

P. A. COLLEGE OF EDUCATION

PULIAMPATTI, POLLACHI, COIMBATORE DISTRICT – 642 002
TAMILNADU, INDIA

SELF APPRAISAL REPORT



Submitted to



**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)
MAY 2015**

ACKNOWLEDGEMENT

P. A. College of Education expresses profound gratitude and sincere thanks to the **NAAC** for giving a delightful learning experience on enhancing the quality process management of the College of Education. The preparation of the **Self Appraisal Report** was a collective venture of the College. Collecting the quantitative data and interpreting the data was a very immense task. All the members of the College have put very hard effort in making this report. The Steering Committee and the Criterion wise Committee worked day and night to prepare this report in successful manner. It is very essential to acknowledge the support and dedicated effort rendered by the Staff, Students and Management of the College, in this task.



We express our heartfelt thanks to His Excellency of Education **Prof. Dr. P. Appukutty, Chairman, P. A. Educational Institutions** for his valuable support and inspiration for completing this report. We express our deeply obliged to our **Vice-Chairperson Dr. Lakshmi Appukutty**, for her sincere encouragement and moral support. We express a profound sense of applaud and gratitude to **Mr.R.Palanisamy, Administrative Officer, P. A. Educational Institutions** for his timely helpful in completing this report on time.

Our cordial thanks to Faculty members, Student teachers, Alumni, Administrative and support staff for their team work, suggestions, timely help and active participation. Our acknowledge goes to all the people for their honorable support received throughout the process of writing this report. We express our deep sense of appreciation for the team spirit that every participant has shown, without which it would not have been possible for this report to see the light of the day. We sincerely hope that this report meets the expectation of the NAAC.

Mr.A.Manicksamy
Coordinator

Dr.S.Selvin
Principal

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SELF-APPRAISAL REPORT PART-I

INSTITUTIONAL DATA	
A.	PROFILE OF THE INSTITUTION
B.	CRITERION WISE INPUTS

A. Profile of the Institution

1. Name and address of the institution: **P. A. COLLEGE OF EDUCATION**

PALLADAM ROAD,
PULIAMPATTI,
POLLACHI TALUK,
COIMBATORE – 642 002

2. Website URL

: www.paeducations.org

3. For communication

: **P. A. COLLEGE OF EDUCATION**

PALLADAM ROAD,
PULIAMPATTI,
POLLACHI TALUK,
COIMBATORE – 642 002

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.S.Selvin	04259 297555	04259 221387	drsSelvin4@gmail.com
Self Appraisal Coordinator Mr. A.Manickasamy	04259 221386	04259 230892	paeducation@rediffmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.S.Selvin	04259 297555	09942499814 09487021011
Self Appraisal Coordinator Mr. A.Manickasamy	04259 221386	09865477069

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any others (specify and indicate) ☐

5. Campus area in acres:

0.80

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
11	2007

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

TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI

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

Month & Year

2f	MM	YYYY
	-	-

Month & Year

12B	MM	YYYY
	-	-

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self-financed

☒

v. Any others (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

iii. Co-education

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. Affiliated College

☒

v. Constituent College

☐

vi. Dept. of Education of Composite College

☐

vii. CTE

☐

Viii. Any other (specify and indicate)

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

Yes ☒No ☐

If yes, has the institution applied for autonomy?

Yes ☐

No ☒

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Secondary/ Sr. secondary	B. Ed.	UG Degree	Bachelor Degree	1 Year	English/Tamil

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/ Sr. Secondary	B. Ed.	<u>NCTE:</u> F.SRO/NCTE/B.Ed/2006-2007/15239 dt 22/11/07 <u>TNTEU:</u> TNTEU/R/Affln./B.Ed(N)/2009-2010/499 dt 18/08/2009	-	100

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

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

Mission

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

Values

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

Objectives

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

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

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

If yes,

1. How many programmes?

One

2. Fee charged per programme

Rs. 41,500

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

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

One

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

D.Ed.

-

B.Ed.

13

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

Three

8. Are there Programmes with faculty exchange/visiting faculty

Yes

✓

No

-

Number

3

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

- Heads of practice teaching schools

Yes

✓

No

- Academic peers

Yes

✓

No

- Alumni

Yes

✓

No

- Students

Yes

✓

No

- Employers

Yes

✓

No

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

Within One 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

✓

No

Number

Two

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

Yes

✓

No

-

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

Yes

✓

No

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

☐

b) Common entrance test conducted by the
University/Government

☐

c) Through an interview

☒

d) Entrance test and interview

☐

e) Merit at the qualifying examination

☒

f) Any other (specify and indicate)

☐

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

a) Date of start of the academic year

01.08.2014

b) Date of last admission

30.09.2014

c) Date of closing of the academic year

05.05.2015

d) Total teaching days

200

e) Total working days

220

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	16	83	99	-	-	-	16	83	99

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

-

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

(Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

Rs. 32921.00

b) Unit cost including salary component

Rs. 15372.00

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.	88.1%	65.6%	81%	55%
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.	160 Days (80%)	40 Days (20%)	20 Days (10%)
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

08	Days
----	------

b) Minimum number of pre-practice teaching

10

Lessons

Lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice teaching

27

Schools

b) Total number of practice teaching days

40

Days

c) Minimum number of practice teaching

10

Lesson

lessons given by each student

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

No. of Lessons
In simulation

3

No. of Lessons Pre-
practice teaching

5

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

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

a) Number of session tests held for each paper

5

Tests

b) Number of assignments for each paper

5

Assignment

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

	Yes	No
Computers	Yes	-
Intranet	Yes	-
Internet	Yes	-
Software / courseware (CDs)	Yes	-
Audio resources	Yes	-
Video resources	Yes	-
Teaching Aids and other related materials	Yes	-
Any other (specify and indicate)	-	-

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

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

Number	18
--------	----

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	<input checked="" type="checkbox"/>	Optional	<input checked="" type="checkbox"/>
------------	-------------------------------------	----------	-------------------------------------

Criterion III: Research, Consultancy and Extension

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

Number	3	37	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

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

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

Not Applicable

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

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

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

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

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

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

	Yes	No	Number
International journals	✓	-	8
National journals – referred papers Non referred papers	✓	-	12
Academic articles in reputed magazines/news papers	✓	-	10
Books	✓	-	2
Any other (specify and indicate)	-	-	-

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

Yes	✓	No	
-----	---	----	--

Number	10
--------	----

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

	Faculty	Students
State level	20	10
National level	30	20
International seminars	10	0
Any other academic forum		

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

☒

Print materials

☒

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

☒

Digitalized (Computer aided instructional materials)

☒

Question bank

☒

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

15

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

-

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

Local level	Yes
State level	Yes
National level	Yes
International level	No

Criterion IV: Infrastructure and Learning Resources

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

1732 Sq. Mts.

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

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	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?

15

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

Rs.70,000/-

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

Rs. 40,000/-

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

Rs.10,000/-

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

Rs. 2,00,000/-

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

M	F	M	F
4	5	-	-
1	2	-	-

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

M	F	M	F
-	-	-	-
-	-	-	-

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

Open Reserved

Lecturers

Readers

Professors

M	F	M	F
3	5	-	-
M	F	M	F
-	-	-	-
M	F	M	F
1	-	-	-

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

Open Reserved

Lecturers

M	F	M	F
1	1	-	-

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from

Same state

9

Other states-

-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:12
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

Permanent

Open		Reserved	
M	F	M	F
1	2	-	-

Temporary

M	F	M	F
-	-	-	-

b. Technical Assistants

Permanent

M	F	M	F
-	1	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

08:03

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

40.6%

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

8.30 am to 5.30 pm

On holidays

9.30 am to 4.30 pm

During examinations

8.30 am to 6.30 pm

18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books

5321

- Textbooks

120

- Reference books

50

b. Magazines

5

e. Journals subscribed

15

- Indian journals

14

- Foreign journals

1

f. Peer reviewed journals

-

g. Back volumes of journals

14

h. E-information resources

4

- Online journals/e-journals

10

- CDs/ DVDs

50

- Databases

Yes

- Video Cassettes

-

- Audio Cassettes

10

20. Mention the

Total carpet area of the Library (in sq. mts.)

54 sq.mts.

Seating capacity of the Reading room

30

21. Status of automation of Library

Yet to intimate

Partially automated

✓

Fully automated

☐

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

Circulation

☒

Clipping

☒

Bibliographic compilation

☐

Reference

☒

Information display and notification

☒

Book Bank

☒

Photocopying

☒

Computer and Printer

☒

Internet

☒

Online access facility

☒

Inter-library borrowing

☐

Power back up

☒

User orientation /information literacy

☒

Any other (please specify and indicate)

☐

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day

15

Maximum number of days books are permitted to be retained

by students

15 days

by faculty

20 days

Maximum number of books permitted for issue

for students

3 books

for faculty

5 books

Average number of users who visited/consulted per month

70

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

01:43

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

4.75%

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

	I 2012 - 2013		II 2013-2014		III 2014-2015	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	468	50,157	412	51,568	500	79,812
Other books	30	4658	89	7827	61	8490
Journals/ Periodicals	02	2700	01	1350	05	5832
<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.	-	-	01
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?

12:1

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)

	B. Ed		
	2011-2012	2012-2013	2013-2014
Pass percentage	93%	100%	98%

Number of first classes	59	51	53
Number of distinctions	33	20	34
Exemplary performances (Gold Medal and university ranks)	1	-	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 (TET,CTET PG-TRB)	28	2	1

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

Financial Aid	2012-2013	2013-2014	2014-2015
Merit Scholarship	12	13	26
Merit-cum-means scholarship	-	-	-
Fee concession	24	33	37
Loan facilities	05	04	07
Any other specify and indicate	-	-	-

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?

If yes, number of students residing in hostels

Yes	✓	No	
-----	---	----	--

Men

01

Women

05

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

Sports fields

Yes	✓	No	
Yes	✓	No	
Yes		No	✓

Indoor sports facilities

Gymnasium

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. (Excluding college day celebration)

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	-	1	✓	-	03
Inter-university	-	-	-	✓	-	07
National	-	✓	-	-	✓	-
Any other (specify and indicate)	-	✓	-	-	✓	-

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	17	02
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

2010

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

	2011-12 (%)	2012-13 (%)	2013-14 (%)
Higher studies	25	20	29
Employment (Total)	46	58	64
Teaching	70%	72%	79%
Non teaching	30%	28%	21%

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.

2011-2012	2012-2013	2013-2014
23	29	58

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

Yes No

- Academic guidance and Counseling ☒ ☐

- Personal Counseling

☒ ☐

- Career Counseling

☒ ☐
Criterion VI: Governance and Leadership

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

Yes

☒

No

☐

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

Governing Body/management	Once in every three months
Staff council	Once in every month
IQAC/or any other similar body/committee	Once in fifteen days
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Academic committee 2. Faculty development committee 3. Guidance and counseling committee

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

Medical assistance

Insurance

Other (specify and indicate)

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

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

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

Not Applicable

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

National

1	1	1
---	---	---

International

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

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

2	2	3
---	---	---

- d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

2	2	3
---	---	---

e. Research development programmes attended by the faculty

-	1	1
---	---	---

f. Invited/endowment lectures at the institution

3	6	3
---	---	---

Any other areas (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

5 hours per week

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

Grant-in-aid

-

Fees

Rs. 36,93,500

Donation

-

Self-funded courses

-

Any other (specify and indicate)

-

9. Expenditure statement (for last two years)

Total sanctioned Budget	Year I 2012-13	Year II 2012-13
% spent on the salary of faculty	39.05	40.06
% spent on the salary of non-teaching employees		
% spent on books and journals	0.52	0.59
% spent on developmental activities (expansion of building)	10.11	11.07
% spent on telephone, electricity and water	7.08	7.03
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	13.66	15.05
% spent on maintenance of equipment, teaching aids, contingency etc.	5.04	10.18
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	10.59	10.29
% spent on travel	4.29	1.19
Any other (specify and indicate)	8.19	6.39
Total expenditure incurred	100	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 checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Finance

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

Student Records

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

Career Counseling

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

Aptitude Testing

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

Examinations/Evaluation/

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

Assessment

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

Any other (specify and indicate)

Interview

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

14. Does the institution have an efficient internal coordinating 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 have 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	7	7%	22	22%
b	ST	Nil	Nil	Nil	Nil
c	OBC	Nil	Nil	Nil	Nil
d	Physically challenged	Nil	Nil	1	1%
e	General Category	9	9%	61	61%
f	Rural	16	16%	83	83%
g	Urban	Nil	Nil	Nil	Nil
h	Any other (specify)	Nil	Nil	Nil	Nil

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	Nil	Nil	Nil	Nil
b	ST	Nil	Nil	Nil	Nil
c	OBC	Nil	Nil	Nil	Nil
d	Women	5	62.5%	2	66.6%
e	Physically challenged	1	12.5%	Nil	Nil
f	General Category	8	100%	3	100%
g	Any other (specify)	Nil	Nil	Nil	Nil

5. What is the percentage incremental academic growth of the students for the last two batches? (2012-2013 and 2013-2014)

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	61.4%	62.7%	76.4%	76.3%
ST	Nil	Nil	Nil	Nil
OBC	Nil	Nil	Nil	Nil
Physically challenged	Nil	71%	Nil	76.1%
General Category	65.7%	63.9%	78.7%	78.3%
Rural	89	99	89	98
Urban	Nil	Nil	Nil	Nil
Any other (specify) OC	52.7%	79.4%	78.7%	83.3%

SELF-APPRAISAL REPORT PART-II

THE EVALUATIVE REPORT

1.	Executive Summary
2.	Criterion-Wise Analysis
3.	Mapping of the Academic Activities of the Subject Departments

Executive Summary

- ❖ P. A. College of Education, approved by the NCTE, New Delhi and affiliated to the TamilNadu Teachers Education University, Chennai was established in the year 2009 under the wing of **Arul Jothi Charitable Trust**.
- ❖ This College of Education is running under the P. A. Educational Institutions; P. A. College of Engineering and Technology and P. A. Polytechnic College are as a part.
- ❖ The Patron Prof. Dr. P. Appukutty founded this institution to provide an excellent teacher Education to the rural students, to chisel outstanding leaders of the society through experienced faculty team.
- ❖ This College is located in the State High Way (SH-19) about 2KM from the Pollachi town, in the small village Panchayat Puliamatti on the Palladam main road.
- ❖ This rural based Self-financing College is imparting training for the budding future teachers with the clear motto “**LEARN WORK SUCCEED**”.
- ❖ The College is having an excellent building, enhanced infrastructure, and well equipped lab facilities, easily accessible transport facilities, adequate space for co-curricular and extra-curricular activities and the team of eminent Educational experts.
- ❖ The campus enjoys fresh air and sunlight, fresh water and clean atmosphere, calm and quiet surroundings free from industrial noise and pollution for the rigorous training programme of the B.Ed. Course.
- ❖ The College has a motive at moulding dynamic innovative and passionate faculties through academic superiority, professional competence, updated skill development and enriched global ethical values.
- ❖ P. A. College of Education has been functioning successfully in the cluster of Educational Institutions since 2009. In addition to P. A. College of Education, P. A. College of Engineering and Technology, P. A. Polytechnic College and The Camford International School are running under one roof of Arul Jothi Charitable Trust, established in the year 2005 with an objective to achieve “**Higher Education to all**”.

Criterion I: Curricular Aspects

- ✎ This College of Education follows all the criteria of curricular activities prescribed by TamilNadu Teachers Education University (TNTEU) Chennai.
- ✎ Theory and practicum part of the course are executed as per the TamilNadu Teachers Education University and NCTE norms.
- ✎ There is flexibility of choice in selecting optional subjects and methods of teaching.
- ✎ Feedback from Peers, Alumni and Employers are obtained, analyzed and used for improving or restructuring the Curricular, Co-curricular and Extra-curricular activities to enhance the quality of the institution.
- ✎ The feedback is used for introducing various Value Added Programs, student progress, placement and overall development of the institution.

Criterion II: Teaching –Learning and Evaluation

- ✎ Students are admitted through a systematic procedure based on community and merit as per the Government Norms & University Admission Guidelines.
- ✎ Primary importance is given to aspiring Women, Minority Community and rural youngsters.
- ✎ After admission in the College the students are given various orientation courses and taken care as a whole.
- ✎ Besides the regular teaching schedule various Co-curricular activities are organized in the College.
- ✎ Students and faculty members are trained to use technology in teaching and also encouraged to participate in National Seminars.
- ✎ The College is having well equipped library to fulfil the student's knowledge thirst.
- ✎ Weaker students are given remedial teaching and counselling.
- ✎ The students are regularly assessed through unit tests, assignments and examinations. They are also evaluated to adopt humanity and global ethical values.

Criterion III: Research, Consultancy and Extension

- ✎ The faculty members are encouraged for institution sponsored research work and further studies.
- ✎ Every year national level seminars are conducted in our College financed by the management. Our staff and students present papers in various Seminars, Symposiums and Workshops organized by other Universities and Colleges.
- ✎ Being in the neighbourhood of rural area, for people who are experiencing issues in social scenario, poor education, the College organizes programmes to alleviate their problems.
- ✎ Extension activities like community development and blood donation camps are organized.
- ✎ Many out-reach programmes are also conducted in the nearby places.

Criterion IV: Infrastructure and Learning Resources

- ✕ Infrastructure and learning resources of the College are available as per the NCTE & University norms.
- ✕ The College has excellent infrastructure facilities and at present, built-up area of 1732sq.m, housing with spacious Core Class Rooms, Optional tutorial rooms, Computer Centre, well equipped laboratories, big seminar hall, a lecturer hall, excellent library, Staff room, Administrative block and other basic amenities.
- ✕ All the class rooms are well ventilated adequately furnished and have provision for high tech audio visual teaching aids (LCD projectors) for an interactive teaching learning experience.
- ✕ There is a fully equipped spacious room for the smooth conduct of examinations.
- ✕ There is an exclusive student counseling center, common rooms for girls, rest rooms and stationary store for the benefit of the students.
- ✕ Health centre and Students Canteen is available inside the College.
- ✕ Various indoor and outdoor games facilities are available for students and teachers.
- ✕ The institution has a dynamic website which disseminates all information to the stakeholders.

Criterion V: Student Support and Progression

- ✕ Financial assistance to student teachers through Government merit scholarships and the management scholarship for the poor are made available for most of the students.
- ✕ The College purely follows the Government norms for catering the socio economic needs of the students.
- ✕ The student-centric teaching methods are followed and the learning process is mostly interactive and participatory in nature.
- ✕ The students' academic progress monitored regularly by the staff and mentors. Every year institution produces University Ranks. Obstacles and barriers of learning are identified and steps are taken to overcome them.
- ✕ Counselling is given by Career Guidance and Counselling cell as per the UGC & TamilNadu Teachers Education University's norms.
- ✕ There is also a Placement cell and Campus Placement Campaign Cell through which the students are employed.
- ✕ The Alumni Association caters to the further growth of the College and we maintain an excellent cordial relationship with the old students.
- ✕ A Grievance Redressal Committee attends to the problems of the student teachers.

Criterion VI: Governance and Leadership

- ✕ The College operates on a democratic and decentralized administration.
- ✕ The efficient functioning of the College is ascertained by the excellent functioning of different committees. The numbers of committees have been formed for effective governance and to develop leadership qualities among staff members.
- ✕ External experts, stakeholders and students form part of almost all these committees.
- ✕ The management and the Principal of the College encourage the faculty members to involve in research activities, organize and participate in seminars, workshops, training and other programmes.
- ✕ Good welfare schemes for the faculty and students promotion are initiated.
- ✕ Training programmes for the staff are arranged periodically for refreshing the subject knowledge.
- ✕ The management deserves to be commended not only for strengthening the effective governance and leadership but also for making stronger the resource base of the College.

Criterion VII: Innovative Practices

- ✕ The academic plan and all innovative practices are discussed in the IQAC and thus the quality is maintained. The IQAC cell is contributing well for the development of all the activities of the College.
- ✕ The College not only initiated many good innovative practices but also has been practising them periodically.
- ✕ The College has implemented some major innovative practises like Innovative Theatre Pedagogy system was followed for enhancing the students' creativity, organizing personality development programmes for the faculty and students, making the campus clean and fully green, introduction of many environmental friendly activities.
- ✕ Good learning environment is created for the student teachers.
- ✕ Students are given orientations to gender equality and human ethical values.
- ✕ A staff handbook with exclusive features is prepared and made available to monitor and build the staff members with research promotion, potential for growth, student-friendly approach, quality improvement strategies is prepared and made available.
- ✕ The College activities are informed to all stake holders from time to time.

SWOT Analysis

❖ Strength of the Institution:

- ✗ The College has an excellent physical infrastructure with a lush green campus.
- ✗ The College is having highly experienced well qualified Principal and committed staff working for the welfare of the student community.
- ✗ The College works for 6 days in a week, in a staggered manner, so that the students and faculty get an extra day for special classes, research and other professional development activities.
- ✗ Our students bagged the university medals and have consistently secured University Level Ranks every year.
- ✗ The College recognizes and appreciates top academic performers by giving medals and certificates every year.

❖ Weakness of the Institution:

- ✗ The Institution is an affiliated College to the TamilNadu Teachers Education University, hence there is a limitation to alter curriculum.
- ✗ We have difficulty in getting practice teaching schools because of the mushrooming of the Educational Institutions.
- ✗ Too many teacher trainees in a school at a time also lessen the efficacy of practice teaching.
- ✗ Expectations of stakeholders are very high.

❖ Opportunities of the Institution:

- ✗ We have potential for the establishment of new P.G. programme- M.Ed. course and addition of 100 seats for the existing B. Ed. programme.
- ✗ Use of available young, dynamic and potential faculty members to excel in the academics.
- ✗ We have opportunity for the opening of new M.Ed. Course Study centre from the TamilNadu Open University, Chennai (TNOU).
- ✗ We have the efficient potential in promoting research activities especially in the field of Teacher Education.

❖ Threats to the Institution:

- ✗ Norms and Regulations by Regulatory Authorities.
- ✗ Fulfill the changing Scenario in the Teacher Education sector.
- ✗ The institution has difficulty in establishing collaboration and linkages with the National and International bodies for quality improvement.
- ✗ The students have difficulty in developing fluency in spoken language.

2. CRITERION WISE ANALYSIS

CRITERION - I

CURRICULAR ASPECTS

KEY ASPECTS	
1.1	Curricular Design and Development
1.2	Academic Flexibility
1.3	Feedback on Curriculum
1.4	Curriculum Update
1.5	Best Practices in Curricular Aspects

CRITERION I

CURRICULAR ASPECTS

1.1. Curricular Design and Development

1.1.1.State the objectives of the Institution and the major considerations addressed by them?

Motto

“LEARN WORK SUCCEED”

Vision

Our vision is to provide quality teacher Education to the young generation and also mould the student teachers with good conduct and character to commit with the society

Mission

Our College is in pursuit of excellence for promoting human values for social harmony, providing quality teacher Education for the rural students

Core Values

The values that we inculcate at P. A. College of Education are:

- Faith in God
- Patriotism
- Harmony
- Ethics and Culture
- Dedication and Genuineness
- Excellence in Education
- Service with love
- Multidimensional Exposure
- Social Responsibility
- Art of Living

Objectives

- ✓ To serve the society as a complete moulded teachers.
- ✓ To elevate the rural students as globally competent teachers.
- ✓ To produce an excellent teachers thereby developing their skills and talents through curricular, co-curricular and extra-curricular activities.
- ✓ To identify the talents and channelize them fruitfully for the individual, social and national development and prosperity.
- ✓ To provide sufficient theoretical and practical knowledge of health, hygiene, yoga, morals, Physical Education, recreational activities and creative abilities.
- ✓ To instill and inculcate the values of national integration, religious harmony and universal

brotherhood.

