also demonstrated one model microteaching and macro lesson delivery for their observation and to develop their teaching skill. They went for teaching practice to the different schools depending upon their facilities. They did their duty very sincerely. They were observed twice by me. Before going to the teaching practice they were instructed by me. They followed the instruction carefully and implemented in their classroom in a well manner. Every day they went to the class along with their lesson plan, chart, flash card, working, static models & some of the specimens. From the first observation 6 of them did their teaching practice very Excellent manner. For the first observation 2 among

them were observed to be as good and after my guidance they become excellent in their teaching. They were very interest to do their project work based on their cleipline. So they went to visit Biogas production in pushparanam Ashram near manapparai. Each and every activities of the students was very appreciatable. They learnt and develop necessary skills for the successfull teaching.

*llleop* 30/04/15  
Ms. KALPANA, B.Sc., M.Phil., M.Ed., M.Phil.,  
Asst. Professor in Physical Science,  
Savitri College of Education for Women  
Thegaimalai, Karur Dt.

From

S. Boopathiraja  
B.T Asst. (English)  
G.H.S. School,  
Sengalam,  
Kasar

To

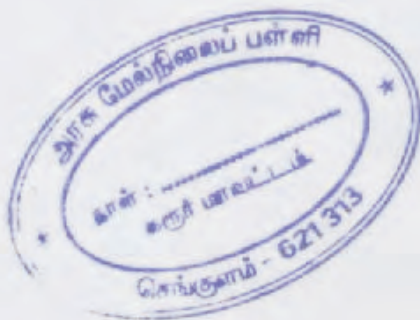
The Principal  
Servite college of Education for Women,  
Thogaimalai,  
Kasar - 621 313.

Sir,

First of all I thank to you and your students to give the service to this school. Your students handled the classes effectively here as a well trained teacher though they were coming to learn the methodologies. Definitely they will be a good teachers in their future -

Thank you.

- 1) Sangeetha.M.
- 2) Sujitra Anto.S.



அரசு  
தலையே ஆசிரியர்  
அரசு மேல் தலைப்புகள்.  
சென்னை - 621 313  
காசர் மாவட்டம்.

S. Boopathiraja  
(S. Boopathiraja.)  
(Guide Teacher)  
G.H.S. School,  
Sengalam.

From

R. Selvam  
B.T Asst. (Mathematics)  
G.H.S.S School,  
Sengulam.  
T.Karur.


To

The Principal  
Servite college of Education for Women  
Thogaimalai  
T.Karur - 621 313.


Sir,

I thank to you and your B.Ed  
Trainees to come to our school and  
gave the service. They handled the classes  
effectively in well manner. They showed  
their skills in teaching to the poor  
and students as well as toppers. I  
certify that they will be a good  
teacher in future.

1. Sujitra Anto. S.

  
(R. Selvam)  
Guide Teacher  
G.H.S. School,  
Sengulam.



  
தலைமை ஆசிரியர்  
அரசு மேல்நிலைப்பள்ளி,  
செங்குளம் - 621 313  
கரூர் மாவட்டம்.

From

S. Boopathiraja  
B.T Asst. (English)  
G.H.S. School,  
Sengulam,  
Karas

To

The Principal  
Servite college of Education for Women,  
Thogaimalai,  
Karas - 621 313.

Sir,

First of all I thank to you and your students to give the service to this school. Your students handled the classes effectively here as a well trained teacher though they were coming to learn the methodologies. Definitely they will be a good teachers in their future -

Thank you.

- 1) Sangeetha - M.
- 2) Sujitra Anto - S.



அரசி  
தலைமை ஆசிரியர்  
அலுவலகம் - 621 313  
செங்குளம் - 621 313

S. Boopathiraja  
(S. Boopathiraja.)  
(Guide Teacher)  
G.H.S. School,  
Sengulam.

From The Guide Teacher (S. Anukumar English.)  
Government Higher Secondary School  
Rachandur Thirumalair  
Kannur. D.T.

To,  
The Secretary and the Principal,  
Serrate College of Education for Women,  
Thooaimalai  
Kannur. D.T.

Respected Sir,

I am very pleased to say,  
I was a guide teacher to them. In our  
school, they have handled the classes  
very effective as well as neatly, the  
period from 8.10.14 to 6.12.14. They  
used many teaching aids while they are  
teaching in class room situation.  
I satisfied in their works.

1. Jayapriya. P
2. Kalasewi

Carte signed.  
A. John  
தலைமை ஆசிரியர்  
அரசு மேல்நிலைப்பள்ளி  
இராச்சண்டூர் திருமலை-621 313  
கருநாடகம்

S. Anukumar,  
(Guide Teacher  
in English)  
R.T. Malai.

அனுப்புநர்

தலைமை ஆசிரியர்  
அரசு மேல்நிலைப் பள்ளி,  
கீழ்வெளியூர்,  
கரூர்-621313.

பெறுநர்

முதல்வர்,  
செர்வைட் மகளிர் கல்வியியல் கல்லூரி,  
தோகைமலை.

அம்மா,

எங்கள் பள்ளிக்கு தங்கள் கல்லூரியிலிருந்து 08.10.2014 முதல் 06.12.2014 முடிய ஆசிரியர் பயிற்றுனர் பயிற்சிக்கு வருகை தந்த மாணவிகள், அவர்களுக்கு ஒதுக்கப்பட்ட வகுப்புகளையும் மற்ற பணிகளையும், மிகச் சிறந்த முறையிலும் மனநிறைவோடும் செய்து முடித்தனர் என சான்றளிக்கிறேன்.

Name of the Students:

- 1.Ambika.R
- 2.Mohana.A
- 3.Packiyalakshmi.R

K. Sankar  
தலைமை ஆசிரியர் 6.12.14  
அரசு மேல்நிலைப்பள்ளி  
கீழ்வெளியூர்-621 313  
கரூர் மாவட்டம்

From

Head Master,  
Government Higher Sec. school,  
Thogai malai.  
Karur. Dt. 621313

To


The Secretary and the principal,  
Servite College of Education for Women,  
Thogai malai,  
Karur dt. 621313.

Sir, I said thanks to you to sent  
the following B.Ed trainees to our school  
from 8.10.14 to 6.12.14. They were handled  
the classes very effectly and efficiently.  
They showed their teaching skills in  
their respective subjects. I was fully  
satisfied. I certify that they are  
all enthusiastic and promising teachers  
in future.

- 1) Kulanthai Therasa P.
- 2) Maheswari M.
- 3) Nathiya. K.
4. Revathi R.
5. Sargurureni. S.

Thankyou.



  
6/12/14.  
621313