- ✓ To develop competencies such as communication, technological awareness, spirit of accountability, leadership qualities, ability of decision making and development of professional skills.
- ✓ To promote quality in teacher Education and to follow the system of operation.
- ✓ To promote an awareness and understanding of the social needs of the country.
- ✓ To provide Education as an instrument for human growth and social mobility.

1.1.2. Specify the various steps in the Curricular Development Process.

- The Institution is following the syllabi which are provided by the TamilNadu Teachers Education University to which it is affiliated.
- The head of this Institution Dr.S.Selvin is the member of Board of Studies in the University.
- The head together with the faculty members discusses and makes an elaborate planning of academic activities in an effective execution of curriculum into action.
- The elaborate plan of action results in successful implementation of curriculum into action based upon the suggestion by the alumni students and the guidance of the academic experts.
- The students are given opportunity to enhance their knowledge, skills and talents by the various academic events conducted based upon the University Curriculum.
- Along with the University syllabus, students are instructed and trained to update their aptitude and technical skills with the aim of adapting themselves to the presently changing scenario.

1.1.3 How are the global trends in teacher Education reflected in the curriculum and existing courses modified to meet the emerging needs?

- ✎ Curriculum design is suitable for meeting the overall development of the students. The present B.Ed., curriculum is designed in such a way to ensure an all round development of the student teachers. It is in two parts:

Part-I: Theoretical component.

Part-II: Practical component.

- ✎ The Institution is further providing more and more opportunities to the students for enrich themselves completely as globally competent.
- ✎ It is possible by providing various training including workshops on Software Package on Social Statistics, Excelling in Soft skills, Personality Development, Mental Health Awareness Camp, Entrepreneurial Development, Life Skill Education and so on.
- ✎ The Institution has taken various initiations to train the students to get better placements by special training on placement for attending the interviews confidently.
- ✎ The Institution has successfully adapted its attempt on Special Coaching Classes on

Teachers Eligibility Test and Post Graduate Teachers Recruitment Board Exams.

- ✎ The Institution is providing separate Demonstration Classes that develops the skill of teaching and thereby ignoring the difficulties.

1.1.4 How does the Institution ensure that the curriculum bears some thrust on national issues like environment, value Education and ICT?

- 📖 Special hours are allotted for celebrating the international and national important days, events and birthdays of leaders such as: Teachers Day, Literacy Day, Mathematician Ramanujam's Birthday, Tamil Poet Mahakavi Bharathiar's Birthday, National Girl Child Day, International Women's Day, National Environment Day, National Voters Day, Earth Day, Ozone Day and the like.
- 📖 Various awareness programmes are conducted on Environmental and Social Issues like Dengue Awareness Camp, Prohibiting Suicides, Plastic Menace, Atrocities against women and children, AIDS awareness and so on.
- 📖 Weekly three hours spent for Value Education and the Head of this Institution delivers lecture on Ethics and Moral Values.
- 📖 The Institution encourages cultural values and religious harmony by celebrating national events and traditional festivals like Republic Day, Independence Day, Samathuva Pongal, Traditional Food Festival and so on.
- 📖 Daily assembly is conducted by the student teachers together with the faculty members, in which the value oriented activities like reading from Scriptures, Thirukural, Proverbs, Thoughts of renowned personalities, Message of the day, and General Knowledge Questions and Current news in two languages.

1.1.5 Does the Institution make use of ICT for Curricular Planning? If yes give details.

- ◆ Yes. The Institution makes use of ICT for curricular planning. We are having separate ICT Centre and where we are having LCD Projector, Over Head Projector and Interactive Board with adequate system for effective teaching and training to the students.
- ◆ We are also having Language Lab for improving the communication skills of the students with audio and visual aids.
- ◆ ICT is used in implementing the curriculum in action as follows:
 - * Academic Calendar
 - * Administrative Work
 - * Automation of Library
 - * Clubs and Association activities
 - * Duties and responsibilities of staff
 - * Examination related work

- * Internet browsing
- * Micro and macro teaching
- * Digital Lesson Plan
- * Research Promotion
- * Website Analysis
- * TET oriented classes
- * Demo Classes

1.2. Academic Flexibility

1.2.1. How does the Institution attempt to provide experience to the students so that teaching becomes a reflective practice?

- ❖ “Learn Work Succeed” is our motto in our teacher making.
- ❖ We are providing better training to our students in regular classroom teaching with the help of experienced faculty team.
- ❖ Internship training is the part of the University Curriculum and our students are sending for Forty days practice teaching in the Secondary and Higher Secondary level Government and Matriculation Schools in and around the Pollachi Educational Districts with the proper permission from the CEO Offices and IMS Offices.
- ❖ Students are getting better practical exposure and guidance from the experienced school teachers who are acting as the Guide Teacher in field at the time of Internship Training and it.
- ❖ The student teachers are given pre-practice teaching/microteaching, demonstration classes and model teaching classes.
- ❖ Classroom seminars, assignments, textbook review, team teaching and weekend reflective sessions are arranged for the benefit of the students.
- ❖ The student teachers are instructed to select the method or techniques that are suitable for the teaching based on the content, ability of the students and classroom environment.
- ❖ We are providing all the facilities to use the internet for the Digital Lesson Plan and the Website Analysis.

1.2.2. How does the Institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the student both in the campus and in the field?

The management does all the facilities for the smooth curriculum transaction.

- ✎ All necessary tools and equipments are provided.
- ✎ Student and staff request regarding curriculum is fulfilled.
- ✎ Out campus programmes like practice teaching, camps, environment project,

importance on voting rally and field trips are arranged by the management to compliment the knowledge and to develop the service mind of the students.

- ✎ Choice is given to choose the second optional subject and elective papers based on their qualification, interest and aptitude.
- ✎ In the field practice teaching, field work, group projects, organising various events like cultural competition, science exhibition, sports day and the like are providing varied learning experiences.

1.2.3. 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, Community orientation, Social responsibility etc.

For developing the proficiency and competency of the student teachers the Institution organizes various value added activities like:

- Computer Education
- Life Skills Education
- Soft Skills Education
- Yoga and Meditation
- Theatre Pedagogy (Science and Art of Teaching and Learning)
- Software Package on Social Statistics and
- Communication Development Classes (Excelling in Soft skills)

1.2.4. How does the Institution ensure the inclusion of the following aspects in the curriculum?

- | | |
|---|---|
| i. Interdisciplinary/ Multidisciplinary | vi. Whole experience/ SUPW |
| ii. Multi Skill Development | vii. Any other (specify and give details) |
| iii. Inclusive Education | |
| iv. Practice Teaching | |
| v. School experience/ Internship | |

1.2.4.1 Interdisciplinary/ Multidisciplinary

- Interdisciplinary participation has been integral point in Team-Teaching and preparation of CAI packages. The Computer Science students lend their hands for students from other disciplines in preparing power point presentation for seminars and assist them for the effective usage of computers during their teaching and learning process.
- Students of Mathematics department help students of other disciplines in collecting, analysing and interpreting data related to test and measurement record.
- Multi-disciplinary contacts too are provided. Experts from various disciplines are invited as guest lecturers to enrich our students on different aspects such as: personality

development, culture and tradition, self empowerment, environmental protection, physical and mental hygiene, emotional intelligence and entrepreneurial development.

1.2.4.2 Multi-skill development

Besides training the student teachers in teaching skills, the College provides multi skill capacities aiming at the integral development with the following skills:

- Micro Teaching Skills
- Soft Skills
- Professional Skills
- Social Skills
- Leadership Skills
- Social Skills
- ICT Skills
- Communication Skills
- CT Camp

1.2.4.3 Inclusive Education

In the admission procedure of B.Ed., there is a 3% reservation for physically and visually challenged students. Hence the Institution provides indiscriminate congenial teaching learning environments to all categories of students irrespective of their physical disability, various IQ level, economical and social status. Special care and attention is given to required students in the form of fee concession, financial assistance, remedial teaching, communicative training, guidance and counselling and the like.

Our College is taking much care on Post Matric Scholarship for the eligible SC/ ST candidates and the Minority Students for motivating the economically and socially backward community candidates to get the better Teacher Education.

1.2.4.4 Practice teaching

The practice teaching is the most important element in the B.Ed. Programme. Hence all our students are sent to various schools recommended by the C.E.O. of the Coimbatore and Tirupur Educational Districts and IMS Office of our Educational Zone.

Students pursue their 40 days teaching practice under the guidance of regular teachers of the allotted schools. The practice teaching is one of the memorable and enriching experiences to the budding student teachers.

1.2.4.5 School experience/ Internship

During the internship programme the students will be able to get the information regarding duties of teachers other than teaching they get involved in planning and executing the work done by the teachers.

This practical experience will help student teachers to become familiar with qualities of successful teacher and they will develop positive attitude towards teaching profession. The student teachers get the following experience during the Internship:

- Practice teaching and lesson observation
- Prepare unit plan and unit test
- Assess answer books and prepare result
- Learn to take attendance of the students also participate in the prayer
- They too conduct competitions, variety mind refreshing programmes and exhibitions
- Verify home assignments and tutor ward system

1.2.4.6 Work Experience/ SUPW

Work experience through SUPW is given to all trainees in interior decoration, rangoli, drawing, glass painting, pot painting, clay modelling, stitching, embroidery; book binding and greeting card preparation work are taught.

Every year many students benefit by being exposed to real work culture where the value of dignity of effort is inculcated in them. They get experiences from different activities like cleaning the campus, gardening, tree plantation and cooking.

1.2.4.7 Any other (Specify and give details)

Our College is providing the “Theatre Pedagogy Course” which means the Science and Art of Teaching and Learning by collaboration with the Nigazh Theatre Centre, Madurai. This course is given to all the students at the time of Citizenship Training Camp with focus on developing multi-skills, classroom management and leading the subjects lively with active interaction. This results in betterment of handling classes during the internship training at schools in realistic.

1.3. Feedback on Curriculum

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

- ✎ The Institution acknowledges feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other Stakeholders with reference to the curriculum in the formal and informal modes.
- ✎ Student-teachers’ views and suggestions on the curriculum are collected by the feedback on curriculum is obtained at the end of every academic year.
- ✎ The alumni show interest in the development of the Institution and give their feedback on the curriculum during the time of alumni meeting.
- ✎ Employers of educational institutions visit the institution during selecting suitable candidate for their Institution for Placement, express their appreciation and feedback informally about the curriculum.

- ✎ The Institution has earned the good will and very good reputation for its quality Education. Cordial linkage is established with the community on occasions such as conducting Extension services, Parent Teachers Association Meetings, Awareness Camps and Rallies.
- ✎ Academic peers who visit the College as members of Panel of Examiners/ Resource Persons/ Guest lecturers give valuable suggestions about curriculum.
- ✎ The Institution invites renowned persons to participate and act as Judges/ Chief guests in various academic activities held in the College. During the visits they give their feedback and suggestions on the course.
- ✎ The Head of the Schools where our students went for internship training also appreciates and give their feedback about their performance based upon the Curriculum and the Multi-skill trainings given by our Institution.

1.3.2. 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, there is a mechanism for analysis and use of the outcome from the feedback to be brought in the curriculum. The feedback received from the above mentioned groups are analysed by feedback evaluation committee. The areas that improvement are identified through the analysis and the change to be brought are discussed and listed out in the Staff Council Meeting.

1.3.3. What are the contributions of the Institution to curriculum development?

The Teacher Educators and the Principal of our Institution have discussion on the syllabus provided by the University. The listed out suggestions are sent to the University for further Modification and upgrading of the curriculum.

1.4. Curriculum Update

1.4.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?

- The curriculum has been revised in 2008-2009 by making modification in the syllabus. This academic year has been the first year for newly formed Tamilnadu Teachers Education University, a new syllabus was given with slight changes comparing to the syllabus of the Bharathiar University.
- Later, slight modification regarding Syllabus, Citizenship Training Camp, Internal and External Evaluation was made during 2009-2010.
- Recently during 2013-2014 the University has made minor and major modifications in all the papers and a new elective 'Professional Course for Teacher Education' was introduced.
- By following the guidelines of newly modified syllabus of the University, our Institution has adopted coaching classes to attend the Eligibility and Competitive Examinations

related to teacher Education.

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

The B.Ed. Curriculum is studied, discussed and analysed in the staff meeting and suggestions are sent to the University for their Perusal.

1.5. Best Practices in Curricular Aspects

1.5.1. What is the quality sustenance and enhancement measure undertaken by the Institution during the last five years in curricular aspects?

The Institution has developed the following measures during the past years for the quality sustenance and quality enhancement in curricular aspects:

- ❖ Multi Skills Development Programme
- ❖ TET Coaching Classes
- ❖ Theatre Pedagogy Course
- ❖ Communication Skill and Personality Development Programme
- ❖ Digital Lesson Plans
- ❖ ICT based assignments
- ❖ Value Education Classes
- ❖ Power Point Slide Presentations
- ❖ Question Banks
- ❖ Student-centred Learning

1.5.2. What innovations/ best practice in 'Curricular Aspects' have been planned/ implemented by the Institution?

- ✎ Special lectures by the experts on thrust fields
- ✎ Educational field trips
- ✎ Mental Health Awareness Camp
- ✎ Multi-skill development Programme
- ✎ Citizenship Training Camp
- ✎ Theatre Pedagogy Course
- ✎ TET Coaching classes
- ✎ Placement Training
- ✎ Soft skill training
- ✎ Ethics and Culture Classes

In addition to the above best practices our Institution is following the practice of a course file for each subjects by all the faculties. It contains Syllabus, Lesson Plan, Model Question Papers, Question Bank and Evaluation Record.

CRITERION - II**TEACHING LEARNING
AND EVALUATION**

KEY ASPECTS	
2.1	Admission Process and Student Profile
2.2	Catering to Diverse Needs
2.3	Teaching – Learning
2.4	Teacher Quality
2.5	Evaluation Process and Reforms
2.6	Best Practices in Teaching, Learning

CRITERION II**TEACHING LEARNING AND EVALUATION****2.1. Admission Process and Student Profile**

2.1.1. 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?

Students are selected through a systematic procedure based on community and merit. The candidates with the following marks in the Bachelor's Degree are eligible for admission to the B.Ed. Degree Course other than the subjects like Economics, Commerce, Home science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory. Admission of students is based on their merit at the qualifying examination and the norms framed by TamilNadu State Government and the TamilNadu Teachers Education University, Chennai.

Community/ Category	Minimum Marks
OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

Based on the Admission Guidelines for each Academic Year given by the University the College is making admissions transparently.

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

- ✎ Apart from web based information available in our website www.paeducations.org which includes the details of admission procedure, information on the College background, Academic activities and opportunities; the governing council takes necessary steps to announce the admission detail.
- ✎ The message is conveyed specially in all the Arts and Science Colleges in around Pollachi town by extension activities. This publicity reaches to the masses carry not only the admission procedures but also create awareness among the public on the need of educating people who have passion for teaching.
- ✎ The display of flex board in the main areas of the town, Colleges and distributing the brochures these all inform the public about the admission process.
- ✎ Apart from these Applications are invited for the programmes offered by the College based on the information displayed in College notice board.
- ✎ The information about the profile of the College, facilities available in College, hostel facilities and etc are provided to the prospective students.

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

- ❖ The Admission Committee is constituted by the Institution. The Principal familiarizes the committee with the admission rules and regulations.
- ❖ The Committee scrutinizes the received applications well and a list of eligible candidates is tabulated and the rank list of the candidate is prepared based on the marks obtained in the qualifying examination.
- ❖ The Committee ensures that the admission is given without any bias. The guidelines of TamilNadu State Government and the affiliating university are followed for admission.
- ❖ The rank list is displayed in the notice board and the communication about selection is sent to the students by post.

2.1.4. 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).

- 📖 Our College is entitled to admit 100 (One hundred) students. Students belonging to various communities and religions are admitted without any discrimination on the basis of Creed, Colour, Language, Gender or Religion.
- 📖 Our Institution encourages diverse culture and religion by celebrating festivals like Samathuva Pongal, Traditional Food Festival, Independence Day, Republic Day etc.
- 📖 Conducive climate is maintained in the campus. The first week is utilized in orienting the students about the Course and the Institution's rules and regulation in respect of maintaining discipline inside the Campus.
- 📖 Tutor Ward system is followed to identify and take care of each individual student from the beginning itself both in academic and other performances.
- 📖 Simultaneously particulars of the students are checked for further reference and to identify any further criteria for consideration in availing "Post Matric Scholarship" from the State Government. Student from economically weak are given fee concession.

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

- ❖ After the completion of admission process, the students are oriented about the course by instructing the syllabus and the internship training.
- ❖ Students come forward to introduce themselves and the reason for choosing this College and their reason for opting teaching profession.
- ❖ The details about examination pattern, internal assessment scheme, theory papers, practicum, tutorials, curriculum transaction designs, and the needs are explained. Doubts of the student regarding their choice of optionals and electives will be clarified.

2.2. Catering to Diverse Needs

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

- ✎ The teaching and learning process are programmed in a systematic way so that students feel comfortable in effective listening and learning.
- ✎ The students-centred methods of teaching and cordial student teacher relationship are conducive for the process of learning.
- ✎ Centre for Guidance and Counselling is functioning actively to maintain the betterment in all the aspects of the students.
- ✎ Tutor Ward System is maintained for enhancing the Parental Care of the students by the teaching faculties in identifying and motivating their talents.
- ✎ Partially automated library and information services are upgraded to provide the current technology developments to students.
- ✎ Excellent physical and academic infrastructure developed by the Institution ensures good learning experience and environment.
- ✎ Well maintained computer lab, rest rooms, toilets, playfields and spacious and ventilated classrooms provide a very conducive environment for learning.
- ✎ Co-curricular activities like sports day, celebrating traditional, national, international and religious events help them to realise values and our culture.

2.2.2. How does the Institution cater to the diverse learning needs of the students?

The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library and internet access.

- ❖ Internet facility is provided and the ICT enabled instruction is focused and practiced.
- ❖ Tutor ward system ensures the individual attention by giving due consideration to being differences of the learners.
- ❖ Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual form.
- ❖ Teaching practice is given by sending them to various schools. Staff members visit these schools to help them to clarify their doubts.
- ❖ Theatre Pedagogy Course is provided to train the students especially in classroom management and handling the classes so dynamic by dramatise the subjects.
- ❖ Conferences, Workshops, Trainings, Lectures, Competitions, Sports and Cultural programmes are conducted to enrich the skills of the students apart from the syllabus.
- ❖ Special coaching, practice and guidance to the academically weak students.

- ❖ Students are encouraged to participate in paper presentation, seminar and workshops outside the campus.

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

The curriculum provides sufficient scope for the following activities to understand the role of diversity and equity in teaching learning process.

- Internship Practice Teaching
- Field Trips and Outreach Programmes
- Citizenship Training Camp activities
- Art and Work Experience
- Use of ICT in Education
- Action Research and Case study
- Elocution competitions
- Co-curricular and Extra-curricular Competitions
- Conferences, Seminars, Workshops and Training programme
- Challenging assignments like Digital Lesson Plan and Website Analysis
- Organising club activities

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

- ❧ Our faculties are selected by the staff selection committee. Our staff are sufficiently knowledgeable and sensitive to cater to the diverse needs of the students.
- ❧ Our faculty members participate in the professional development programmes like conferences, workshops, symposia at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues.
- ❧ The faculty members make use of the Projector and Interactive Board for effective teaching.
- ❧ Each faculty member act as a tutor for the students by caring, motivating and guiding them individually.
- ❧ At the end of the academic year the teaching proficiency of the faculty members are evaluated by getting feedback from the students and peers.

2.2.5. 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?

- Centre for Counselling and Guidance helps the student teachers to identify and tackle the personal, social, emotional and Educational needs of School students.

- Theatre Pedagogy Course is provided to train their communication skill, soft skills and classroom management techniques.
- Group discussions, Role plays and Case studies are given as an novel practices for training them on challenging current scenario in Education.
- ICT enable assignments are given to the students for the wise usage of latest technologies that are to be adopted to teach and cater the special learners.
- Internship Training is giving opportunities to the students to apply the knowledge gained and skills acquired by the student teachers in the classroom situations.
- Community service activities sensitize the need for equal learning opportunities for the disadvantaged section of the society.
- SUPW and Work Instructions are benefiting the student teachers to improve their creativity, craft making interest and sometimes it results in entrepreneurship also.





2.3. Teaching-Learning Process

2.3.1. 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.)

- Our Institution engage students in “Active Learning” by exposing them to the library, Website, Interactive Board, OHP, Book review, lesson planning, debate, group discussion, peer-teaching , seminar, work shop and participating in talents day.
- Digital Lesson Plan and Website Analysis are done by our students on the basis of the newly modified curriculum of the University.
- Group and individual projects in preparing power point presentation on any topic in their selected methods of teaching are assigned to students.

2.3.2. How is ‘learning’ made student-centred? 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 following participatory learning activities lay foundation for student centred learning and skill development:

-  Classroom and knowledge management skills are inculcated by inviting students’ ideas and concepts in projects.
-  By encouraging them to use the Institutional facility like library, laboratories, language lab and Educational gadgets.
-  By encouraging them to present papers in national seminars and to attend the Education oriented events outside the campus.
-  Forming and organising club activities by student’s teachers for developing their team

cooperation and leadership skills.

📖 Student's teachers are given opportunities to act as an Organiser, Coordinator, Executive Members, and Volunteers by conducting Quiz Programs, Field Trip, Educational tour, Cultural events and Citizenship Training Camp.

📖 Case Study and Action Research are encouraged to improve their involvement in social issues and analytical ability of problem solving.

2.3.3. 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.

In order to make instructional approaches effective various models of teachings are used such as Concept Attainment Model, Flander's Interaction Model, Concept mapping, Co-operative Learning and Constructivist approach are the most frequently adopted models of teaching.

- Technological equipments like motion pictures, LCD projectors, Over Head Projectors and computers are used as supporting devices to make the instructional methodology effective.
- Effective learning is ensured by using internet facilities in teaching learning process.
- Language lab is used to develop listening, speaking and reading skills, comprehension ability, to facilitate individuals in language learning.

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

Yes, Concept Attainment Model, Flander's Interaction Model, Concept mapping, Co-operative Learning and Constructivist approach are the most frequently adopted models of teaching. During orientation programme Concept Attainment Model, Flander's Interaction Model, Concept mapping are theoretically explained to the student.





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

Yes, the student teachers use micro-teaching technique for developing teaching skills. As per the syllabus seven skills are practiced by students before going to the teaching practice. The student teachers use these following micro-teaching techniques for developing teaching skills.

1. Skill of Set Induction
2. Skill of probing question
3. Skill of using Black board
4. Skill of Explaining
5. Skill of Closure
6. Skill of Stimulus variation
7. Skill of Reinforcement

All these above mentioned skills are taught to the students. They are insisted to choose model lesson and prepare lesson plans. For effective practice students are divided into groups. They are observed and guided by the allotted faculty member.

2.3.6. 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.)

-  Prior to the practice teaching the student teachers get ample training in the micro-teaching skills. Before the commencement of the teaching practice students visit the allotted Schools, consult their guide teachers and collect their portion for practice teaching.
-  Lesson planning is done with the help of their department staff. They make use of the text books available in the College library for lesson planning. Charts and other teaching aids are prepared by them.
-  As prescribed by the syllabus the students fulfill the practical requirements of 40 lessons 20 observations during the practice teaching.
-  Student teachers are destined to take one class for each optional subject. Student teachers do take extra classes if they are instructed by their guide teacher or the heads of the Practice Teaching School. Student teachers learn to handle classes effectively through observation and practice teaching.

Observation by the Teacher Educators

The practice teaching is supervised by the staff members of the College. To avoid inter and intra discrepancies in the feedback, an analytical observation format is prescribed to all the observers.

Observation by the School Teachers

The Guide teachers in the Practice Teaching School compulsorily observe the lessons of the pupil teachers and provide immediate as well as analytical feedback after each lesson. The School teacher and peers provide feedback to the students whose class they observed.

Feedback mechanism

The student teachers get immediate feedback from their guide teachers. Yet at the end of the practice teaching they take initiative to meet their in-charge teachers and the head of the Institution to get feedback.

Monitoring mechanism

The pupil teachers write their lesson plans on the basis of the guidance given in the lesson plan session by the respective teacher educator. The teacher educator goes through the model lesson plan and gives suggestions. The pupil teacher writes the final lesson plan once the model lesson plan is corrected by his/her teacher educator. Once the final draft is ready the student teachers show the lesson plan to the concerned teacher educators and obtain signature.

During the practice teaching the student teachers are brought together in the College on every Saturday and instructed to complete the lesson plans and teaching aids needed for the upcoming week. The management also gives ample time and opportunity to the student teachers to share their experiences and difficulties in the Practice Teaching School.

The Principal gives surprise visit to the practice teaching Schools to monitor the practice teaching. He meets the heads of each practice teaching Schools both in the beginning and end of the teaching practice session and collects feedbacks from them.

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

In B.Ed. course, a lot of weightage is given for internship program in terms of marks and time period. The internship is for a period of 40 days. Besides these activities, the student teachers have to observe the lessons of senior teachers and peers. They have to assist the teachers in the School for curricular, co-curricular and extracurricular activities, correction of exam papers and home-assignments if necessary. In some Schools the student teachers get an opportunity to go through the records maintained by the School.

The process of block teaching / internship is executed in the following phases

1. Preparatory Phase

In this phase, the Institution communicates with the Schools regarding their requirements of the student teachers for specific subject and gets the necessary information from the School. On the basis of the received information, the internship department plans.

2. Actual Internship

Every teacher educator is assigned a routine visit during the internship program. The specific subject teacher monitors the internship program and is in contact with the student teachers. The professors supervise the program and follow up action is taken if necessary.

3. Phase of Evaluation

The Institution organizes feedback sessions during the practice teaching for planning, implementing, executing, and analysing difficulties and quality in the program. The evaluation is a continuous process that takes place on every Saturday of the practice teaching days. The School teachers observe the student teachers and provide valuable suggestions. This collaborative effort makes the internship a fruitful experience.

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

Yes, the practice teaching sessions are developed cooperatively involving the head of practice teaching Schools and mentor teachers.

Before the commencement of the practice teaching the principal of our College visits the heads of the practice teaching Schools that are allotted by the CEO of our zone.

Prior to practice teaching student teachers visit the allotted Schools and meet the head of the Institution then their mentor teacher.

Student teachers collect syllabus to be taught, prepare lesson plans and go to Schools with appropriate teaching aids, for which the guidance is got from the Teacher Educator. But further guidance is extended by the mentors.

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

- The Institution plans various activities for preparing the student teachers in managing the diverse learning needs of the students in the School.
- The theory part in the curriculum is taught in the College, before starting the practice teaching. The subjects like psychology, sociology, and philosophy and School management give the theoretical idea about the diverse learning needs of the students.
- The pupil teachers observe the model demonstration lessons given by the teacher educators in the College.
- Theatre Pedagogy Course will be helpful to them for classroom management and handling classes more dynamic.
- The pupil teachers are made known about the diverse needs of the School students by the School teachers.
- The teachers and students are encouraged to keep pace with the recent developments in their subject by preparing different teaching aids, periodically turning to the internet and news articles.

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

- ✎ The faculties always encourage the student teachers to use technology in teaching. Students get access to computers, projectors and other teacher made and mechanical aids.
- ✎ Student teachers are supposed to deliver at least one lesson-plan using computers (PPT) during simulation. Use of laptops in classrooms is encouraged.
- ✎ Student teachers are guided in preparing slides, OHP sheets and power point presentations. At the same time effective black board usage is also judiciously practiced.
- ✎ The pupil teachers are also encouraged to make use of technology in various activities such as seminars, workshops and other co-curricular activities. This gained knowledge is reflected in their practice teaching.
- ✎ ICT based Digital Lesson Plan is prepared by the student-teachers for improving their technological knowledge.

2.4. Teacher Quality

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

Yes, the plan for practice teaching is jointly undertaken by the mentor teacher and the School staff along with pupil teachers.

- Mostly we are sending our student teachers for internship training nearly 30 Secondary, Higher Secondary and Matriculation Schools in Coimbatore and Tirupur Educational districts with the proper permission from the CEOs and the IMS Officers.
- The pupil teachers visit the practice teaching Schools and get to know the timings of the practice teaching, portion of the subject, nature of the content like prose, poetry, drama, experiments etc., structure of the content like information, explanation, reflection etc., chronological order of the content to be taken, method to be adopted and if possible the level of the students.
- The practice teaching School teachers guide the student teachers in this regard with care and concern. The head of those Schools are having cordial contact with our College in respect of Internship Training and give regular feedback about our student teacher's performance.

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

Usually for each School at least five student teachers are sent. But the number of student teachers to be sent will be suggested by the CEO based on the number of teachers in those Schools. But in no case more than 7 student teachers are sent.

Hence the CEO himself takes the initial decision. Sometimes based on the need, Head of the Schools also asks for certain subject candidates and their demand is met with to the maximum possible extent.

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

- After observing the lesson taught by the trainee, feedback is given on actual teaching, questioning and evaluation, black board usage, use of teaching aids, classroom management, pupil participation and student teacher behaviour.
- The guide teacher, teacher educator as well as the peer group provides feedback to the student teachers.
- Verbal suggestions are given then and there after the class hours.
- Observation is shared with a very optimistic attitude and sanguine approach.
- The student teachers are made aware of the corrections to be made for further improvement.

2.4.4. How does the Institution ensure that the student teachers are updated on the policy directions and Educational needs of the Schools?

- The main source to ensure that the student teachers are up to date of the policy directions and Educational needs of the Schools is, from the B.Ed. Syllabus.
- The Teacher Educators makes the student teachers, well informed about the latest development in the policy directions and Educational needs while taking classes.
- Special seminars are arranged by the Institution by getting the Educational Experts as the Chief Guest for deliver the speech on current issues, challenges, policy directions and needs in School Education.
- The administration makes the arrangements for updating the student teachers towards the Government Policies and Educational Needs through displaying the posters, circulars, and news cuttings in the Institution's Notice Board regularly.
- During the Internship Practice Teaching, the Institution makes the chance to our student teachers to interact with the Head Masters and the School Teachers for updating their knowledge about the policies and Educational needs of the School students.
- The Institution sends the student teachers for attending seminars, conferences, and workshops related to the Government policies and Teacher Education.
- The Institution provides the internet facility and library books to the student teachers for make use of them to update their knowledge in current scenario of the teacher Education.
- The Institution is one of the Resource Centre for the Government and Government Aided Matriculation School Teachers for CCE Training.
- Our Teacher Educators acts as Resource Persons for that training programme.
- Our student teachers also given chance to attend this type of trainings and it helps them to learn the Equitable Standard Syllabus, Activity Based Learning, Active Learning Method, Information and Communication Technology and Continuous and Comprehensive Evaluation Methods in School subjects and teaching methods.

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

- Internship Training at the time of Practice Teaching is more useful to the student teachers for getting practical experience in teaching, classroom management, and getting knowledge with the recent developments such as:
 - ✎ Activity Based Learning (ABL)
 - ✎ Active Learning Method (ALM)
 - ✎ Information and Communication Technology (ICT)
- Our Institution organises the CCE Training Programme for School Teachers along with the

DIET, Tirumurthy Nagar. Our Teacher Educators and student teachers also get the benefits to learn the recent teaching methodologies and developments in the School Education.

- Special Coaching Class for Teachers Eligibility Test is conducted by our Institution for the benefit of our student teacher. Government regulations, notifications and the other related information are informed to the student teachers in these classes.
- The Institution is following the guidance of the TamilNadu Teachers Education University's newly introduced Elective Paper as a preparatory measure for the TET and Post Graduation TRB Examinations by giving guidance towards their career planning and uplifting the rural based student teachers.
- The Institution is providing plenty of opportunities to the faculty members and the student teachers like library, internet browsing and special hours for research oriented activities.
- With the help of the above, our student teachers and faculty members getting better chance to keep pace with the recent developments in the School subjects and teaching methodologies.

2.4.6. What are the major initiatives of the Institution for ensuring personal and professional / career development of the teaching staff of the Institution? (Training, organizing and sponsoring professional development activities, promotional policies, etc.)

- The College encourages the teacher educators to pursue their further studies by way of part-time research leading to M.Phil. And Ph.D. degrees also to attend research colloquium, seminars, conferences, workshops.
- The College encourages the faculties to publish their paper in International and National Journals and does their research work by way of permits them to utilise the computer laboratory and library for the research purpose.
- The management and the principal are encouraging the faculty to attend the professional/career development programmes by sponsoring them with Registration Fee and On Duty leave.
- The teacher educators are encouraged to organize seminars, symposium etc., and the College spends the expenditure.
- A three day National Conference was organised in the year 2012-2013 on "Environmental Challenges towards Waste Management in India" with the collaboration of EAST, Palayamkottai.
- A two day State level workshop was organised on "Applications of SPSS in research" in our College.
- Citizenship training, Theatre Pedagogy, Personality Development Programmes and orientation training is given for the faculties at the onset of the academic year with the aim

of improving their leadership skills.

- Yoga and Kalyakalpa Training is giving to the staff members at every year, jointly with the Arivu Thirukoil, Aliyar.

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

- The management and the Principal are motivates the faculty to attend the professional/ career development programmes by sponsoring them with Registration Fee and On Duty leave.
- The Institution grants leave with salary for the faculty members to pursue their further studies and to attend the Eligibility Examinations.
- The management encourages the faculty who produce 100% result in the University Examination, by giving appreciation and memento for recognizing their achievement.

2.5. Evaluation Process and Reforms

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

The main motive of the Institution is to elevate the rural based students to become globally competent teachers, with adequate skills and knowledge by providing necessary facilities and training. Even though the students are facing some barriers like the change in curriculum, medium of learning, and communicating in English. These type of barriers are identified through Classroom interactions, Tutor ward System, Feedback Mechanism and they are easily overcome by the way of taking necessary steps as follows:

- ✎ Orientation Classes
- ✎ Communicative English Classes
- ✎ Centre for Guidance and Counselling
- ✎ Workshops and Practice Teaching
- ✎ Demo Classes and Role Plays
- ✎ Personality Development Training
- ✎ Special and Remedial Classes and so on.

With the help of these actions the student-teachers are feel conducive and come forward to take further steps for specialise the content as well as the methodology of teaching, without any hesitation.

Conducive Environment

In this Institution conducive learning environment is provided. Interactive and participatory learning is ensured. Democratic and familiar class set up is maintained. Learning difficulty is overcome then and there in each class room teaching. Remedial teaching is offered

when necessary. To make the transition smooth necessary counselling is provided.

Infrastructure

- The infrastructure facility available in this Institution is more than adequate.
- The library has a stack of sufficient books. Reputed National and International Journals and Magazines in Education are subscribed.
- The Laboratories are well equipped with modern devices.
- The campus having drinking water facility, food court, separate rest rooms for both men and women, and transport facility to access from various parts to our Institution.

Access to Technology

- The teachers and the trainees use all the latest technology in teaching and learning process.
- They use the effective Chalk and Talk method for Black Board Teaching.
- ICT based teaching methods are followed by using Power Point Presentations with the aid of Computers, OHP and LCD Projectors.
- Internet browsing facility is given to the student teachers.
- Language laboratory is provided for practice and Interactive board facilitates learning more effectively.

Communicative Language Training

- Student from both rural and urban areas are given training in Communicative English which will help them to communicate effectively as well as teach with confidence.
- Demo Classes are arranged to practice the micro and macro teaching skills and the classroom management by enriching their communication skills.
- Personality Development Programme and Placement trainings are provided to the student teachers for facing the interviews more fearlessly.

Teacher Quality

- The Institution has an effective mechanism to recruit qualified and experienced faculty.
- All the Teacher Educators are highly qualified and dedicated to their profession.
- The Teacher Educators have opportunities for continuous academic progress.
- They update themselves by attending orientation and refresher courses.
- They participate and present papers in seminars, conferences, symposia, and so on.
- Teacher quality is ensured through evaluation done by the self, students and the peers.
- They are motivated to adopt innovative and modern techniques of teaching.
- They are actively engaged in Extension and Research activities

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

Internal assessments conducted during the academic year play vital role in identifying the

student teachers pace of learning.

Therefore we have 4 Unit tests, 4 assignments, 2 seminars, a model practical and finally 2 model examinations for assessing our students learning. External evaluation is carried out by the TamilNadu Teachers Education University, Chennai.

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

The student teachers and parents get information regarding their performances in the different assessments. Immediate feedback would have strong impact on the learners hence the valuation is completed within two to three days of the assessment and answer scripts are distributed to the students with sufficient feedback. Assessment details are reported to the parents through tele-communication. The details of evaluation are made known to the parents during Parents Teachers meeting. Meritorious student marks and names are displayed on the notice board. The Institution makes it a point to display the results of each and every activity. All of the above practices help in improving the performance of student teachers and curriculum transaction.

2.5.4. How is ICT used in assessment and evaluation processes?

ICT is used in the following ways in assessment and evaluation processes:

- Preparing all instructions related to assessment
- Preparing question banks
- Preparing Reports using PowerPoint Presentations
- Recording marks secured by all student teachers
- Preparing result sheets
- Analysis of results
- Grading and Ranking by using Computer Technology
- Comparing the improvement rate by exam wise
- Year wise academic achievement records analysis for the Institution

2.6 Best Practices in Teaching –Learning and Evaluation Process

2.6.1. Detail on any significant innovations in teaching/learning/evaluation introduced by the Institution?

- ✎ Special lectures by the experts on thrust fields are organised regularly.
- ✎ ICT based assignments are given to the student teachers for evolving themselves to the challenging technological teaching methods.
- ✎ Educational field trips are arranged to encourage the practical learning skill of the student teacher
- ✎ Mental Health Awareness Camp is conducted to motivate the student teachers to have a exposure in self evaluation, class evaluation, and teacher evaluation.

- ✎ Multi-skills development Programme is conducted to improve the participation of student teachers in all type of events.
- ✎ Citizenship Training Camp, Theatre Pedagogy Course are followed with the motive of enhancing their class room management skill.
- ✎ TET Coaching classes, Placement Training and Soft skill trainings are given with the aim of evaluating themselves go with as globally competent.
- ✎ Ethics and Culture Classes are given to the student teachers for assessing themselves to know social, cultural, religious, and moral values.

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

- 📁 Power point presentations in classroom teaching.
- 📁 Faculty Development Programmes are organized.
- 📁 Tutorial system is implemented seriously.
- 📁 Faculty members are trained to use ICT.
- 📁 Classroom teaching with LCD and OHP are utilized.
- 📁 Internet facility is utilised for innovative assignments.
- 📁 E-journals, periodicals and reference books are utilized.

CRITERION - III**RESEARCH, CONSULTANCY AND
EXTENSION**

KEY ASPECTS	
3.1	Promotion of Research
3.2	Research and Publication Output
3.3	Consultancy
3.4	Extension Activities
3.5	Collaborations
3.6	Best Practices in Research, Consultancy and Extension

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1. Promotion of Research

3.1.1. How does the Institution motivate its teachers to take up research in Education?

Our Institution encourages and motivates research activities in many ways.

The Teacher educators an easy access to various physical resources such as library, periodicals, internet facility and photo copying.

Research works are supported psychologically by assuring them support and assistance in their entire research endeavour.

Teacher educators of our Institution are encouraged to engage in researches by the aids via various means such as:

- Encourages the Faculty members to publish papers in journals.
- Adjustments in teaching schedule are done for attending any research program.
- Typing, photo copying, internet facilities are provided, if needed.
- Staff members are encouraged to attend any national / international seminar / workshop.
- Study leave is granted for the research scholars.
- The library of the Institution is enriched with wide range of books of various national and international publications.

3.1.2. What are the thrust areas of research prioritized by the Institution?

Staff members are motivated to go in for research on various thrust areas:

- Educational Psychology
- Educational Administration and Evaluation
- Educational Technology
- Teacher Education and Teaching behaviour
- Guidance and counselling in any field of their interest.
- Recent issues related to Educational field

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

- Yes, the Institution encourages the Action Research by the student teachers.
- B. Ed. student teachers are oriented to identify problems related to teaching and learning in the subjects they teach, challenges faced by the students, by the teachers, and other problems in the teaching field.
- When the student teachers go for teaching practice they are encouraged to identify the problems and find solution for the problems in teaching. The necessary guidance is given by the teacher educators.

The major outcomes of action research are as under:

- Behavioural problems of secondary school students.
- Writing skill and grammars focused presentation.
- Problems and solutions of slow learning.
- Learning disabilities in school students.
- Disinterest towards learning.
- Mischievous behaviour in the class.
- Study habits of the secondary students and so on

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

The college management encourages the teacher educators to utilize their leadership skills. It provides funds for organizing various seminars, workshops and symposia. The teacher educators of our college have organized the following conference / seminars /workshop in the last five years with full support from the management.

Table-1

Level	No.
State level seminars / Symposia / workshops	5
National Seminar	1


The management of our college allows the staff members to attend seminars and conferences. Sometimes it even funds the registration amount. The details of the conferences / Seminars / workshops attended by the faculty members in last five years are as follows:



Table -2


State level seminars / Symposia / workshops	20
National Seminar / conference	30
International conference	10

3.2 Research and Publication Output






3.2.1. 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.

 Instructional materials developed in the Institution by two main categories:






-  Material required for teaching-learning in the Institution.
-  Material required for teaching-learning in the schools.

 Most of the Teacher educators developing their own instructional material for teaching

the curricular courses and subjects.

-  Transparencies, Power-point presentations, Question Banks, Materials collected from Reference Books, Self Learning materials, Study Material and Notes are often used for day-to-day teaching.
-  Student teachers preparing instructional material for teaching in schools.
-  Power-point presentations make the lessons very interesting and help to break the monotony of class room teaching there by making the teaching-learning process interesting and effective.
-  Student teachers also develop and use their own teaching aids in the form of pictures, charts, maps, puzzles and models which are used for the micro-lessons, link lessons and practice lessons in schools in their respective subjects.
-  The use of such instructional material ascertain and enhances the effectiveness of the learning process.

3.2.2. Give details of the facilities available with the Institution for developing instructional materials?

-  The Institution has provided maximum facilities required for the development of related instructional materials to enhance quality teaching. These are:
 - ❖ Computer systems
 - ❖ Internet Connectivity
 - ❖ Slide projector
 - ❖ Over Head Projectors
 - ❖ LCD Projectors
 - ❖ Well equipped library
 - ❖ Well equipped labs
 - ❖ Multipurpose hall
 - ❖ Audio/Video cassettes & CD's
 - ❖ Interactive Board
-  The teacher educators make good use of the above mentioned resources to develop the effective instructional materials for enhancing quality of teaching within the Institution and in practice teaching.
-  Further, the student teachers utilize these facilities optimally and browse internet to know the latest development of instructional materials.
-  Subject experts from outside teach the students to prepare teaching – learning materials.
-  CD's prepared by Teacher Educators are made available to the students.

3.2.3 Did the Institution develop any ICT/technology related instructional materials during

the last five years? Give details.

In order to make teaching learning process meaningful, the Institution has developed the following ICT/technological instructional materials during the last five years:

- Self-instructional materials (Notes)
- Transparencies
- Power point presentations
- Question Bank
- Internet Browsing

All these instructional materials are utilized for effective concept attainment and preparing the student teachers to face the emerging technological trends.

3.2.4. 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

a.Organized by the Institution

The institution has organized a two day national conference on “ Environmental Challenges towards Waste management in India”. The mission of this conference is to provide a platform to discuss various strategies, issues and concerns related to sustainable waste management solutions in the country. Dr. G. Visvanathan Vice-Chancellor of TNTEU as delivered as an inaugural address.

b. Attended by the staff

The teacher educators of our college also take part and gather more information through such seminars and expand their ideas on preparation of teaching aids.

c.Training provided to the staff

Our college organizes various seminars and workshops for the enrichment of the student teachers. They are trained in preparing different teaching aids and SUPW things. All these trainings are not only for the student teachers but also for the teacher educators. Teacher educators also attend seminars conducted by other colleges.

3.2.5. List the journals in which the Faculty members have published papers in the last five years.

Our Teacher Educators have published articles in a National Journal. The management motivates our teaching faculties to publish the articles.

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

Our Principal Dr. Selvin received the following awards for his excellence achievements.

- ❖ Our Principal Dr. Selvin receives the honour with “Rashtriya Vidya Gaurav Gold Medal Award” and “Certificate of Education Excellence” by the “International Institute of Education and Management” on 26th May 2015 at New Delhi, for his outstanding achievements and remarkable role in the field of education.
- ❖ “Certificate of Appreciation” award for the contribution as an Examination Observer for conduct of Tamilnadu Teachers Education University B.Ed., / M.Ed., Degree Exam - May 2015.
- ❖ “Certificate of Appreciation” for the contribution as a member in the Accommodation Committee for the 3rd International Conference on 20th to 22nd April 2015 at Tamilnadu Teachers Education University, Chennai.
- ❖ Certificate of best presentation awarded for the paper titled “Social issues pertaining to the women related problems in India: Role and importance of Media” in the two day International conference on “Women Empowerment: Global Perspective”, Kanyakumari on 27th and 28th September 2013.
- ❖ “Certificate of Appreciation” award for the contribution as the Coordinator for the “NAAC peer team of UGC” during 30th and 31st January 2012 at PSN College of Education, Palayamkottai.

3.2.7. Give details of the Minor / Major research projects completed by Staff members of the Institution in last five years.

The institution does not receive any grant from external agencies and it is not in the aided status and NAAC accreditation brings such status steps can be taken to undertake major projects.

3.3. Consultancy**3.3.1. Did the Institution provide consultancy services in last five years? If yes, give details.**

Yes, the Institution has provided consultancy services on a non profitable basis with service motto and on need basis. Internal Consultancy Services given by the teacher educators to the student teachers within the Institution for their enhancement at multi levels like career counseling and placement guidance and assistance with the help of Centre for Guidance and Counselling.

The Institution also provides consultancy services to the Secondary and Higher Secondary School students for facing the Board Exams and the Head of the Institution delivers his speech in

various schools towards Career Guidance for the School students.

External Consultancy Services

The following consultancy services are being provided to the school students of nearby schools with service mindedness. No revenue is generated through this.

- Guidance in preparing for the SSLC Board exam.
- Taught school students to prepare variety of SUPW
- Giving awareness about library usage
- Career Guidance for Higher Education

3.3.2 Are Faculty/Staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of Staff members and the steps initiated by the Institution to publicize the available expertise.

- ☞ Yes, Institution has competent faculties to undertake consultancy services. Our Staff members are competent to give Consultancy Service in the following areas:
- ☞ Curriculum development, Career guidance and counselling, time table development, Co-curricular activities development, Learning disabilities, Leadership skills, Day to day problems of class, School administrative, Students classroom problems solving, preparation of art and craft materials, preparation of SUPW things.
- ☞ Our Teacher educators and the student teachers gives the consultation to the nearby rural community regarding, literacy, sanitation, Dengue awareness, Voters awareness and so on.

3.3.3. 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 revenue has been generated through consultancy. The consultancy service is free of cost. All the expenditure incurred in carrying out consultancy service is borne by the Management.

3.3.4. How does the Institution use the revenue generated through consultancy?

Not applicable.

3.4. Extension Activities

3.4.1. How has the local community benefited from the Institution? (Contribution of the Institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The Institution contributes the local community through organizing various events for the benefit and awareness of the local community such as:

- ✎ International Literacy Day
- ✎ Voters Awareness Rally
- ✎ Dengue Awareness Camp
- ✎ Yoga and Kayakalpa Training
- ✎ Awareness programme on prohibiting suicides
- ✎ Mental Health Awareness Programme
- ✎ Visit to Gandhi Ashramam
- ✎ Career Guidance for School Students
- ✎ Life Skill Education to the School Students

3.4.2. How has the Institution benefited from the community? (Community participation in Institutional development, Institution-community networking, Institution-school networking, etc.)

Community participation in Institutional development

- ✎ Local community personalities were invited as chief guests for College celebrations.
- ✎ Members of the neighbouring community eagerly join in the celebrations of the Institution.

Institution-community networking

- ✎ Awareness programme, Rallies, Camps and Training Programmes are organized in collaboration with the community
- ✎ Institution maintains good rapport with the Nigazh Theatre Centre of Madurai, Inner Wheel Club of Pollachi, Rotary Club of Pollachi, Environmental Awareness and Sustainable Trust and in association with these institutes various social welfare programmes are arranged.

Institution-school networking

- ✎ Local schools accommodate our students for teaching practice
- ✎ Co-operating Schools that give internship to the trainees
- ✎ Organising in-service training to school teachers

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

The following are the future plans and major activities of the Institution for providing community orientation to the student teachers. The major areas to be addressed are:

- ✎ Guidance to face Competitive and Eligibility Examinations
- ✎ Value oriented co-curricular activities in Schools
- ✎ Career Guidance to the School students
- ✎ Environmental awareness by Field trips
- ✎ Social awareness through Street Plays

- ✂ Planting and preserving trees
- ✂ Visit to Orphanages and Old Age Homes
- ✂ Visit to Special schools

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

The institution has organized a CCE and SSA training programs for Government BT teachers in and around five Zonal of Pollachi Educational District. This training program was collaborated with Thirumoorthy nagar DIET and SCERT and also our institution organized CT Camp and Multi skill training program to our student teachers.

3.4.5. How does the Institution develop social and citizenship values and skills among its students?

- The Institution ensures in each and every stage that the student teachers develop social and citizenship values and skills.
- Special hours are allotted for Value Education and Ethics and Culture classes by the Head of the Institution as regularly.
- Days of National importance like Independence day, Republic day, Teachers day are celebrated. Singing Patriotic Songs, Prayer and Pledge taking are also done on these days.
- In order to promote Universal Brotherhood and international understanding important days like Human Rights day, Women's day, World literacy day, International AIDS day and the like are observed. Speeches on the importance of these days make the observations of these days memorable. With high spirits all religious festivals and functions are celebrated.
- The Institution also develops Personality Development Programs, social and citizenship values and skills among its students by giving them personality development programmes and organizing Citizenship Training Camp for enriching various skills.

3.5. Collaboration

3.5.1. 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 linkage

- ✂ The Institution is in constant touch with the NCERT and it receives information, recent developments in the Educational scenario every now and then.
- ✂ The NCTE also offers valuable suggestions in enhancing the quality of the Institution.
- ✂ The Institution has organised National Level Conferences and State Level Workshop in association with EAST, Palayamkottai and Manonmaniam Sundaranar University, Tirunelveli.

- ✎ The Institution has also associated itself with the DIET, Youth Red Cross Society, Rotary Club and the Inner Wheel Club. With the linkages of these Organizations, Our College has conducted various co-curricular activities, CCE and LSE trainings on campus.

3.5.2. 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.

There is no formal linkage with other International organizations.

3.5.3 How did the linkages if any contribute to the following?

- | | |
|--------------------------|---------------------|
| • Curriculum Development | • Consultancy |
| • Teaching | • Extension |
| • Training | • Publication |
| • Practice Teaching | • Student Placement |
| • Research | |

Curriculum Development

As above mentioned our Institution has no linkage with international organizations. Hence there is no contribution to the curriculum development. It follows the Curriculum given by the Tamilnadu Teachers Education University.

Teaching

Our Teacher Educators are having adequate qualification and experience towards Teacher Education. The Institution also arranges the Special Seminars by the Educational Experts in the field of teaching.

Training

Student teachers have attended various trainings related to Teaching- learning, Instructional materials, Personality development, Communication skills, and SUPW.

Practice teaching

They carry out the knowledge received during their training at different occasions like practice teaching, real life situations, profession in the Secondary and Higher Secondary Schools where they have been sent for Internship Training.

Research

Teacher Educators are encouraged to take up their research studies. The Institution supports the teacher educators with maximum resources available in the College.

Consultancy

Centre for Guidance and Counselling is functioning actively for giving consultancy services to the Teacher Educators and the student teachers for the needy.

Extension

The Institution organised more and more extensional programmes in collaboration with Rotary Club, Inner Wheel Club, Youth Red Cross Society, DIET and other NGOs.

Student Placement

The College organizes campus interviews. The information of the campus interview is given to other Educational Institutions. The schools which require faculties attend the campus interview and select the candidates for teaching posts. Some schools send their requirements and students are sent to the respective schools to attend interviews.

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

The Institution has effective linkages with the school sector to assist and develop the following activities:

- Conducting In-Service Programme to School Teachers.
- Practice teaching of Student teachers.
- Feedback for curriculum development.
- Placement of the Student teachers.
- Consultancy Services.
- Participation in extension activities.

3.5.5. 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 faculties are actively engaged in schools and with head of the Institutions, teachers and other school personnel to design, evaluate and monitor practice teaching. The Institution arranges meeting before the commencement of the practice teaching. The need, relevance and requirements are discussed in detail for securing whole hearted cooperation from the school authorities. Mentor teacher plays the vital role in giving feedback on the teaching efficiency and giving useful tips in classroom practice.

The Faculty members of the Institution also supervise the trainees during practice teaching and give suggestions for improvement. The school teachers and Faculty members of the College discuss on the performance of the student teachers.

3.5.6. How does the Faculty collaborate with school and other College or university Faculty? Collaboration with school Faculty

The teaching faculties of our College and school teachers collaborate and mould the student teachers in various ways. The school teachers are invited;

- For demonstration classes
- For training programmes
- For student guidance
- As Chief Guests of Club Activities
- As Judges/ Resource Persons for Competitions
- As Subject Experts for In-Service Training Programmes

Collaboration with other College or University Faculty to Serve as

- Coordinator and Examiners in the Board of practical examination of the Institution
- Chairperson/ moderator in various National seminars and Workshops.
- Members of Staff selection committee
- Resource person/guest lecturer at many occasions

3.6 Best Practices in Research, Consultancy and Extension**3.6.1. What are the major measures adopted by the Institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

The Institution has adopted various measures to enhance the quality of research, consultancy and extension activities during the last five years. The details are as follows:

- Organising Seminars/Workshops
- Faculty is continuously encouraged for research work.
- The Institution has consultancy with some national level organizations as stated above.

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

The following are the good practices in research, consultancy and extension activities.

- Lectures are provided with the facility of making adjustment in teaching schedule, when necessary.
- Special leave is sanctioned for carrying out specific research practices
- Faculty can utilize Computer Lab facilities and internet is available at any time.
- The Institution provides consultancy service without generating any remuneration.
- Extension programmes like awareness programmes and career guidance programmes are periodically organized by the Institution.

CRITERION - IV**INFRASTRUCTURE AND
LEARNING RESOURCES**

KEY ASPECTS	
4.1	Physical Facilities for Learning
4.2	Maintenance of Infrastructure
4.3	Library as a Learning Resource
4.4	ICT as Learning Resource
4.5	Other Facilities
4.6	Best Practices in Development of Infrastructure and Learning Resources

CRITERION IV**INFRASTRUCTURE AND LEARNING RESOURCES****4.1. Physical Facilities**

4.1.1. 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.

- ✎ As per the norms of NCTE the Institution has its own land and building. The Institution has an extent area of 3000sq.m and built-up area of 1732sq.m.
- ✎ There is a lecture hall, with seating capacity of 100 students, library with seating capacity of 30 students, multipurpose hall with seating capacity of 200 and sufficient number of Class rooms for good curriculum transaction.

*The Master plan of the building is enclosed.

4.1.2. How does the Institution plan to meet the need for augment the infrastructure to keep pace with the academic growth?

- 📖 The need for augmenting the infrastructure to keep pace with the academic growth is met by having enough facilities now and the Institution will have to provide better facilities of ICT to compete in the global context of e-Education.
- 📖 Taking the dynamic competition into consideration the Institution needs linkages with international Educational Institutions, it plans to strengthen the Internal Quality Assurance Cell and make it the driving force.
- 📖 We are providing the more number of reference books, text books, dailies, periodicals and e-resources in our Library and plan to increase the titles and their numbers.
- 📖 The plan thus consists of developing proper psychological mindset and implementation of new changes with requisite budgetary allocation.
- 📖 We are improving the quality of our present infrastructure for the need for meeting the requirement of the expecting modified 2yr duration B.Ed. Course.
- 📖 If need arise to go for M.Ed. Course more class rooms would be expanded.

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

a) Co-Curricular Activities:

Various cultural activities, indoor games, celebrations, seminars, conferences, workshops, demo classes, exhibition and other activities are held in the multipurpose hall. Citizenship Training Camp for B.Ed. student teachers is also organized in this hall.

A separate hall is provided for carrying out SUPW and spacious reading room is provided with updated reading materials for encouraging the students' reading habit.

b) Extra-curricular Activities:

Our Institution has a huge play ground which is shared with the Institution for annual sports competitions and outdoor games like kho-kho, football, basket ball, volleyball, cricket, etc. Indoor games like chess, table tennis and carom are played in the games room/ multipurpose hall. The Institution has requisite sports material for the sports and games.

Apart from these, Dance room and work experience room are used for co-curricular and extra-curricular activities like Yoga, Dance, Music, Arts and Craft works.

4.1.4. Give details on the physical infrastructure shared with other programmes of the Institution or other Institutions of the parent society or university.

- ❖ Multipurpose halls are shared with our sister Institutions as it is a part in the Group of Institutions at the time of Workshops, Conferences, Seminars, Annual day celebrations and other co-curricular activities.
- ❖ Seminar Halls and Drawing Halls are shared with the Engineering and Polytechnic Colleges at the time of University Examinations.
- ❖ Our Institution is a part of P. A. Educational Institutions, so we are having Playground, Parking facility, Transport, Food court, Hostels and water facilities for students and staff members as common for our sister Institutions.
- ❖ Our Institution is sharing the infrastructure with the Tamil Nadu Open University's Study Centre and most of the time Tamil Nadu State Government's Public Service Examination Centre also.
- ❖ We are sharing our Multipurpose Halls, ICT facilities and essential infrastructure with the DIET, SCERT and TANSACS for the purpose of giving CCE and LSE Training to the School teachers.

4.1.5. 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 rooms facilities for men and women, canteen, health center, etc.)

- ❖ Cleanliness is assured in the premises of the Institution with the house keeping team.
- ❖ Hygiene Yoga Hall is provided to the student teachers for maintaining clean and peaceful atmosphere.
- ❖ Drinking water is made available at each block.
- ❖ First aid and fire safety measures are made available.
- ❖ Well equipped Food Court is available for staff members and students.
- ❖ Separate rest rooms for student teachers (Boys and girls)
- ❖ Separate toilet facilities with closed bin are provided for girls.
- ❖ The guest rooms with all facilities to ease the visitors for comfortable stay.

4.1.6. 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.

Yes, we do have separate hostel facility for Girls and Boys. The Hostel is available in the College campus itself and sharing with the sister Institutions. The rooms are spacious and with proper ventilation. Periodical health checking is possible in the adjacent clinic run by missionaries. Indoor and outdoor games are available for the recreation purpose of the hostel students. Well equipped gym for both the boys and girls are installed in our campus.

4.2. Maintenance of Infrastructure

4.2.1. 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.

Table - 3

Year		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Building/ Maintenance	Allocation	2,00,000	2,00,000	2,00,000	2,00,000	2,00,000
	Utilization	2,16,610	2,28,506	2,43,100	2,48,060	2,53,110
Laboratories	Allocation	10,000	10,000	10,000	10,000	10,000
	Utilization	6,362	8,000	6,050	7,128	5,110
Furniture	Allocation	50,000	-	80,000	-	-
	Utilization	60,000	-	90,163	-	-
Computers & Equipments	Allocation	1,00,000	1,00,000	50,000	70,000	40,000
	Utilization	1,35,712	1,31,891	62,463	84,000	44,220
Transport/Vehicle	Allocation	20,000	10,000	25,000	50,000	70,000
	Utilization	27,750	12,907	32,943	52,096	63,600

4.2.2. How does the Institution plan and ensure that the available infrastructure is optimally utilized?

- ❖ The classrooms and common hall are used for conducting theory classes, experimentation and practical classes, examinations, seminars and workshops, meetings, campus interview, exhibitions, competitions, functions, celebrations of days of importance, and so on.
- ❖ The Auditorium is used for Graduation day, Citizenship Training Camp, Republic Day, Pongal and Annual Day Celebrations.

- ❖ Play ground is utilized for conducting games, sports and mass drill.

4.2.3. How does the Institution consider the environmental issues associated with the infrastructure?

- ❖ The College building itself provides a peaceful atmosphere, fresh air, clean and good ventilation, fire protection and eco-friendly infrastructure with systematically planned sanitary system.
- ❖ The Institution makes sure that the surrounding area and the atmosphere are maintained suitable for all curricular and co-curricular activities and are conducive for teaching and learning.
- ❖ If any water problem, sanitary problems are noted and submitted, follow up activities are taken by the in-charge and all requirements are done with the permission of the management. Tree plantation is encouraged.
- ❖ The infrastructure related environmental issues are not only to do with the physical resources but with the human resources as well.
- ❖ The conducive human environment is equally significant for proper interaction among the teachers and the taught for maintenance of quality in the Institution.

4.3. Library as a Learning Resource

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

Yes. The Institution has a qualified librarian and a technical staff to support the library for materials collection and media/computer services.

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

S.No.	Name of the article	Quantity
1.	Book volumes	5321
2.	Book titles	1820
	Text books	120
	Reference books	50
3.	Journals	
	-National	14
	-International	1

4.	Back Volumes	14
5.	Magazines	5
6.	Audio visual resources	
	CD's and DVD's	50
	Audio/Video Cassettes	10
7.	Software	1
8.	Online journals/e-journals	10
9.	Encyclopaedia	1
10.	Newspapers	5

4.3.3. 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, there is a Library Advisory Committee with five members functioning efficiently and it is empowered with the following:

Library Advisory Committee

- President - Principal
- Coordinator - Librarian
- Members
 - Technical Staff
 - Staff In charge
 - Student Representative

Taking into consideration the needs of the faculty, student teachers and availability of resources in the market and budget provision, the decisions are taken qualitatively about the acquisition of books and other learning resources. For this purpose,

- ❖ The Principal and the librarian take the advice and feedback of concerned faculty from time to time before purchasing the books.
- ❖ The teacher educators are requested to give their requirements about reading materials from the library.
- ❖ Faculties and Members of the Advisory Committee are given an opportunity to recommend books.
- ❖ After the purchase of books, the librarian informs teachers to take note of new arrivals and recommend them to the student teachers.

- ❖ The librarian always guides and helps the readers to get the required reading materials.
 - ❖ The advisory committee members supervise and guide library activities and practices.
- Smooth and effective functioning of the library is always given the first priority.

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

The library is computerized and partially automated. All the books and material are properly been coded and numbered for effective use and easy accessibility of the books.

Library entry, book issue and return activities are entered in Separate Registers manually.

4.3.5. 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 Institution have Computer, Internet and Reprographic facilities.

The library has one computer for maintaining the records of library books with Internet facility. Further, two computers are made available for Reading Section of the Library with Internet facility for the use of Students and Staff to browse the information required as part of e-resources in the library and for searching respective study material.

Reprographic facility is available in the library. The reprographic facility is used by students and staff members as per their own requirements. The teachers can get their study material photocopied free of cost.

Access to library is very easy and simple. The students along with their library-cum-identity cards put signatures on visitors' register and enter. The books are openly accessible for everyone to locate and obtain. Further, library books are placed course/subject-wise for easy accessibility and use.

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

No, the Institution does not make use of Inflibnet / Delnet / IUC facilities.

4.3.7. 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.)

At all working days of the College, the library is open. The College library opens from 9.30 am to 5 pm at every working day from Monday to Saturday except Sunday and other declared holidays. However, the provision to open the library on Sunday and holiday is made under special circumstances such as examination preparations, seminars, workshops and so on.

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

The new arrivals (books, journals, magazines) are displayed in the library. Titles of new arrivals are published in the Library Notice Board so as to make the students and staff members aware about them.

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

Yes. The book bank facility is utilized by the economically and socially backward poor students till the completion of the course.

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

Special care is taken in assisting physically challenged students. Facilities in exchange of books, relaxation in retention of books are also given to them. Staff members and the students provide the needed help to them.

4.4. ICT as Learning Resource**4.4.1. Give details of ICT facilities available in the Institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the Institutions ensure the optimum use of the facility.**

The Institution has Computer Laboratory cum language laboratory and Educational Technology Laboratory, Physical Science and Psychology Laboratory which holds all the required technological gadgets. Students use these laboratories for various purposes like developing communication skill, doing practicum regarding the course, statistical calculation through Excel Sheets, preparing PPT, learning to use technological gadgets and surfing internet and so on.

Hardwares Available

- Intercom Facility
- Computer with internet connectivity
- Laser Jet Printers
- LCD Projector
- Over Head Projector
- Slide Projector
- CD player, DVD player and so on

Software

Recorded Educational video and audio cassettes, film strips, films, slides and transparencies are available in the Institution.

Other Materials

Non Projected aids are also available. Print media resources are kept in the library. Pictures, charts, models are also available. The hardware, software and teaching aids are utilized by the faculty and student teachers for micro lessons, integrated lessons and technology aided lessons.

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

A computer in Education is an Elective Paper as per the TamilNadu Teachers Education University's Curriculum. The Institution ensures basic computer knowledge to all the students by arranging special training classes and workshops. The major skills to be adopted in the students are:

- Theoretical knowledge about the computer and its usage
- ICT based assignments and class allotments
- Power point presentations encouraged in taking classes and presenting papers in Conferences and Seminars
- Use of different websites relating to the prescribed curriculum
- Use of the internet facilities
- Assist the student teachers to preparing Digital Lesson Plan and Website Analysis Record

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

The knowledge of ICT is significant but more significant is its use in practical situations in the teaching learning process. Moreover, it is felt that the student teachers need to idealize the application of ICT in teaching. The teaching faculty and student teachers make use of the internet for advanced knowledge, model lesson plans, preparation for class and ICT based assignments. The Institution gives utmost priority in the use of new technology and ICT for day to day teaching.

- Teachers and Students prepare Power Point Presentation for effective transaction of curriculum.
- Internet surfing for academic up gradation by the teachers.
- Lesson Plan materials / content prepared in the form of CDs
- ICT is included as component in the continuous internal assessment of each course
- CCTV is installed in our campus to control the misbehavior of our students.

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

Student teachers are encouraged by the Teacher Educators for the optimal use of computers, LCD projectors and OHP for developing lesson plans, classroom teaching, evaluation and preparation of teaching aids in practice teaching.

a. Developing lesson plan

The student teachers are encouraged to browse the web sites to acquire additional,

enriched, updated information in order to motivate the students give them activities in the classroom and incorporate it while developing the lesson plan.

b. Classroom transaction

The student teachers prepare film strips, transparencies and Power Point Presentations in class room transaction. At the time of Practice Teaching, Student teachers are asked to make use of such teaching aids to encourage and motivate the School students.

c. Evaluation

Student teachers are to conduct an achievement test in each of her/his optional subject. The question paper, blue-print and the other required things will be prepared in MS-Word. They can enter the data in MS-Excel and do statistical calculation and prepare charts also.

d. Preparation of teaching aids

In the class the lectures of the concern department presents the models and preparation of teaching aids using LCD, OHP transparencies etc. so, that the student teachers get idea regarding the preparation of teaching aids for future teaching practice. They are also instructed to use Charts, Flash Cards, Bulletin Boards to stick pictures/ Match Stick Figures/ Photo graphs/ Cut- Outs, Paper Cuttings, Paper Folding, Matching Board, Real Models, and Dummy Models for Story Telling or developing the concept logically, apart from the regular use of book materials only.

4.5. Other Facilities

4.5.1. How is the instructional infrastructure optimally used? Does the Institution share its facilities with others for e.g.: serve as information technology resource in Education to the Institution (beyond the program), to other Institutions and to the community.

The Institution organizes various events such as Seminars, Symposium, and Workshops for the Educational development of the student teachers and the faculty members of our Institution as well as other Institutions. All the technological gadgets available in the Institution are used at utmost level. The instructional infrastructure is used for all the curricular, co curricular and extra-curricular activities that take place as per the plan of action and the Institution shares its facilities with others in the following ways:

- ❖ Our Institution is sharing the infrastructure with the Tamil Nadu Open University's Study Centre and most of the time Tamil Nadu State Government's Public Service Examination Centre also.
- ❖ We are sharing our Multipurpose Halls, ICT facilities and essential infrastructure with the DIET, SCERT and TANSACS for the purpose of giving CCE and LSE Training to the School teachers.
- ❖ The Extension services / In-service Programme to College and School teachers are organised based on the need and importance for the benefit of the teachers.

- ❖ The Institution caters to the need of the co-operating and practice teaching schools by supplying teaching aids and materials.

4.5.2. 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?

Following audio-visual facilities are available with the College to provide varied learning experiences and practical training to the students:

S.No.	Name of the items	Quantity
1.	OHP	2
2.	LCD projector	2
3.	Tape recorder	2
4.	Video cassette	1
5.	Film Projector	-
6.	Speakers	4
7.	Computers	1
8.	DVD	1
9.	Display white screen	2
10.	Charts	50
11.	CD's	200
12.	Video Camera	1
13.	Handy camera	1
14.	Printer	2
15.	UPS	1
16.	Amplifiers	2
17.	Slide Projector	1
18.	CCTV	1

The students are taught how to use the above audio- visual facilities, practically in teaching – learning process. The faculty members themselves use these aids during curriculum transaction process. So that they are encouraged to optimally use them for learning including their teaching practice.

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

There are labs available with the Institution are as follows:

Educational Technology Laboratory

Well equipped and furnished Educational Technology laboratory houses the audio- visual aids that range from LCD and Over Head Projector, Audio-video Cassettes and CD's, Record Player and so on.

Psychology Laboratory

Psychology Laboratory is well equipped with all the required equipments and materials to give practical hands on training in the conduct of psychology practical based on the prescribed theory learnt in core paper. The teacher educators demonstrate the experiments with the student teachers as subjects.

They explain the theoretical base of each experiment. The inference, introspection and application of each experiment are related to the classroom / life situation. Psychology experiments are also done by the trainees in small groups. Both Paper Pencil and Performance tests are done.

Computer Cum Language Laboratories

Students use this lab for various purposes like practicum in the course, and statistical calculation through excel sheets, preparing PPT, searching internet and so on. All the student teachers are trained to use the language laboratory to the maximum extent. All the needed audiovisual gadgets required for the Language Laboratory is available.

Mathematics and Social Science Laboratories

Abstract concepts of Mathematics and facts of Social Science are made concrete to the possible extent with the apparatus and instruments kept in the Laboratory. Student teachers prepare and use teaching aids during the micro and macro teaching sessions and also at the time of practical examination.

Social Laboratory

Science laboratories for Physical Sciences and Biological Sciences are available separately. All the trainees are asked to do the experiments which they are going to do in the Schools in the College laboratory with the guidance of the staff. They do prepare instructional cards that contain the elaborate procedure of the experiment. The trainees get firsthand experience in handling the equipments with utmost care ensuring the safety of the teacher and the taught.

Facilities that ensure maintenance of the equipment and other facilities

Every trainee is taught about the importance of annual checking and maintenance of stock registers. Equipments and consumables are purchased or replaced or serviced as the case may be. Yearly stock checking ensures the availability of all the equipments intact. All the materials and the equipments are kept safely in the storage places. The Institution ensures maintenance of all the equipments available from time to time.

4.5.4. Give details of the facilities like multipurpose hall, workshop, music, sports and transports etc. available with the Institution.

Multipurpose hall

Multipurpose hall consists of 500 seating arrangements, and used for certain co-curricular activities like:

- Seminars, Workshops, Conferences, Guest Lectures
- Talents Search Programme
- Subject Clubs Programme
- Tutorials Programme
- Celebrations of days of Importance
- YRC programme
- SUPW Classes
- Exhibitions
- Campus interview

Workshop

There is a Work Experience Room where the student teachers prepare their teaching aids, SUPW things individually and in groups.

Music room

Basic musical instruments are available with the Institution along with the instructor to facilitate the students.

Sports facilities

Open Games Ground is used to conduct Games classes and Sports, Field and track events, Basket ball, Volley ball, Ball Badminton, Shuttle, Tennikhoit , Kho-Kho and Throw ball courts.

Common Hall

There is a Common Hall in our Institution, where regular Assembly practice and Core Classes are conducted. This helps the student teachers for worship of god, where all the student teachers without any discrimination make their prayers with peaceful mind.

Transport

The Institution having Transport facility for the student teachers and also for the staff members. This facility is shared with its sister Institutions of P. A. College of Engineering and Technology and P. A. Polytechnic College.

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

Yes. The Classrooms are equipped for the use of latest technologies for teaching. However we are giving more importance to the traditional teaching method of Black Board and Chalk, we are using Over Head Projectors, LCD Projectors and ICT based teaching devices for the effective lecture in Classrooms.

4.6. Best Practices in Infrastructure and Learning Resources

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

- 📖 Our Institution takes much care in implementing curricula to competency building of learners through appropriate learning provisions.
- 📖 The Institution focuses on the right priorities and responsibilities especially with reference to teaching and learning as their primary mission.
- 📖 Keeping in mind the diversity of students' academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for Educational improvements.
- 📖 Our Institution offers two languages - English and Tamil as the medium of instruction. The teacher educators put in a lot of efforts to give instructions in both the languages.
- 📖 For this purpose, the faculties are encouraged to use Technology for teaching effectively. Proper training in ICT is also provided to the student teachers.
- 📖 Skill of acquiring newer and extensive knowledge needs thorough training in self-learning.
- 📖 Student teachers are trained and encouraged to go beyond the classrooms to seek knowledge and learn to make use of other learning resources like library, self study exercise, and internet facilities.

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

The following ICT are very effective and innovative teaching aids for quality enhancement:

- 📖 Continuous internet connectivity is made available and internet access is enabled
- 📖 Staff and Students prepare PPT for effective transaction of curriculum
- 📖 ICT is included as component in the continuous internal assessment
- 📖 Educational related audios and videos are utilized to develop their listening skills
- 📖 Use of Video CD's and DVD's enhances better teaching learning process
- 📖 Black Board Chalk and Talk Interactive Teaching plays vital role

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

The Institution has adopted all the necessary technological upgradation by ICT based teaching, library and e-resources with the equipped infrastructure as follows:

- Spacious, Clean and Peaceful campus.
- Fully furnished Classrooms
- Multipurpose Hall

- Computerised Library
- Updated new magazines and journals, newspapers
- Well equipped laboratories
- Internet access and Browsing facility
- Reprographic Facility
- Audio – visual aids for teaching and learning.
- Indoor and outdoor sports facilities
- Generators are available for electricity power backup
- Multipurpose Hall
- Common Lecture Hall
- Black Boards for Chalk and Talk (Interactive) teaching

CRITERION - V**STUDENT SUPPORT AND
PROGRESSION**

KEY ASPECTS	
5.1	Student Progression
5.2	Student Support
5.3	Student Activities
5.4	Best Practices in Student Support and Progression

CRITERION V**STUDENT SUPPORT AND PROGRESSION****5.1. Student Progression**

5.1.1. How does the Institution assess the Student teachers' preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional Education program (Student teachers pre-requisite knowledge and skill to advance) to completion?

The various sessions like orientation sessions and bridge courses conducted at the beginning of the academic session are useful in assessing the candidate's preparedness for the B.Ed. programme. They receive appropriate academic and professional advice through the tutorial meets with the teacher educators.

Orientation Program

- The B.Ed. course of the Institution begins with an **Orientation Program** where the Student teachers are given information about the course.
- It includes orientation regarding teaching learning of Syllabus; completion of course related practical work, internal assessment through tutorials, enrichment program and examinations.
- It also includes orientation about development of teaching competency through micro teaching and practice teaching lessons for the development of teaching competency.
- Orientation regarding the co-curricular and extracurricular activities to be conducted for the development of attitudes and values is also given.
- The Institution also makes the Student teachers aware of the differences of the Professional Course of B.Ed. from that of general degree courses that they have undertaken prior to the teacher training course.
- An expert from Education field is also invited to give a wide exposure to the Student teachers about the teaching profession.
- Along with the orientation program, the Institution organizes the self introduction program where each Student introduces himself/herself. The Student teachers are asked to tell about their achievements, hobbies, specialities and previous Education and qualifications.
- The Students will be asked question like "Why do they prefer doing B.Ed?" and "Why do you prefer this College?"
- **Bridge courses** on a mixture of valuable topics are taken by the teacher educators to provide aware of variety of things to the Student teachers.
- These programs enable the teacher educators to assess the communication skills, confidence, experience, talents and interests. This information is used for micro teaching and organization of various curricular, co-curricular and extracurricular activities.

The Student Council Activities

The Student Council Activities are planned and executed by actively involving the Students under the supervision of staff-in-charge of the Student Council and all the teacher educators. The activities will be planned and carried out in a systematic way.

Assembly Speech in the Morning Prayer

Student teachers are prepared to give public speech by encouraging them to give 5-10 minutes speech and also to organize daily assembly programmes. In the Assembly they are following Tamilthai Vazhthu, Thirukural, Thought for the day, Proverb, General Knowledge, Science News, Special News, TET Questions, Special Speech, News from Tamil and English newspaper and National Anthem as a regular practice.

Formation of Clubs

Various clubs are formed for giving Educational, Vocational and Personal experience to the Student teachers. Active involvement of the Student teachers in the club activities equips them totally to extend their passion towards teaching. Tamil Mandram, English Language Club, Mathematics Club, Science Club, Commerce Club and Guidance and Counselling Cell are some of the clubs actively functioning in our Institution.

Other than these activities, Fine Arts programme, Sports Activities, Talent search, Placement, Personality Development Programmes, Career guidance programmes, etc. are carried out by the Institution.

5.1.2. How does the Institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the Student teachers?

- The campus is very clean, environment friendly and spacious. This creates a conducive and peaceful environment for proper curricular transaction.
- There is adequate space for playground. The classrooms are spacious. Benches and furniture in the classrooms are comfortable.
- LCD projectors and interactive Black board are installed which makes teaching learning interesting.
- Seminars on current scenario and issues related to the field of Educational topics are organized. Experts and resource persons are invited from various reputed Institutions.
- Prizes are given to meritorious Student teacher under various categories for motivating them to achieve higher goals.
- In the formative evaluation, their progress is regularly monitored. They are motivated for better performance through continuous encouragement.
- Club activities encourage the Student teachers to involve themselves totally to furnish them.

- All activities are properly planned and organized. The Faculty also follows the academic year plan and time table for curricular and co-curricular activities.
- Placement activity also motivates the Student teachers to improve their performance and enhance their professional skills.
- The College organizes various curricular, co-curricular and extra-curricular activities to motivate and to develop the overall performance of the Student teachers.
- Feedback system, Tutor ward system, Centre for Guidance and Counselling and Grievance Redressal Committee are dynamically functioning with the motive of gaining Student teachers get motivated and satisfied with the College environment.

5.1.3. Give gender wise dropout rate after admission in the last six years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the Institution for controlling the drop out.

Drop out cases:

The dropout rates in the last six years were as follows:

Programme	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
B. Ed.	NIL	NIL	NIL	NIL	NIL	1 (F)

In the year 2014-2015 one Student discontinued because she got government job.

Case of Drop Outs

Possible reasons for dropouts could be as follows:

Employment: The Students get employed through various competitive examinations conducted by various departments.

Mechanism for controlling drop outs-

The Institution tries to avoid drop outs as far as possible by adopting the following strategies-

- The teacher educators monitor the problems of Student teachers and the Grievance and Redressal Committee taken care the problems and help the Students to solve by providing counselling service.
- The Faculty guides Student teachers from the micro teaching stage to create a positive attitude towards teaching and completion of all curricular activities.
- In case of family problems, the parents / guardians are called and counselled so that the Student teachers complete the course successfully.

5.1.4. What additional services are provided to Student teachers for enabling them to compete for the jobs and progress to higher Education? How many Student teachers appeared / qualified in SET / NET, Central /State Services through competitive examination in the last two years?

The following additional services are provided to Student teachers for enabling them to

compete for the jobs and progress to higher Education:

- Citizenship Training Camp
- Multi Skill Development Programme
- Personality Development Programme
- Yoga and Kayakalpa Training
- Workshop on Excelling in Soft Skills
- Placement Training
- Special Coaching Classes (CTET, TNTET and PGTRB)
- Career Guidance Programme
- Campus Interview
- Educational Visits
- Environmental Club Activities
- Use of ICT resources in teaching learning process
- Computer Lab with free Internet access
- Library with updated Periodicals and News Papers

Around 70% of the Student teachers have cleared the Teachers Eligibility Test in the Academic year 2012-13, which is conducted by the State Government. Our College is providing the Coaching Classes for these type of Competitive and Eligibility Examinations conducted by various boards.

Nearly 65% of the Student teachers have got placement through the Campus Interview which is organized by our Institution every year.

5.1.5. What percentage of Student teachers on an average go for further studies / choose teaching as a career? Give the details of the six years.

Maximum Students have chosen teaching as a career after successful completion of the B.Ed course and rest continue to go for further studies in the field of Education and research.

Progression	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Higher Studies	6	4	4	2	8	8
Teaching	12	10	8	15	35	36
Non Teaching	2	2	3	4	9	9

5.1.6. Does the Institution provide training and access of 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?

Yes. We provide guidance and training to the Student teachers after their completion of B.Ed. Course in our Institution, those who are in need to make use of the available resources such as availing internet facility, making use of the audio visual aids.

We have the Book bank facility in our Library and the alumni Students also permit to make use of the library books for preparing themselves for the Competitive Examination, Research Studies purpose.

5.1.7. Does the Institution provide placement services? If yes, give details on the service provided for the last six years and number of Student teachers who have been benefited.

Yes. The Institution provides the Placement services to the Student teachers through the Institution's Placement Cell. Campus interviews are organized for Student teachers. Guidance is given on interview techniques and communication skills. More than 50 Students got placement in various Institutions through our placement cell every year in reputed Educational Institutions nearby our Institution.

5.1.8. What are the difficulties (if any) faced by Placement Cell? How does the Institution overcome those difficulties?

Sometimes, Institutional Heads often express their inability to visit the College to conduct Campus Interview. However, Institution provides them the conveyance to visit the Institution to conduct the interviews. Alternatively, suitable candidates are sent to the Schools directly for the interview. The placement cell faces the following difficulties:

- The admission procedure is centralized. Student teachers from various districts are admitted in the Institution. After they pass out, they move back to their native place. If they are called for jobs they are not able to attend the calls due to distance and salary issues.
- Lady candidates have limitations to join the job due to family responsibilities and transport problem. They appear for the interviews but do not join the duties.

5.1.9. Does the Institution have arrangement with practice teaching Schools for placement of the Student teachers?

The practice teaching Schools on seeing the efficiency of our Student teachers performance reserve and invite our Students on their own deal. Private Schools do give placements to the Students based on their performance in the teaching practice. Most of the time Matriculation Schools every year picks up our Students for placement in their School.

5.1.10. What are the resources (financial, human and ICT) provided by the Institution to the Placement cell?

The College has Placement Cell. The Institution meets the postal and other miscellaneous expenses. Non-teaching staff will also extend clerical assistance. All the data related to placement

cell are computerized. All essential resources are provided by the Institution to the placement cell. The Institution provides the following resources for the functioning of the placement cell.

Infrastructural Resources - This includes room, Furniture and Computer.

Financial Resources - All the services are free of cost to the Student teachers and the Schools. All the necessary expenses including printing, photocopying, filing, and correspondence for organizing campus interviews are made by the Institution.

Human Resources – The Placement Cell consists the Principal, Two lecturers and a Student representative from the Student Council assists the in-charge.

ICT Resources – All the ICT resources in the Institution are made available as per the requirements. LCD Projector with interactive board, printer and internet services are easily accessible for the functioning of the placement cell.

5.2. Student Support

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

- The Institution prepares Academic Calendar with the participation of all Faculty members.
- Curricular, co-curricular and extra-curricular activities are planned and designed before the commencement of the course.
- Mostly the responsibility rests on the Principal also all the faculties members contribute for modifications if any based on the evaluation of the past year.
- The future requirement, present resources, likely available resources and possible avoidable and unavoidable circumstances are considered and plan is prepared with regards curricular, co-curricular and extra-curricular activities of the College.
- Communication across the Institution is done by means of meetings, circulation, display on the notice board, postal correspondence, e-mail and through website.
- Student teachers are given Designations as Organiser, Co-ordinators, Executive Members, and In-charge for the effective implementation of the planned programmes in action.
- The feedback is obtained from various stakeholders and through letters dropped in the suggestion box.

5.2.2. How is the curricular planning done differently for physically challenged Student teachers?

- The Institution follows the policy of inclusion. Physically challenged Student teachers are admitted in the Institution, if approached. Fee concession is provided. Completion of practical and practice teaching lessons have to be fulfilled like that of the general

Student teachers.

- Challenged Student teachers are encouraged and motivated to participate in co-curricular activities and to overcome their inferiority complex, if any. They are given extra time by the Faculty members for various activities.
- Extension of time limit to hold the Library books at the time of Examinations also permitted to the Challenged Students. They are treated equally among the normal Students with parental care by the tutors.

5.2.3. Does the Institution have mentoring arrangements? If yes, how it is organized?

- Yes. The College has mentoring arrangements. The staff meetings are used to monitor the teaching work. In the meeting the academic work is discussed by the staff.
- The Principal undertakes class room observation of the lectures given by the teacher educators and monitor the lectures.
- At the time of Internship Training at Schools, Student teachers are monitored by the Teacher Educator, the Guide teacher, Head of the Institution and by the Peer.
- Every Faculty member serves as the mentor for the curricular, extra-curricular and co-curricular activities for the Students.
- Tutor ward system is followed effectively and the tutors supervise Students' regularity and discipline. Students' all round benefit is assured by the mutual cooperation of the lecturers.
- The performances of the pupil teachers in the academic work are evaluated by giving tests, seminars and assignments. The results are monitored by discussing the results class wise in the meeting and individually by counselling individual Students.

5.2.4. What are the various provisions in the Institution which support and enhance the effectiveness of the Faculty in teaching and mentoring of Student teachers?

- The Institution has a fully qualified and experienced Faculty which is always ready to enhance the effectiveness in teaching, research and extension.
- The College follows tutorials and remedial class system to support and enhance the effectiveness of the teaching through mentoring process.
- Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the changes in the new syllabus or for orienting about a new topic /concept introduced.
- The Faculty members are encouraged to attend workshops, seminars and conferences for their professional development. On duty leave and necessary financial assistances are provided to them.
- Regular use of power point presentations in the classroom by the Faculty members

makes the teaching learning process effective.

- There is provision of unlimited internet access to the Faculty members for updating Knowledge. The Institution's library resources are also useful for effective teaching and mentoring.
- Tutor ward system and the Centre for Guidance and Counselling are playing a vital role in, Feedback from Student teachers is taken at the end of the academic year. Peer evaluation is useful as it assists in getting inputs about the quality of Faculty's teaching and provides an insight to one's own strengths and weaknesses.

5.2.5. 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 a website www.paeducations.org . The following information has been posted on the website:

- Vision Mission, and Objectives
- Rules, regulations and eligibility conditions for admission
- About the B.Ed. Course
- Syllabus of the B.Ed. Course
- Subjects offered
- Institutional Calendar of the year
- Management and Trust
- Faculty Profile
- Photo gallery
- Infrastructure
- Extension Services
- Ongoing activities
- Announcements
- Alumni information
- Co-curricular and Extra-curricular activities

5.2.6. Does the Institution have a remedial program for academically low achievers? If yes, give details.

The quality of an Institution depends on the performance of the Students. For good performance of Students there is an arrangement of remedial teaching for weak Students.

Continuous evaluation helps Faculty members to understand the problem area of the weak Students and to formalize a remedy for the same.

- Re-teaching is done to resolve teaching related problems.
- Personalized guidance and counseling are given to resolve personal issues.

- Tutorial meetings help to solve various problems of the Students.
- Special coaching classes for the low achievers are arranged in the evenings as a remedial measure.

5.2.7. What specific teaching strategies are adopted for teaching?

a) Advanced learners b) Slow learners?

- ✎ The advanced learners and slow learners of a subject are identified by the concerned Faculty member, based on their performance in orientation class, and formative tests.
- ✎ They are also identified based on their active participation, involvement, and performance in the class rooms and other occasions.
- ✎ Accordingly, subject wise, paper wise, practical wise strategies are adopted by the Tutor Ward system.

a) Advanced Learners

- Student Seminar classes on selected reference topics will be assigned.
- Participation in debate, problem solving and decision making exercises are encouraged.
- Participation in Seminars conducted in other Colleges.
- Projecting them as “Team Leaders” and “Facilitators of Teams”, comprising of fast, medium and slow learners.

b) Slow Learners

- Tutorials, discussions, interactions and remedial coaching are arranged.
- Personal, Academic and Social counseling are given.
- Concept clarification and problem solving exercises are practiced.
- Bilingual explanations and discussions are encouraged.
- Provision of simple but standard lecture notes/ course material are given
- Revision of topics and practical's at relevant time interval

5.2.8. What are the various guidance and counselling services available to the Student teachers? Give details.

- The Institution has the Centre for Guidance and Counselling, for the better direction of the Student teachers.
- They are given guidance and counselling for their learning problems, adjustments and needs and so on.
- This helps the Student teachers to clarify their doubts then and there regarding their academic problems, suggestions to improve their study schedule and pattern.
- Guidance and counselling is given on the disciplinary part of every Student teacher.
- Guidance and counselling is given regarding the do's and don't's of their conduct

before and during teaching practice.

- At the time of campus interview Students are given guidance and counselling on how to face interview.
- Student teachers are guided to be self independent.
- Information is given to the Student teachers regarding the need and benefits of further Education through proper Career Guidance Programs.
- The Institution also informs the Student teachers about various competitive examinations conducted by the State Government for filling in various teaching and administrative posts in the State Education Departments.

5.2.9. What is the Grievance Redressal Mechanism adopted by the Institution for Student teachers? What are the major grievances redressed in the last two years?

There is a Grievance and Redressal Committee. When the Students approach through their tutorial group, the grievances are addressed to. Grievance box is available where Students can drop their grievances. The following grievances were brought to the notice of the College.

S. No.	Grievances	Action taken
1.	Uninterrupted supply of Drinking water	Made necessary arrangements
2.	Availability of computer facility for hostel Students after College hours	Students were permitted to utilize the computer lab
3.	Placement opportunities and Career guidance	Made much concentration on Campus Interview

5.2.10. How is the progress of the candidates at different stages of program monitored and advised?

- Teaching competency is a vital aspect of the teacher training program. To achieve this, micro lessons, integrated lessons, model lessons and practice teaching sessions are organized.
- Through these measures progress of the Student teachers are minutely and carefully monitored and assessed by the Faculties.
- Unsatisfactory progress and achievement of Student teachers is seriously looked into by the Faculty. Intensive practice, orientation, feedback and guidance are given to low achievers to achieve the required level of competency.
- The feedback on curriculum, practice teaching, teaching efficiency of the teacher educators, and the like are obtained from the Student teachers, will help in comprising the need to focus on the values and quality of the Institution.
- The improvement in the academic performance will be duly acknowledged and appreciated. Students' progress will also be reviewed at the Staff meetings regularly.

5.2.11. How does the Institution ensure the Student teachers' competency to begin practice teaching (Pre – practice preparation details) and what is the follow up support in the field (practice teaching) provided to the Student teachers during practice teaching in Schools?

Pre-practice teaching

The Students are provided with micro teaching classes during which various teaching skills are imparted and practiced. Micro teaching lessons are observed using rating scale. Feedback is provided by the Faculty and peers immediately after the teaching and re-teaching sessions. Only after the re-teaching lessons indicate desirable improvement, the next skill is introduced. Then the link practice sessions takes place to integrate micro-teaching with macro-teaching.

The Institution provides a number of demonstration lessons in all subjects. Demonstration lessons are provided by the teacher educators and subject teachers from nearby school are also invited to demonstrate the teaching to Student teachers. This along with micro teaching makes the Students teachers competent to face the practice teaching.

In pre teaching practice the Students will be given practice in the preparation of lesson plans and teaching aids, preparation of blue prints, conducting achievement test and action researches, how to proceed the case study and they are informed about general discipline to be maintained. In teaching practice schools, the Students are asked to observe the classes of subject teachers to know more about the various teaching strategies that are adopted by the teachers. In these ways teacher educators ensure that the Students gain confidence to do effective teaching.

At the Time of Practice Teaching

Teacher educators visit the schools and observe the trainee's performance and give clarifications regarding the modification of teaching required. They give the feedback orally and also in written form. The Faculty also discuss with the guide teachers and head of the Institution in the school about the performance of the Student teachers and take necessary steps for transition.

Post Teaching Practice

After the completion of the practice teaching sessions Students are asked to narrate their experiences of their practice teaching. They also submit observation record, lesson plans record, case study record, achievement tests scripts and teaching aids, etc.

5.3. Student Activities

5.3.1. Does the Institution have an Alumni Association? If yes,

i. List the current office bearers

The office bearers of 2013-14 are:

- | | | |
|-------------------|---|--|
| a. President | - | M.Poongodi(Dept. of Commerce) |
| b. Vice President | - | J.Shobana Ranjitham(Dept. of Computer Science) |
| c. Secretary | - | G.Devi(Dept. of English) |

- d. Joint Secretary - S.Priyadharshini(Dept. of English)
 e. Treasurer - T.Kavitha(Dept. of Tamil)

ii. Give the year of the last election

The last election of alumni was held in the year 2013. The objectives of the association are as follows:

- To function as the facilitator for the Institution.
- To encourage the members to undertake action research projects.
- To consult, to plan and to organize various innovative activities for enhancing cultural, Educational atmosphere and functions of the Institution.
- To provide feedback to the Institution.
- To resolve issues related to the practicing schools.
- To motivate the well deserved members, Student teachers and Faculty by felicitating them for their notable contribution in the field of Education.

iii. List Alumni Association activities of last two years

- They usually meet twice in a year, prior meeting is held for the office bearers and the latter is the Alumni meet.
- Some of the alumni have contributed generously for various academic events on the campus and the Alumni Association has developed tremendous goodwill between the Institution and the alumni.
- Book donation to the juniors.
- Book donation to the College library.
- It has provided suggestions for academic growth.
- Participation in celebrations/activities of the Institution like camp, social awareness programme, College day etc.
- Participation in the orientation programme for new pupil teachers and explains the activities of the College. Advising the Students how to use the infrastructure and learning environment of the College.
- Helping the College in placement activities.

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

The top ten alumni of the Institution occupying prominent position are:

S.NO	NAME	SUBJECT	ACADEMIC YEAR	POSITION
1	Ambika	History	2012-2013	Govt. B.T.Assiatant
2	M.Kasthuri	Maths	2012-2013	Govt. B.T.Assistant
3	Suresh Babu	Commerce	2012-2013	Govt. P.G.Assistant
4	Rejitha	Commerce	2012-2013	Govt. P.G.Assistant
5	Minu.I	Computer Sci	2012-2013	Teacher in Mumbai

6	Vithya Bharanika.S	Physical Sci	2013-2014	Teacher in private School
7	Uma maheshwari	Commerce	2013-2014	Govt. P.G.Assistant
8	Saranya.B	Physical Sci	2013-2014	Open University Centre
9	Jaya prakash.M	English	2013-2014	Teacher in private School
10	Sheeba Rani.J	Tamil	2014-2015	Teacher in private School
11	Sriram. R	Computer Sci	2014-2015	Direct a own School

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

The Alumni Association helped the College in branding the name of the Institution. The alumni contribute generously to the development of the Institution. The alumni have contributed reading literature and technical inputs to the departments, so as to improve the infrastructure and learning resources. They also provided the feedback to the Institution to reshape the present teaching and learning programmes to suit the new job requirements.

5.3.2. 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.

- Students proficient in sports and extracurricular activities are identified. The Institution considers it essential to provide opportunities and care for other talents in Student teachers along with the training for teaching profession.
- Student teachers are encouraged to participate in extracurricular activities. Competitions like essay writing, elocution, poetry, skit, rangoli, drawing, singing, dancing etc. and sports are organized.
- Certificates and awards are presented to the winners and are felicitated by the guest or the head of the Institution during sports and annual day celebrations.
- The Student teachers are also encouraged to participate in competitions conducted in other Institutions/universities.
- Our Student teachers have participated and won medals in the Tamilnadu Teachers Education University' s Annual Sports and Cultural Meet at District, Zonal and State level constantly in the Academic year 2013-14 and 2014-15.

5.3.3. How does the Institution involve and encourage Students to publish materials like catalogues, wall Magazines, College Magazine and other materials? List the major publications/materials brought out by the Students during the previous academic session.

Every year the Institution's Annual Magazine is published towards the end of the academic year. Student teachers are motivated and encouraged to publish their written material in the Annual Magazine, as College Magazine is the main source for the publication of Students'

creative writing and artistic talents.

The Student teachers are allotted “Notice Board In-charge” where everyone gets a chance to contribute their Article/ Art. Student teachers are also given an opportunity to present and publish papers in Seminars/ Conferences.

5.3.4. 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. Every year we elect the representatives for the Student governing council.

The members of the council are as follows:

- President
- Vice-president
- Cultural Secretary
- Assistant Cultural Secretary
- Sports Secretary
- Assistant Sports Secretary

The Student Council is formed to teach the Students on self governance. It helps the administration to maintain the discipline of the College. It brings out the grievances of the Students and helps the College to solve the Students’ problems. It represents Students’ requests and needs to the Management of the Institution. The responsibilities of the Student Council to the Student body also extends to promote the spiritual well-being of all fellow Students and to uphold Student interests.

Major activities of the council are as follows:

- Cultural activities
- Social Awareness Seminars and Rally
- Celebrating National and International days of importance
- Organising Education field trips
- Speech on national and social issues
- Publication of Magazine

Funding

The funds for these activities are offered by the Management.

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

The various bodies and their activities which have Student representation on it are:

- Discipline Committee
- Library Committee
- Grievances Redressal Cell

- Sports Committee
- Cultural Committee
- Alumni Association
- Placement
- Club activities

The Students are involved in some of the committees where in their role is invited as well as appreciated. Definitely it gives a rich opportunity for both the sides to understand each other and feel close to realities of the issue, because the system works for the welfare of the young.

We give maximum opportunities to the Student teachers to represent the academic and administrative bodies. The annual gathering is also a good platform for active participation and representation of Student teachers.

5.3.6. Does the Institution have mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the Institution?

Yes, the Institution has 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.

- Feedback System is followed to collect the opinion and valuable suggestions from the Stakeholders. Feedback from the Student teachers, Faculty members, Head of the Institution, Management, and Heads of the Schools where the Student teachers went for the internship training, Parents and from the Alumni Student teachers.
- Based upon the data collected by the Institution from the above sources, then it can easily identify the effectiveness of the present course of action. Feedback system helps the Institution in future curricular planning, implementation, growth and development.
- Issues related to the above are discussed with the Faculty and is analysed to improve the implementation of the program. The management supports the Faculty as well as the non teaching Faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the Institution.
- Personal interaction of teachers with parents and a general meeting organized often involving them to help us to collect feedback. Alumni are also asked to leave their feedback.

5.4. Best Practices in Student Support and Progression

5.4.1. Give details of Institutional best practices in Student Support and Progression?

- Participation in Regular Prayer Assembly and various co-curricular / extension activities is mandatory for all Students.

- Book Bank System in Library supports the economically backward Students, who are not able to buy the text books as their own.
- Encouragement for participation in Inter-College activities and Seminars/ Conferences and Workshops.
- Students' representation in various committees is motivating them for active participation.
- Use of Student-centred teaching-learning approaches like group discussions, class quizzes, seminars, team teaching and so on.
- Grievance and Redressal cell for Students, Suggestions and Complaints Box for Students and Feedback System makes optimum results.
- Guidance and recommendation of Students for availing Educational Loan from Bank.
- Guidance and recommendation of Students for availing Post Matric Scholarship for the eligible SC/ST and Minority candidates.
- The College established Alumni Association and Parent Teachers Association.
- Parents are informed about the Students' progress through Meeting and by letters.
- National Festivals of our country is celebrated to inculcate the integrity, unity, harmony.
- Personality Development Training, Yoga and Kayakalpa Training and Placement Training.
- Career Guidance and Special Coaching Classes on Eligibility and Competitive Examinations (TNTET, CTET, PG-TRB and the like).

CRITERION - VI**GOVERNANCE AND LEADERSHIP**

KEY ASPECTS	
6.1	Institutional Vision and Leadership
6.2	Organizational Arrangements
6.3	Strategy Development and Deployment
6.4	Human Resource Management
6.5	Financial Management and Resource Mobilization
6.6	Best practice in Governance and Leadership

CRITERION VI**GOVERNANCE AND LEADERSHIP****6.1. Institutional Vision and Leadership**

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

Motto

“LEARN WORK SUCCEED”

Vision

Our vision is to provide quality teacher Education to the young generation and also mould the student teachers with good conduct and character to commit with the society

Mission

Our College is in pursuit of excellence for promoting human values for social harmony, providing quality teacher Education for the rural students.

Objectives

- ✓ To serve the society as a complete moulded teachers.
- ✓ To elevate the rural students as globally competent teachers.
- ✓ To produce an excellent teachers thereby developing their skills and talents through curricular, co-curricular and extra-curricular activities.
- ✓ To identify the talents and channelize them fruitfully for the individual, social and national development and prosperity.
- ✓ To provide sufficient theoretical and practical knowledge of health, hygiene, yoga, morals, Physical Education, recreational activities and creative abilities.
- ✓ To instill and inculcate the values of national integration, religious harmony and universal brotherhood.
- ✓ To develop competencies such as communication, technological awareness, spirit of accountability, leadership qualities, ability of decision making and development of professional skills.
- ✓ To promote quality in teacher Education and to follow the system of operation.
- ✓ To promote an awareness and understanding of the social needs of the country.
- ✓ To provide Education as an instrument for human growth and social mobility.

These are made known to the stakeholders by:

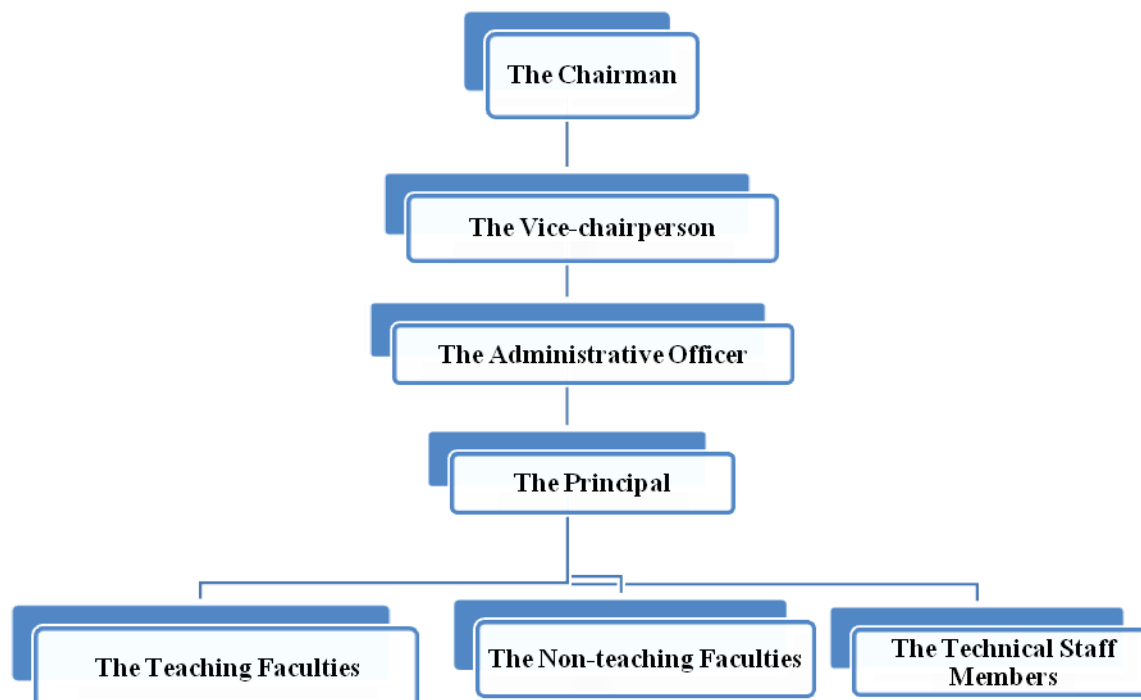
- Introduced by the Principal in the address at the beginning of every new academic year at the time of welcoming the new budding student Teachers and in orientation classes
- The vision, mission, goal and objectives are published in the Institutional website.

- Publishing them in calendars, College magazines and in other informative academic materials..
- Notifying in the annual day and graduation day reports.
- Prominently displaying in the office, library, notice board and auditorium.
- All the academic activities are undertaken as according to the vision, mission, purpose, goals and objectives of the College.

6.1.2. Does the mission include the Institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, Education Institution's traditions and value orientations?

Yes. The institute is committed to provide the excellence in Teacher Education, covering its all aim, objectives through teaching, learning and extension activities based on the needs of the society. Institute's endeavours to impart value and spiritual based Education in Teacher Education programme inculcating the sense of humanity, spirit of values for national integration, universal brotherhood and democratic outlook to develop multidimensional personality.

6.1.3. 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 Chairman is the Chief Patron of the Institution and he is available in the Campus regularly to monitor the routine academic activities of the Institution.
- Management always provides sufficient infrastructure, qualitative human resources and funds for the development of the Institution.

- The management works in a democratic manner and its decision making is transparent and participatory and the head of the Institution as the leader of the team ensures the democratic functioning of the various committees.
- Modern technology is given by the Institution to achieve the higher grades in teaching learning process.
- The functions of the various committees are well defined and all the members are apprised of the functions.
- The dedication and commitment of the management indeed contributes to the efficiency and excellence of the Institution.

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

- The list of planned activities and role expectations designed by the Principal in consultation with the Chairman are allotted to each faculty member based on their competency, at the beginning of the academic year.
- Formulation of the committees for different functions of the Institutions and assigning members to those committees is done and intimated to the members in regular meetings.
- The faculty meetings are often convened to share information and to redefine the tasks already assigned or newly added. The duties and tasks assigned earlier will be reviewed on the follow up actions.
- The discussions on various points help to remove any bias or personal misconceptions. With the presentation of the minutes of the last meeting and resolutions, every faculty meeting will commence.

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

- The management concentrates on all curricular and co-curricular activities of the Institution by continuous performance evaluation regularly.
- The Management and the Principal insists necessary guidance and valuable suggestions for effective functioning of the Institution.
- The Principal regularly conducts the feedback session for various academic activities with the staff and the students.
- At the end of every academic year, student Teachers fill the feedback form that includes all aspects of the Institution. The feedback collected on different occasions is reflected upon and used for the quality enhancement.
- Tutor ward system is functioning effectively by concentrating more on each and every individual student Teacher with parental care. Maintaining personal contact with them is

possible with this approach.

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

- There are various means through which the management of the Institution identify the barriers in achieving the vision/ mission and goals of the Institution and is able to address them.
- Through the Grievance Redressed Committee, Women's Complaint Committee, Centre for Guidance and Counselling and the Feedback system, the Institution identifies the barriers in achieving the vision/ mission and goals.
- By means of taking timely action, the barriers are handled smoothly by the management. For example, Communicative English classes are arranged to overcome the language barrier of the student Teachers, TET Coaching classes are arranged to guide the student Teachers for attend the competitive examinations and so on.
- The staff and the students can directly contact the Chairman and the Principal at any time, over phone and in person as the urgency demands.
- Based on the necessity the management takes the required steps towards solving their academic and economic problems.




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

- The Institution is having more inquisitiveness on the development of its Staff members. They are treated as the asset to the Institution and supports their career progress with the updated technical facilities and library resources.
- Freedom given to exercise their creative thinking is the key and welcoming their suggestions however small or big encourage them to make a feeling that we have a role in the governance.
- Faculty Development Programmes are arranged regularly and the Staff Welfare Officer coordinates all the welfare activities.
- The management promotes and persuades the staff for their professional growth and it permits all staff to participate and attend the various orientation and conferences, seminars and workshops.
- On duty leave and necessary expenditure is sponsored by the management. Review meetings are held to have a glance over their performance.
- The management arranges various technical and mind refreshing training courses like Software Package on Social Statistics and Yoga Classes.




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

The Principal as the head of the Institution leads the Faculties and the Student Teachers towards the vision. The leadership role of the head of the Institution in governance and management is a significant role as follows:




Curriculum:

-  The head of the Institution is a Board of Studies' member in the Tamilnadu Teachers Education University. Whenever the University curriculum is modified or revised, an orientation program is conducted to identify the changes and to spell out the details of the courses.
-  The Principal initially prepares an annual plan of the academic activities and accordingly the plan of the work is distributed to the faculty. Every academic activity is done with the Faculty Team under his leadership.
-  Admission Procedure, Internship Training, Practical and theory examinations and every curricular programmes are functioned under his leadership and governance.

Administration:

-  The Head of the Institution acts as a bridge between the management, staff members and the students. He distributes various duties regarding academic programme among the Teacher educators and administrative staff members.
-  The Head of the Institution organizes various academic programmes including Conferences, Seminars, Workshops and Training Programmes for the benefit of the stakeholders.
-  For each programme the Faculties are forming different committees with the Student Teachers. The committees are monitored by the Principal. This type of administrative planning helps in the smooth functioning of the Institution.

Allocation and Utilization of Resources:

-  The Head of the Institution makes the technological aids available in the Laboratories.
-  The library facility is made available during the examinations also.
-  The Faculty members are encouraged for optimum utilization of all the required resources.

6.2. Organizational Arrangement

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

The Institution forms separate committees for smooth implementation of its planned curricular and co-curricular activities. Each committee is given significance in carrying out the activities for the effective execution of all the activities.

- ✎ Each course section in charge conducts tutorials and the report is submitted to the tutorial department.
- ✎ Course related practical's are decentralized and the responsibilities are given to all the faculty members.
- ✎ The psychology experiments are also conducted similarly.
- ✎ Working with community: There are three departments i.e. Social Service, Health Practices and Co-curricular Activities. These three departments have three in charge Teachers who plan and organize the activities under these heads.
- ✎ Besides, these activities, Extension Activities, Activities for Students
- ✎ Welfare and Extra Mural Activities are organized by the concerned departments.
- ✎ The office superintendant distributes the duties like financial work and day to day office work to the non teaching staff.

Following are the different committees constituted by the Institution for management of different Institutional activities:

1. Governing Committee

The Governing Committee is lead by the Head of the Institution and followed by all the staff members for the effective functioning to attain the common goal of the Institution. It provides inclusive support in all possible means to plan and execute all the activities of the Institution.

2. Staff Selection Committee

Staff selection committee monitors and employs staff members with adequate procedures. It takes utmost care in selecting suitable resource persons for providing quality Education to the student Teachers.

3. Steering committee

Steering committee allots works and monitors. It conducts periodical meetings to check the progress under the guidance of the Head of the Institution.

4. Internal Quality Assurance Cell

Internal Quality Assurance Cell is formed to monitor the academic activities. It also evaluates the teaching learning process.

5. Centre for Guidance and Counseling

This committee is engaged in providing apt guidance and advises to the student Teachers regarding their profession.

6. Grievance Redressed Committee

This addresses the grievances and rectifies the problems.

7. Alumni Association

This committee plans and arranges Alumni meetings. It works for the wellbeing of the Institution.

8. Sports Committee

Sports Committee arranges competitions such as intra-mural and extra-mural.

9. Students Council

Students' council is formed for the effective execution of the students' activities.

10. Library Advisory Committee

This Committee discusses and sorts out the requirements and makes necessary arrangements in purchasing new books.

11. Examination Committee

Examination Committee plans and executes internal examinations with the help of all faculty members.

12. Admission Committee

Admission Committee looks after the admission procedures. All the required arrangements are met by this committee.

13. Discipline Committee

This is formed in view of maintaining the decorum of the College.

14. Cultural & fine arts committee

This committee involves in arranging various cultural activities and encourages students participation.

15. Placement cell

This committee is engaged with placement activities.

16. Women cell

Women cell is formed with the intention of providing conducive environment for the women to learn and excel.

17. Youth red cross cell

Youth Red Cross society develops social awareness among the student Teachers and it encourages life saving activity such as blood donation.

18. Extension committee

It organizes various social and environmental awareness programmes.

19. Parents Teachers association

Parents and Teachers association discusses various student development activities. It helps in maintaining a good relationship with the society.

20. Teaching practice committee

This committee head allots a group of students equally to all faculty members by effective planning to complete the Core training and Special Training Programs.










21. Club activities

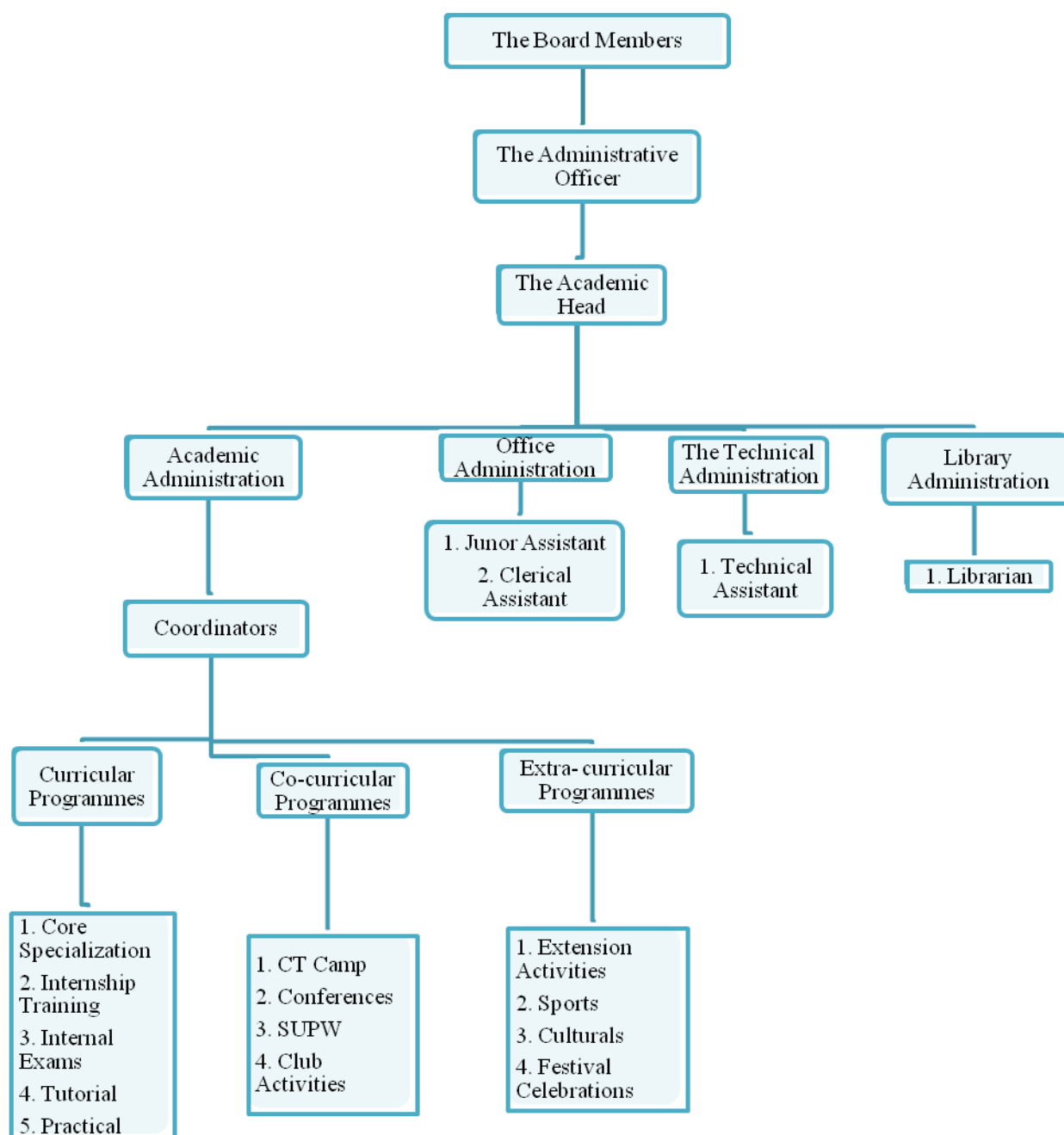
Various clubs are formed in increasing students' participation and encourage active learning.

22. Anti ragging cell

This committee monitors the mutual co-operation of the students and encourages good relationship between the students.

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the Institution.

-  The organization of management is dynamic and unique, there is none as Master, but everyone is the servant for the source of Education. The human resource generation is the outcome expectation.
-  There is a hierarchy in operation and access is open. The governance is transparent and reachable for common man.
-  The mission of the Institution is to pursuit of excellence by promoting human values for social harmony, providing quality Teacher Education for rural urban students.
-  That motto has kept the mission active till date and our objective is to create "Quality Teachers".
-  The training is provided in such way that our motto "Learn Work Succeed" is accomplished.
-  The varieties of opportunities available in the Traditional Educational Institutions provide rich Educational culture to our B.Ed. students.
-  All the Curricular, co-curricular and extra-curricular activities are discussed by the Board Members and Planned properly for the dynamic execution and the better performance.
-  The Academic Head and the faculty team is playing a major role in execution of all the planned programmes including curricular and extra-curricular programmes.
-  The Technical Assistant and Librarian are assisting in Lab and Library Administration effectively for the easiness of teaching learning process.

ORGANISATION STRUCTURE:

Organisation Structure of P. A. College of Education

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

- The powers and functions of each authority and committees are well defined to ensure Decentralized Administration.
- The proposals are generated at the grass root level and after careful consideration and deliberations; the recommendations of various committees go to the management, which arrives at final decision.
- The decisions of the management committee are implemented by various committees and various sections; implement such decision in a decentralized way without any interference or hindrance.
- Ultimately, all the administrative, academic and the financial activities are reviewed by the Academic, Administrative and Audit Committee to ensure administrative and academic accountability of the system.
- The Institution decentralizes the powers to Teachers with full autonomy to accomplish the task in respect of implementing all the plans.
- The powers are decentralized in hierarchical way to all the subject Teachers, coordinators and committees. The staff members perform their duties in different committees, clubs and cells.
- The academic programmes are carried out by the Principal in consultation with the Board Members, as decided and directed by the University and State Government Education Department.
- Everyone follows the orders, understands their responsibilities and paves way in the smooth functioning of the College.
- The main administrator of the College is the Principal. To undertake the different curricular, co-curricular and extra-curricular works 22 committees and clubs are formed every year.
- The Principal along with the committee coordinators formulates the policy matter and delegates it through the coordinators to the Teachers.
- The committee in charges along with the students' representatives formulate the different activities to be conducted in the College.
- They discuss with the Principal about the different activities. The committees are given power and materials along with decision making power to implement the activities.
- Thus the administration is decentralized with delegation to the different individual Teachers and teams.
- For smooth, efficient and effective work, the Principal has appointed Coordinators to coordinate between the Staff members and the Principal.

6.2.4. How does the Institution collaborate with other sections / departments and school personnel to improve and plan the quality of Educational provisions?

- ✎ To improve and plan the quality of Educational provisions, the Institution collaborates with the Education Department, nearby Schools, Colleges, and Universities. The Institution organizes the orientation programs for School Teachers.
- ✎ The College has good rapport with CEO's office, Education department and practicing schools for planning practice teaching, in-service training and curriculum development.
- ✎ The Institution collaborates with other departments to organize extension activities viz, Welfare societies, Rotary Clubs and Red Cross Society, District Institute for Education and Training, EAS Trust, Manonmaniam Sundaranar University, Nigazh Theatre Centre, and so on.
- ✎ To collaborate with the School, the Principal keeps in touch with the heads of the schools and Teachers by visiting the schools and inviting the heads and the Teachers for different purpose to the College and discuss various issues.
- ✎ We conduct seminars, workshops, group discussion to provide opportunity for students and staff members of different departments to share their knowledge.
- ✎ We have good contact with the Heads of Schools, and they recruit our Student Teachers through the Campus Interviews. By this our student Teachers are getting better placement opportunities in reputed Educational Institutions.

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

Yes. The Institution uses the various data and information from the feedback in decision-making and performance improvement. Feedback is obtained from all stakeholders and the views gathered are discussed and given due weightage in modifying patterns and strategies of instruction, execution of activities and administration. For academic improvement, the Institution has the following feedback mechanism:

- **Permanent suggestion box** for student Teachers' feedback. Student Teachers give feedback about activities conducted, infrastructural facilities and about the availability and utility of learning resources. The Principal and IQAC then decide on the action to be taken.
- **Evaluation of the Institution and faculty by student Teachers:** At the end of the academic year, the Institution takes the written feedback from the student Teachers. This is used to improve the quality of the academic programs.
- **Feedback from the faculty:** All the suggestions and feedback are discussed in the faculty meetings. The problems are discussed and the solutions are drawn out for smooth and better academic work. The feedback is also used for the appointments of the faculty on

different committees and bodies constituted in the Institution.

- **Feedback from the IQAC:** It is used for improving the entire teaching-learning process.
- **Feedback from Practicing Schools:** The Institution conducts meeting with the head and the Teachers of the concerned schools for smooth implementation and execution thereby enhancing the quality of the training programme.
- **Feedback from the Parents:** The Institution conducts Parents Meeting and get feedback from them. It organizes various activities to enrich the students' knowledge on different aspects. After such activities the Institution collects feedback from the student Teachers, which in turn is used for further planning and execution.

Thus, the Institution conducts feedback sessions at various levels and works with a democratic outlook. TET Coaching Classes, Special Tutorial Classes, Centre for Guidance and Counselling, Career Guidance Programmes, Regular Class Tests are some of the outcomes which are made upon the feedback system.

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

- The Institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by making equal work distribution policy. All the activities of the College are planned in such a way that the faculty members' work in cooperation enriches their personal abilities, through the sharing of knowledge and skills. Due appreciation is given for innovations.
- It motivates faculty members for further studies in order to enhance their qualification. It permits staff to participate in various seminars, conferences, workshops and sharing of experiences and special contribution through staff meetings.
- It initiates staff to organize state and national level seminars and workshops in most relevant themes. Special occasions of faculty members are celebrated together with all staff members like birthdays, awards and Educational success.

6.3. Strategy Development and Deployment

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

- Yes. The Institution has a Management Information System in place, to select, collect, align and integrate data and information on academic and administrative aspects of the Institution for decentralization of the power and work.
- This system is responsible for the collection of data in coordination with the faculty members, integration and reformation of data as per the requirement of head of the

Institution and finally compilation of data for particular presentation as instructed and then it is supplied to the head of the Institution, management, academic and administrative bodies of the Institution as and whenever required.

- It helps to analyze the actual problems and to plan actual solutions to them. It is a very important and scientific tool for curriculum design, improvement of teaching-learning process, identifying developmental needs of students as well as of staff members, availability of adequate physical infrastructure including ICT resources and learning resources, assessment of students growth and welfare, and to generate new ideas and innovative methods for the quality development of the Educational standard of the Institution.

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

- Soon after the plan of action is prepared, due attention is given to all requirements and resources to execute the action plans. Accordingly, proper arrangements for the allotment of physical and human resources are made.
- The Institution makes financial provisions in annual budget regarding resource development. Whenever the human resource is in need, the Institution takes permission to appoint the qualified staff for filling the need.
- To allocate financial resources, the Institution has internal and external financial audit mechanism. During the annual financial planning, budget is allocated for the accomplishment and sustaining the changes from the action plan after discussion with the financial committee members. Basically, the budgetary allocation of funds is done from the expenditure of the last year.
- Collective planning and integration of programs of new and old, important and unimportant academic and outreach are analyzed for allotment of resources.

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

- The Institution has its mission and goals. To support the implementation of the mission and goals, qualified and sufficient human resources are made available with the help of the staff selection committee.
- Through advertisement and call letters candidates are called for interview, selection panel promptly selects the experienced, qualified and educated staff members and the vacancies are filled.
- Financial resources are also planned by the management after discussion with head of the Institution and it is provided by the management.

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

- The academic plan is prepared by the principal at the beginning of the year, after detailed discussion by the IQAC in consultation with the management. The suggestions of all Teachers are also included. Faculty is given full freedom to discuss on all issues related to the action plan.
- This plan is intimated to the staff and students. The report and feedback gathered from various stakeholders are also considered.
- After the final necessary modifications based upon the feedback and suggestions, the Academic Plan will be executed effectively with the cooperation of all.

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

- The employees are oriented to Institutional goals and objectives through personal interactions with the Principal and the Management. However, adequate care is exercised to see that no one is overloaded.
- The job of the faculty is to be comprehended in full meaning by accepting them as the important contributor in the development of Institution towards achieving the goal stage by stage. Whenever necessary, additional personnel are deputed.
- Contributions of ideas by any individual are welcome in this regard. Opinions are accepted and suggestions are made in staff meetings.
- The aim is to bring out the best in every employee through a synchronization of individual and Institutional goals.
- The leadership responsibilities help to serve loyalty to the Institution. Further we never fail to take part even their personal and social functions in the families to foster the feeling of "P.A.' family".

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

- Vision and Mission acts as a goal for any Institution towards which all the activities of an Institution are directed. The Institution monitors and evaluates its implementation plan at different stages.
- Institute has constituted various committees for fulfilment and implementation of Institutions aim, vision and mission.
- Coordinators of different committees monitor the progress of work and ensure its successful monitoring by the timely meetings.
- After conducting various activities, meetings are held to evaluate the merits and demerits of the activity.

- The Principal conducts term end meeting. The plan which was discussed in the beginning of the academic year is evaluated in this meeting. The Principal takes feedback about the academic plans from the students as well.
- The faculty does the needful for revision and adopts measures that are required at a specific stage.
- Every academic year the vision and mission of the Institution are monitored and evaluated.

6.3.7. How does the Institution plan and deploy the new technology?

- The advertisements, live demonstration of the new technology by the companies, either in the College or in other places give the knowledge of the new technology.
- The Institution plans and deploys the new technology as and when required and also as per the feasibility of its introduction within the allotted budget.
- The Principal discuss such technology with the staff and formulate the plan presented to the management for approval.

The new technology is adopted based on the following factors:

- Consultation and recommendation of the various academic and administrative bodies.
- Recommendation by the head of the Institution.
- Need for the development of student Teachers as per the global standards.
- Feedbacks from the staff members on acceptance of the new technology.
- Consultation and recommendation of the various stakeholders.

When the management approves the plans then it is purchased and implemented. After the purchase of new advanced gadgets, a demonstration session is organized by the technology department for all the staff and students.

6.4. Human Resource Management

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

The Institution is concerned about the academic needs and progression of its faculty members. The development needs of faculty and career progression of the staff members are identified through the following methods:

- Feedback from various stakeholders.
- Teacher by Teacher assessment
- Self-Appraisal Reports.
- Analysis of student's performance which represents efficiency and skill of a Teacher.
- As per the qualification and experience attained till date.
- Observation by the Management and the Head of the Institution.

6.4.2. 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?

- For performance assessment of faculty, at the end of academic year, comprehensive evaluation by student Teachers is taken in the written form. It includes performance in teaching-learning, interaction; update knowledge, guidance work, assessment work and personality.
- Feedback from students, peers, self appraisal report from the staff and the Principal commands to the same are processed and assessed statistically.
- After the analysis of the feedback and interpretation, it is conveyed to the faculty members individually by the Principal. The Institution uses the evaluation to improve teaching, research and service of the faculty.
- The Faculty's work is observed and monitored periodically. At the end of the academic year self appraisal form is distributed to the staff, student Teachers feedback is obtained, peer evaluation data is collected from the Teachers and Principals remark is obtained. The data collected from the four angles are compared and Teachers' strength and weakness is evaluated.
- Through the Self Appraisal Reports and the Evaluation Reports of the Head of the Institution, the management appraises the performance of the teaching staff. The strength and weakness of the Teacher is informed to the Teacher's personally with the tips to magnify the strength and minimize the weakness.
- The Teachers are encouraged to attend orientation and refresher courses. Teachers are also deputed to the seminars, workshops to improve their knowledge and awareness. The teaching / non-teaching staffs are encouraged to pursue higher studies. This helps in up gradation of their skills and teaching methodologies involving ICTs.

6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff wellbeing, satisfaction and motivation)

The following are the welfare measures provided by the Institution for the staff and faculty:

- Encouragement for higher studies and research work for personal academic development of faculty members.
- Sponsorship and on duty is allotted for all staff members who present papers in seminars.
- The faculty member, who contributes towards research activities, paper presentation, research awards or for participation in conference , orientation or refresher courses are felicitated in staff meetings and in the annual gathering.
- Financial assistance is provided whenever required.

- Group Insurance and Medical reimbursement.
- Maternal leaves for female faculty members during the pregnancy.
- Marriage leaves for 7 days with salary.
- Institution's Vehicle Facility
- Providing secretarial support, Library and e-resources for their Higher Studies and Research activities.

6.4.4. 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. Every year our College conducts orientation programme for teaching faculties of our College and sometimes other Colleges also take part in the orientation programme.
- CCE and LSE Training Programme for Coimbatore District School Teachers is organized in collaboration with the DIET of Thirumurthy Nagar, in Three Zonal Level.
- Multiskill Development Programme is given to the Faculty members in collaboration with Nigazh Theatre Centre, Madurai.
- Personality development and Kayakapa Training also given to the Faculty members.
- For more skill development of Faculty, the College offers various linkages with other Educational bodies to allow them to upgrade their skills by inducing themselves.
- Non teaching staff is also encouraged to attend certain seminars and workshops that may enrich their life skills.

6.4.5. 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?

- The staff appointment is made as per the norms and regulations of the Tamilnadu Teachers Education University, State Government, NCTE and UGC.
- The staff vacancy gets approved by the Management Council, and the advertisement is prepared. The approved advertisement is given wide publicity through the news papers.
- After the stipulated date the list of the qualified candidates is prepared, called for the interview, interviewed and selected for the post by the staff selection committee of the Institution.
- Faculties are provided better salary with yearly increments. The respective staff is informed about the regulations to be followed and the work expected from them.
- Duties are distributed equally which enhances the co-operation and commitment among the faculties. The Institution implements various staff welfares to support and sustain them.

6.4.6. 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, specialisations).

Yet now we didn't appoint any part-time teaching faculty for the academic activities in our College. If requirement arises in future means, part time faculty can be recruited based on their qualification, experience and aptitude. Consolidated pay will be given for the part time faculty. Workload of part time faculty is on par with the regular faculty. Only the total number of working hours varies for part-time and regular faculty.

6.4.7. 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).

Every year a particular amount is allocated in the budget towards staff welfare. The various policies, resources and practices of the Institution that support and ensure the professional development of the faculty members are:

- Various books and journals of national and international publications are available with the library with a policy of unlimited issuance for faculty members.
- Computer Systems with internet connection with a policy of unlimited and anytime access for faculty members.
- On duty leave is also given to attend Orientation Programmes, Seminars, Conferences, Workshops, etc. organized by the other Institutions.
- It encourages faculty for advanced research study leading to M.Phil. And Ph.D.
- They are advised to become members in professional associations.
- The Institution allows and encourages the faculties to evaluate University answer sheets and act as exam supervisor whenever they are called.

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

The physical facilities provided by the Institution to the faculty members are:

- Well equipped library
- Methods labs are made available
- Computer system with Internet access
- Hygienic pantry room
- Refreshment facilities
- Required instructional materials

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

- Stake holders can seek information from Notice boards, periodical meetings, College Magazine, Website along with occasional reports in Newspapers, College handbook, Brochure and Calendar.
- Suggestion Boxes and Grievance Redressed Cells are places where complaints can be registered. Informally, mobiles are being used to register complaints.

6.4.10. 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.

Due care is taken to avoid overloading on any one. The Institution's practices that encourage faculty members to be engaged in active and quality working and development are:

- In the beginning of the academic year, the annual plan of all the academic and extra-curricular activities is prepared.
- The co-curricular activities and extra-curricular activities are implemented by the various committees.
- Classes are being held in regular intervals and the performers are rewarded on regular basis.
- Work of the Institution is being distributed in a ratio of the faculty members and also as per the competency of the respective faculty.
- On duty leave is given to the faculty members for the development programmes and research work.
- The workload for the curricular activities like teaching guidance, core training and special training, and observation of lessons, practical work and internal assessment is equally distributed among all the faculty members.
- All the faculty members plan their activities well in advance and put in their best.
- Due to equal distribution of workload, Teacher educators can devote adequate time for preparation and reflection on teaching. They are engaged in research, publication, school and community work and other professional development programs.

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

Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes. The following mechanism is established in the College for rewarding and motivating the staff members.

- The achievements of the lecturers in the teaching, research and extension work are

felicitated during the special occasions and celebrations.

- The College and the Management also depute the talented Teachers to attend seminar, conferences, visit to further enrich their knowledge of Institutional process.
- Teachers those who have involved in the improvement of the effectiveness and efficiency of the Institutional process are encouraged.
- A staff member who participates in maximum number of seminar is appreciated.
- University/District toppers were awarded cash prize similarly the respective staff members were honoured.
- The achievements and noteworthy performance of Teacher educators are displayed on the notice-board.

6.5. Financial Management and Resource Mobilization

6.5.1. 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

Our Institution is under Self-finance scheme. As such, no financial support is received from the Government. Source of income and revenue is from collection of tuition fees. In case of deficit the management provides financial support for the effective functioning of the programme.

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

No donations are collected by the Institution from the inception. The students' fees are the only source of income.

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

No. We have don't have adequate operational budget for certain expenses. Such expenditure is met by the management. At times, when the budget shows deficit due to some major incidental expenditure, the management helps the Institution to meet the deficit.

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

To overcome the expenditure of quality programs (seminar, conference, workshop) institute makes suitable arrangements in its budget of income & expenditure. Expenditure statement is enclosed.

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

Yes. The accounts are regularly audited. Two phases of auditing are conducted by the Institution, one internal and another external. The Auditing department carries out **Internal auditing** for all our expenditures. Before any major work like construction, repair and maintenance, approval has to be obtained from the concerned department.

The final **External Auditing** will be by the auditing company nominated by the Management, which comes in rotation. Invariably the weekly accounts are checked by the finance officer apart from the internal auditing. The financial system is maintained as per the Accounting Standards.

6.5.6. Has the Institution computerized its finance management systems? If yes, give details.

Yes the Institution computerized its finance management systems Salary Statement, arrear bill, increment, etc., are prepared using computer. The Institution has computerized its Finance Management System.

- All the financial budget allocations are made with the help of computers.
- All details of income and expenditure are stored with the help of tally software.
- All the financial statements and pay sheets are prepared using the computer.
- All the necessary financial information demanded by the Joint Director, Director of Higher Education or any other authority is prepared using the Computer.
- All Fees related receipts are made with the help of computers.

6. 6 Best practices in Governance and Leadership

6.6.1. What are the significant best practices in Governance and Leadership carried out by the Institution?

- Democratic functioning of the system.
- Well defined duties and responsibilities.
- Transparency in administration.
- Decentralization of the leadership through Committee System.
- Development of need is based on curricular and extra-curricular activities and events.
- Bilingual teaching and ICT based instructional methods.
- Classes for communication skill and Technology know-how development.
- Management Information System (MIS) to support the qualitative Educational development and efficiency of the Institution.
- Grievance Redressal Committee and Centre for Counselling and Guidance handles the complaints and conflicts in a smooth manner.
- Loan facility is made available to the faculty members
- Effective implementation of timely actions on feedback and suggestions.

CRITERION - VII**INNOVATIVE
PRACTICES****KEY ASPECTS**

7.1	Internal Quality Assurance System (IQAS)
7.2	Inclusive Practices
7.3	Stakeholder Relationship

CRITERION VII**INNOVATIVE PRACTICES****7.1. Internal Quality Assurance System****7.1.1. Has the Institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes, the Institution has established Internal Quality Assurance Cell (IQAC) during the academic year 2009 - 2010. The members of the IQAC are as follows:

Chairman	:	Principal Dr.S.Selvin
Member of Management	:	Chairman Prof.Dr.P.Appukutty
Members of the Staff	:	Miss. V. Tamilselvi Miss. F.Avilajuliet Mr. A.Manickasamy Mr. P.Rajan
Nominees of the Society	:	1. Mrs. P. Sakunthala Head Mistress, Govt. High School, Pulliyampatti, Pollachi. 2.Mrs. A.Kalpana Head Mistress, Govt. Hr. Sec. School, Othakkal Mandapam. 3.Mr. P. Devarajan Head Master, Govt.Hr. Sec. School, Seripalayam

The cell makes assessment of different aspects of the functioning of the College, and monitors the functioning. Its major activities include:

- Convening meeting of IQAC thrice a year at the beginning to plan, at the middle to co-ordinate and at the end to evaluate;
- Planning and executing the activities of the College every year in enhancing the quality of the Institution;
- Development and attainment of quality benchmarks/parameters for the various Academic and Administrative activities of the College;
- Facilitating the creation of a learner-centred and quality oriented learning atmosphere.
- Preparing schedule and collecting feedbacks from various sources for the evaluation and the quality improvement;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra Institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various & /activities of the College, leading to quality Improvement;

- Development of Quality Culture;
- Preparation of IQAC report for further progress of the College.

7.1.2. Describe the mechanism used by the Institution to evaluate the achievement of goals and objectives.

The College has an Internal Quality Assurance Cell (IQAC) to evaluate the realization of the goals and objectives. It examines and evaluates by the following means the extent and degree to which the goals are achieved:

- Academic Achievement Analysis
- Faculty Appraisal by Principal
- Self Appraisal by faculties
- Student Appraisal by the Guide Teacher at the time of Internship Training
- Professional Development of Staff
- Parents Teachers Association
- Conducts and encourages the participation in Seminars/Workshop/Symposium
- Implementation of all the quality measures planned
- Participation of staff and Students in different Co-curricular and Extracurricular activities
- Participation of Students in Inter- College / University level Competitions
- Arranging Career Guidance and Campus Interviews for better Placement
- University Examination Result Analysis
- Feedback and suggestions from various sources

7.1.3. How does the Institution ensure the quality of its academic programmes?

The Institution ensures the quality of academic programmes through IQAC Meeting, various Committees Meeting and frequent Staff Meeting.

The academic performance of staff and Students are evaluated and necessary steps are taken to rectify the drawbacks in order to ensure the quality of academic performance. Along with this the College ensures the quality of the academic programmes by the following measures:

- Every year the Institution prepares the **Plan of Action** and all the academic programmes are planned, executed and evaluated.
- In the beginning of the Academic year the College prepares the **Academic Plan** according to the University's Academic Calendar and Syllabus.
- College conducts **Theatre Pedagogy** course to shape the Student teachers in acquiring various professional, teaching learning and life skills.
- The Faculties prepare the course outline and synopsis of the topic to be taught for every next week and encouraged to use the **ICT resources** in Curriculum transaction.
- The quality of the academic programme is ensured through **Internship Training**, Demo

Classes, Class test, Unit test, Assignments, Seminars and Model exams.

- **Remedial Classes** are arranged for the slow learners based on the evaluation of the Tutors about the Student teachers' academic performance.
- **Special Coaching Classes** are conducted for the Student Teachers to face the PG Teachers Recruitment Board Exams and Teachers Eligibility Test.
- **Feedback System** is effectively implemented with the feedbacks from the Alumni Association, Parent Teachers Association, Heads of Schools, Student teachers and other stakeholders.
- Conducting **Campus Interview** for the Student teachers in association with the reputed Educational Institutions for better placement opportunities.

7.1.4. How does the Institution ensure the quality of its administration and financial management processes?

- The Institution ensures the quality of its administration by forming various committees to do the needful in specific aspects. The function and the responsibilities of all the committees have been clearly defined.
- In the Administrative section, each non-teaching member has specific responsibilities and functions. The Student teachers are informed in general and if necessary, individually, about forms, fee and documents to be submitted well in advance by the administrative section. Modification and variations if any in the administrative system are clearly discussed in the Faculty meetings.
- Our Institution is part of the P. A. Educational Institutions, Pollachi. We have a well constituted structure to monitor both financial and administrative features.
- Our College has its own Governing Council that meets twice in a year, frames governance and sets systematic methodology for function in matters of finance and administration.
- Weekly the accounts are monitored by the finance officer and quarterly accounts by Internal auditing unit. Annual auditing is conducted by external agency nominated by the Management.

7.1.5. How does the Institution identify and share good practices with various constituents of the Institution.

Good practices of the Institution are shared with various constituents by

- Citizenship Training Camp
- Multi Skill Training and Development Programme
- Faculty orientation programme
- Staff Meeting and Parent Meeting
- Frankness and free flow of Communication
- Discussions held formally during workshop / seminar sessions.
- Informal discussions with the stake holders

- College Magazines
- Reports in News papers
- Institutional Web Site
- Inter Collegiate and University level Competitions
- Alumni Association Meet
- Campus Interview

Thus the list of good practices keeps growing by the initiatives of Students and staff.

7.2 Inclusive Practices

7.2.1. How does the Institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

- The Institution sensitise the teachers to issues of inclusion and focus is given to these in national policies through Awareness Programme by visiting and interacting with Special School Students and with the Aged persons in Gandhi Ashram.
- Quality Education is ensured to develop the essential skills in pupils to lead a successful life and also make them morally conscious. A systematic Education is provided which suits the needs of today and tomorrow for the generation.
- Periodical update and innovative practices are implemented now and then. A Systematic Education is provided which suits the needs of the hour.
- Student teachers and Faculty members are motivated to participate in the Seminars, Conferences, and Symposium on Challenges and Issues related to School and Teacher Education.
- Field trip and Educational tour at different places makes the Student teachers to have cordial relationship with the Society.
- Good environment with all physical facilities is provided. So classroom interaction is made to the convenience and satisfaction.
- Environmental and Social Awareness Camp, Voters Awareness Rally, Dengue Awareness Camp, Mental Health Awareness Programme, Prohibiting the Suicide, and various outreach activities are done along with the Curricular activities.
- International Women's Day, Teachers Day, National Literacy Day, National Girl Child Day, Environmental Day, Earth Day, Birthdays of National Leaders, National and Traditional important days are celebrated to involve the Student teachers in National and Social issues.

7.2.2. 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?

- Being a Co-Educational Institution all our Students are aware of gender differences and its impact on learning. Equal opportunity is given to the Students of both the gender to participate in the College activities according to their abilities.

- Students who are economically and socially deprived are given fee concession and permitted to pay fees in instalments. The Faculty members help the Students who are from rural areas, to get adjusted with College atmosphere.
- Communicative English, Personality Development classes and Placement Training are organized in the Institution have proved to be beneficial in improving English language skills for the Students from Tamil medium.
- During their practice teaching Student teachers are getting ample opportunity to interact and associate with Students from various backgrounds and diverse temperaments in Schools.

7.2.3. 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 Institution has proper infrastructure, facilities and conducive learning environment. Various curricular and co-curricular activities such as:

- Seminars, Conferences and Symposium
- College, Inter-collegiate and University level Competitions
- Citizenship training camp
- Field trip and Educational tour
- Internship Training and Teaching practice
- National and international festival celebrations
- SUPW and Work Experience Instruction
- Yoga and Kayakalpa Training
- Club activities and Social awareness programmes
- Personality development sessions
- Placement Training and Career Guidance
- Recognising and rewarding University, District and College Rank holders

All these activities foster positive social interaction active engagement in learning and self motivation.

7.2.4. How does the Institution ensure that Student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The College has devised ways and practices for ensuring that the Student teachers develop proficiency and competencies for working with children from diverse backgrounds and exceptionalities. The approach is based on teaching and practice.

- Student teachers take part in talks and debates on Value Education, Equity, Equality and Social Justice.

- They participate in thematic co-curricular activities that promote Social Values.
- Equal opportunities to involve in social activities provide exposure to them.
- Student teachers are trained in the dynamic of accepting challenges spring from diversities in views and socio-economic status.
- Participation in Citizenship Training camp, cultural activities, debates and discussions provides the opportunity to share their views and improve their skills.
- Visit to the Gandhi Ashram and Special Schools provide sufficient opportunity for the Students to become aware of the sufferings of the people.
- Student teachers participate in traditional festival celebrations and stage variety of cultural items / participate in talks and discussions on prominent personalities hailing from different socio-economic cultural backgrounds.
- During the course of simulated teaching and practice teaching they are required to practice competencies for creating cordial atmosphere between the peer groups.
- Since they have to deal with a composite public of colleagues and Students, they acquire grounding in the ways of working with children from diverse backgrounds and exceptionalities.

Collectively, all the above mentioned competencies and skills are promoted among the pupil teachers at different stages and through different activities.

7.2.5. How does the Institution address to the special needs of the physically challenged and differently-abled Students enrolled in the Institution?

- The Differently – abled Student enrolled in our College was given all possible support, and guidance with parental care.
- They are allowed to take additional library books than other Student teachers from the Library and relaxation to hold the books at the time of Examinations.
- Fee concession was given to them and special guidance is given to get Scholarship from the State Government.
- The nearest School was allotted during the Internship Training for make them more comfort with the Curricular activities.
- The management recommended for the appointment of the candidate in the reputed Educational Institutions at the time of Campus Interview.

7.2.6 How does the Institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

- The Institution makes provisions for handling and responding to the gender sensitive issues and the Women Complaint Committee is actively functioning under the guidance of the Principal. Senior Female Faculty is taking in charge to lead the Committee.

- Students are made aware on Rights of women, Legal Provisions of Women, Legal Aid that are available and so on through Seminars.
- Whenever sensational issues break in news in the surroundings / regional/ national level Students are sensitized how they should be vigilant to protect themselves from any untoward incident.
- The news on such issues is published in the College Notice Board to make the Students more aware of the incidents.

7.3 STAKE HOLDER RELATIONSHIPS

7.3.1. How does the Institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

As all the stakeholders have direct or indirect interests in the organizational performance in academics and administrative areas. Hence the Institution ensures the access to the information on organizational performance to all the stakeholders through the following means:

- Institution's Assembly.
- Institution's Notice Board.
- Institution's Website.
- College Magazine and Pamphlet.
- Minutes of meetings.
- Advertisement and Reports in News Papers.
- Parents-Teacher meeting.
- Annual Report at the time of Annual Day celebration.
- Alumni meet.

7.3.2. How does the Institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of Students and stakeholders for bringing qualitative improvement?

- The Institution gets feedback from Staff members and the Heads of Schools, Students and from Parents for bringing quality improvement.
- Based on the feedback, remedial measures are discussed and actions are taken in Faculty meeting to eliminate short comings.
- The programs of the Institution are qualitatively improved with the valuable suggestions given by its stakeholders.

7.3.3. 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?

There are many feedback mechanisms followed:

- Parents- Teachers meetings are held twice in a year to get the feedback and valuable suggestions from the Parents.
- During Alumni meet feed backs are heard and received also through feedback forms.
- Suggestion box is kept in the Classroom throughout the year and it helps in identifying and overcoming the problem.
- All the grievances are heard from the students and solved by the Grievance Redressal Committee.
- Major problems are dealt in the meeting within the managements and discussed about the ways to solve the problems and finally policy decision is made.
- After getting approval from governing body the Institution takes preventive and corrective action for quality improvement.

**PA COLLEGE OF EDUCATION
POLLACHI, TAMILNADU
MAPPING OF ACADEMIC ACTIVITIES**

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																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirements.

TAMILNADU TEACHERS EDUCATION UNIVERSITY**(Established under Tamil Nadu Act 33 of 2008)****Chennai - 600 005.****DEGREE OF BACHELOR OF EDUCATION (B.Ed)****(FOR THE PROGRAMME IN COLLEGES OF EDUCATION -****FULL - TIME AND REGULAR PRE-SERVICE TEACHER****EDUCATION) REGULATIONS****(With effect from the academic year 2013-2014)**

Tamil Nadu is the seat of Higher Education in India, which offers a number of general as well as professional courses. It also pays attention to the spreading of elementary, secondary and higher education and training of the teachers involved in these programs. There is naturally a demand for teacher educators in this state who can hold the reign of the teacher training institutes located across the region.

The Government of Tamil Nadu enacted Act No.(33) of 2008 to provide for the establishment and incorporation of Teachers Education University in the State of Tamil Nadu for promoting excellence in teachers education. Further the Act came into effect from 1.7.2008 by a Gazette Notification issued in G.O.M.S.256, Higher Education (K2) Department, dated 25.6.2008.

The various objectives of the University are to provide high quality education, monitor Teacher Education as approved by National Council for Teacher Education at all levels in the State, to develop research facilities in Teacher Education; to find out ways and means to identify innovative courses in Teacher Education; to institute degrees and other academic distinction in Teacher Education approved by NCTE; to confer degrees and other academic distinction on persons who have carried out research in University or in any other centre or institutions recognized by the University under conditions prescribed for Teacher Education; to confer honorary degrees in teacher education in the prescribed manner and under conditions prescribed; to conduct and organize seminars, workshops and symposia in promoting Teacher Education with a view to offering programs in the latest field and to develop the extension activities.

The University is very much focused to promote quality in Education and to standardize the system of operation. The University is in pursuit of excellence in Promoting human values for social harmony and to make colleges of education excel through innovative teaching, research and extension activities.

ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed) provided:

(i) The candidates who had undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School

Education at the Secondary/Higher Secondary Education level or its equivalent as it is decided by the Equivalence Committee appointed by Government of Tamilnadu from time to time.

(ii) Candidates who have passed the UG or PG degree in Open University System without

qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination shall not be considered for admission.

(iii) However, candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate / Two Years Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.

(iv) Candidates who have studied more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (viii).

(v) Candidates who have passed under Double Degree/Additional Degree Programme with less than three years duration are not eligible for admission.

(vi) Candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.

(vii) Candidates with the following marks (which is subject to the decision of Government of Tamilnadu from time to time) in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

Community / Category	Minimum Marks
OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

Note:

(a) Marks obtained by the candidates in U.G. degree course Part III Major and Allied including Practicals (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home Science Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.

(c) Rounding off of marks to the next higher integer will not be permitted. (viii) Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not

be considered for admission.

(ix) In the case of Physically or Visually Challenged candidates, a minimum pass in the degree is enough.

(x) Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50% (irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University/ Equivalence Committee can apply. However, the basis of selection shall be in accordance with the Regulations of the University/ Government of Tamil Nadu Guidelines for admission to B.Ed course in force from time to time.

DURATION OF THE B.Ed., COURSE:

The course of study shall be for duration of one academic year consisting of 200 working days/ Curriculum transaction days or 1200 hours (6 days per week @ 6 hours per day) excluding admission and examination days. The 200 working days will include 148 curriculum transaction days, 40 teaching practice days, 7 revision examination days and 5 days as study holidays.

DETAILS OF COURSES INCLUDED IN THEORY COMPONENT

(I) CORE COURSES

1. Education in the Emerging Indian Society
2. Psychology of Learning and Human Development
3. Educational Innovations and Curriculum Development

(II) ELECTIVE COURSE

Each college will offer minimum of any FOUR elective courses from the list given below. A student shall choose any ONE of the elective courses offered by the respective college.

1. Early Childhood Education
2. Human Rights Education
3. Peace and Value Education
4. Environmental Education
5. Guidance and Counseling
6. Perspectives in Special Education
7. Computers in Education
8. Educational Administration and Management
9. Pre-primary Education
10. Physical and Health Education
11. Library and Information Resource Management
12. Safety and Disaster Management Education in Schools
13. Professional Course for Teacher Proficiency

MINIMUM OF FIVE subject specific activities for each elective course during the course of study.

(III) OPTIONAL COURSES

Each admitted under graduate student has to study first optional course (Paper I) based on their parent discipline at the UG level and the second optional course (Paper II) should be based on their ancillary subjects / First language papers / Second language papers at the UG level and each admitted Post Graduate candidate has to study Optional - I and Optional -II papers based on their major subjects in PG only.

MEDIUM OF INSTRUCTION

Each candidate admitted into B.Ed., course in any one of the colleges of education affiliated to Tamil Nadu Teachers Education University needs to select the Medium of Instruction either as English or as Tamil (as per the availability of Medium of Instruction in the College of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list along with the Medium of Instruction opted by each candidate to Tamil Nadu Teachers Education University. In case, if the admitted candidates prefer to change their medium of instruction at later stage of the course it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the Publication of Nominal Roll. Medium of instruction chosen by the candidate to pursue the B.Ed., course will be indicated in the B.Ed., course transfer certificate alone.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e 170 days) of attendance, failing which they will not be permitted to appear for the B.Ed., degree examination. However, as per the decision of the syndicate of Tamilnadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamilnadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamilnadu Teachers Education University should apply for the practical examination and written examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamilnadu Teachers Education University will not be permitted to appear for the written examination. Such candidates' appearance in the practical examination will stand cancelled automatically.

ACADEMIC CALENDAR 2013-14 AND 2014-15

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CALENDAR FOR THE ACADEMIC YEAR 2013-2014

(For all the colleges of education affiliated to this University)

SEPTEMBER 2013

Date	Day	Information	Working days
1.	Sunday	Holiday	
2.	Monday		
3.	Tuesday		
4.	Wednesday		
5.	Thursday	Teachers' Day	
6.	Friday		
7.	Saturday		
8.	Sunday	Holiday	
9.	Monday	Holiday – Vinayakar Chathurthi	
10.	Tuesday		
11.	Wednesday	Reopening of the colleges of education	1
12.	Thursday		2
13.	Friday		3
14.	Saturday	Holiday	
15.	Sunday	Holiday	
16.	Monday		4
17.	Tuesday		5
18.	Wednesday		6
19.	Thursday		7
20.	Friday		8
21.	Saturday		9
22.	Sunday	Holiday	
23.	Monday		10
24.	Tuesday		11
25.	Wednesday		12
26.	Thursday		13
27.	Friday		14
28.	Saturday		15
29.	Sunday	Holiday	
30.	Monday		16
		Total	16 days

OCTOBER 2013

Date	Day	Information	Working days
1.	Tuesday		17
2.	Wednesday	Holiday – Gandhi Jayanthi	
3.	Thursday		18
4.	Friday		19
5.	Saturday		20
6.	Sunday	Holiday	
7.	Monday	Teaching Practice Begins	21
8.	Tuesday		22
9.	Wednesday		23
10.	Thursday		24
11.	Friday		25
12.	Saturday	Holiday	
13.	Sunday	Holiday – Ayutha Pooja	
14.	Monday	Holiday – Vijayadasami	
15.	Tuesday	Last date for submission of filled in Eligibility Applications	26
16.	Wednesday	Holiday - Bakrid	
17.	Thursday		27
18.	Friday		28
19.	Saturday		29
20.	Sunday	Holiday	
21.	Monday		30
22.	Tuesday		31
23.	Wednesday		32
24.	Thursday		33
25.	Friday		34
26.	Saturday		35
27.	Sunday	Holiday	
28.	Monday		36
29.	Tuesday		37
30.	Wednesday		38
31.	Thursday	Last date for applying for continuation/fresh provisional affiliation for the subsequent year	39
		Total	23 days

NOVEMBER 2013

Date	Day	Information	Working days
1.	Friday		40
2.	Saturday	Holiday - Deepavali	
3.	Sunday	Holiday	
4.	Monday		41
5.	Tuesday		42
6.	Wednesday		43
7.	Thursday		44
8.	Friday		45
9.	Saturday	Holiday	
10.	Sunday	Holiday	
11.	Monday		46
12.	Tuesday		47
13.	Wednesday		48
14.	Thursday	Holiday – Muhharam/Children's Day	
15.	Friday		49
16.	Saturday		50
17.	Sunday	Holiday	
18.	Monday		51
19.	Tuesday		52
20.	Wednesday		53
21.	Thursday		54
22.	Friday		55
23.	Saturday		56
24.	Sunday	Holiday	
25.	Monday		57
26.	Tuesday		58
27.	Wednesday		59
28.	Thursday		60
29.	Friday		61
30.	Saturday		62
Total			23 days

DECEMBER 2013

Date	Day	Information	Working days
1.	Sunday	Holiday	
2.	Monday		63
3.	Tuesday		64
4.	Wednesday		65
5.	Thursday		66
6.	Friday		67
7.	Saturday		68
8.	Sunday	Holiday	
9.	Monday		69
10.	Tuesday		70
11.	Wednesday		71
12.	Thursday	Supplementary examination for the arrear candidates begin	72
13.	Friday		73
14.	Saturday	Holiday	
15.	Sunday	Holiday	
16.	Monday		74
17.	Tuesday		75
18.	Wednesday		76
19.	Thursday		77
20.	Friday		78
21.	Saturday		79
22.	Sunday	Holiday	
23.	Monday		80
24.	Tuesday		81
25.	Wednesday	Holiday - Christmas	
26.	Thursday		82
27.	Friday		83
28.	Saturday		84
29.	Sunday	Holiday	
30.	Monday		85
31.	Tuesday		86
Total			24 days

JANUARY 2014

Date	Day	Information	Working days
1.	Wednesday	Holiday – New Years Day	
2.	Thursday		87
3.	Friday		88
4.	Saturday		89
5.	Sunday	Holiday	
6.	Monday		90
7.	Tuesday		91
8.	Wednesday		92
9.	Thursday		93
10.	Friday	Results of Supplementary Examinations	94
11.	Saturday	Holiday	
12.	Sunday	Holiday	
13.	Monday	Holiday – Meelad-un-Nabi	
14.	Tuesday	Holiday – Pongal & Meelad-Un-Nabi	
15.	Wednesday	Holiday – Thiruvalluvar Day	
16.	Thursday	Holiday – Uzhavar Thirunal	
17.	Friday		95
18.	Saturday		96
19.	Sunday	Holiday	
20.	Monday		97
21.	Tuesday		98
22.	Wednesday		99
23.	Thursday		100
24.	Friday		101
25.	Saturday		102
26.	Sunday	Holiday – Republic Day	
27.	Monday		103
28.	Tuesday		104
29.	Wednesday		105
30.	Thursday		106
31.	Friday		107
		Total	21 days

FEBRUARY 2014

Date	Day	Information	Working days
1.	Saturday		108
2.	Sunday	Holiday	
3.	Monday		109
4.	Tuesday		110
5.	Wednesday		111
6.	Thursday		112
7.	Friday		113
8.	Saturday	Holiday	
9.	Sunday	Holiday	
10.	Monday		114
11.	Tuesday		115
12.	Wednesday		116
13.	Thursday		117
14.	Friday		118
15.	Saturday		119
16.	Sunday	Holiday	
17.	Monday		120
18.	Tuesday		121
19.	Wednesday		122
20.	Thursday		123
21.	Friday	Teaching Practice Ends	124
22.	Saturday		125
23.	Sunday	Holiday	
24.	Monday	B.Ed Practical Examinations Begin	126
25.	Tuesday	- do -	127
26.	Wednesday	- do -	128
27.	Thursday	- do -	129
28.	Friday	- do -	130
		Total	23 days

MARCH 2014

Date	Day	Information	Working days
1.	Saturday	B.Ed Practical Examination	131
2.	Sunday	Holiday	
3.	Monday	B.Ed Practical Examinations End	132
4.	Tuesday		133
5.	Wednesday		134
6.	Thursday		135
7.	Friday		136
8.	Saturday	Holiday	
9.	Sunday	Holiday	
10.	Monday		137
11.	Tuesday		138
12.	Wednesday		139
13.	Thursday		140
14.	Friday		141
15.	Saturday		142
16.	Sunday	Holiday	
17.	Monday		143
18.	Tuesday		144
19.	Wednesday		145
20.	Thursday		146
21.	Friday		147
22.	Saturday		148
23.	Sunday	Holiday	
24.	Monday		149
25.	Tuesday		150
26.	Wednesday		151
27.	Thursday		152
28.	Friday		153
29.	Saturday		154
30.	Sunday	Holiday	
31.	Monday	Holiday – Telugu New Year's Day	
		Total	24 days

APRIL – 2014

Date	Day	Information	Working days
1.	Tuesday		155
2.	Wednesday		156
3.	Thursday		157
4.	Friday		158
5.	Saturday		159
6.	Sunday	Holiday	
7.	Monday		160
8.	Tuesday		161
9.	Wednesday		162
10.	Thursday		163
11.	Friday		164
12.	Saturday	Holiday	
13.	Sunday	Holiday – Mahaveer Jeyanthi	
14.	Monday	Holiday – Tamil New Years Day & Dr.B.R.Ambedkar's Birthday	
15.	Tuesday		165
16.	Wednesday		166
17.	Thursday	Maundy Thursday	167
18.	Friday	Holiday – Good Friday	
19.	Saturday		168
20.	Sunday	Holiday	
21.	Monday		169
22.	Tuesday		170
23.	Wednesday		171
24.	Thursday		172
25.	Friday		173
26.	Saturday		174
27.	Sunday	Holiday	
28.	Monday		175
29.	Tuesday		176
30.	Wednesday		177
		Total	23 days

MAY 2014

Date	Day	Information	Working days
1.	Thursday	Holiday – May Day	
2.	Friday		178
3.	Saturday		179
4.	Sunday	Holiday	
5.	Monday		180
6.	Tuesday		181
7.	Wednesday		182
8.	Thursday		183
9.	Friday		184
10.	Saturday	Holiday	
11.	Sunday	Holiday	
12.	Monday		185
13.	Tuesday		186
14.	Wednesday		187
15.	Thursday		188
16.	Friday		189
17.	Saturday		190
18.	Sunday	Holiday	
19.	Monday		191
20.	Tuesday		192
21.	Wednesday		193
22.	Thursday		194
23.	Friday		195
24.	Saturday		196
25.	Sunday	Holiday	
26.	Monday		197
27.	Tuesday		198
28.	Wednesday		199
29.	Thursday		200
30.	Friday	Annual Examinations Begin	
31.	Saturday		
		Total	23 days

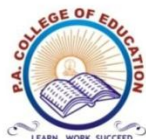
JUNE 2014

Date	Day	Information	Working days
1.	Sunday	Holiday	
2.	Monday		
3.	Tuesday		
4.	Wednesday		
5.	Thursday		
6.	Friday		
7.	Saturday		
8.	Sunday	Holiday	
9.	Monday		
10.	Tuesday		
11.	Wednesday		
12.	Thursday		
13.	Friday	Annual Examinations End	
14.	Saturday		
15.	Sunday	Holiday	
16.	Monday		
17.	Tuesday		
18.	Wednesday		
19.	Thursday		
20.	Friday		
21.	Saturday	Holiday	
22.	Sunday	Holiday	
23.	Monday		
24.	Tuesday		
25.	Wednesday		
26.	Thursday		
27.	Friday		
28.	Saturday	Holiday	
29.	Sunday	Holiday	
30.	Monday		

LEARN

WORK

SUCCEED



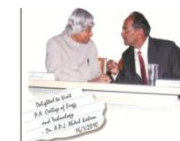
P. A. COLLEGE OF EDUCATION

(Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

Pollachi, Coimbatore (Dist.) - 642 002.

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B. Ed. TIME TABLE 2013 – 2014

Periods		1	2		3	4		5	6		7	8
Day / Hours	9.15 - 9.25	9.25 – 10.10	10.10 - 10.50	10.50 - 11.00	11.00 – 11.50	11.50 – 12.35	12.35- 1.20	1.20 – 2.05	2.05 - 2.50	2.50 - 3.00	3.00 – 3.45	3.45 – 4.30
Monday	PRAYER	Core I (Test)	Core I	BREAK	Core II	Core III	LUNCH	Elective	Optional II	BREAK	Optional I	Optional I
Tuesday		Core II (Test)	Core II		Core II	Core III		Elective	Psy Lab(A)/AV Lab, Computer Lab(B) Library(C)		Psy Lab(B)/AV Lab, Computer Lab(C) Library(B)	Psy Lab(C)/AV Lab, Computer Lab(A) Library(B)
Wednesday		Core III (Test)	Optional I		Optional II	Core I		Core II	Psy Lab(A)/AV Lab, Computer Lab(B) Library(C)		Psy Lab(B)/AV Lab, Computer Lab(C) Library(B)	Psy Lab(C)/AV Lab, Computer Lab(A) Library(B)
Thursday		Elective I (Test)	Core I		Core II	Core III		Elective	Optional I		Optional II	PT
Friday		Optional I (Test)	Core I		Core II	Core III		Elective	Optional I		Optional II	Value Education
Saturday		Optional II (Test)	Core I		Core II	Core III		Elective	Optional I		Optional II	SUPW /Community Service

Optional I - Special Tamil, Special English & All Subjects

Optional II - General Tamil, General English, Commerce and Economics

A - Roll No 1 -30

B - Roll No 31-60

C - Roll No 61-89

SYLLABUS FOR B.ED COURSES**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.

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 Axiology.
- (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.

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) - 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.

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.
- (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.
- (b) Value Education in schools – Teacher's personal values and code of conduct for teachers.
- (c) Education for National, International and World Peace.

UNIT X : Health Education

- (a) Health needs of children: Nutrition - Communicable diseases – HIV/AIDS.
- (b) Health instruction, Health services, and Health supervision in Schools: Personal Hygiene-Sanitation - Safety and First Aid - Yoga and Physical fitness.

SUGGESTED REFERENCE BOOKS:

Mohit Puri, (2012). Great Indian thinkers on education. New Delhi: APH Publishing Corporation.

NCERT. (2005). National curriculum framework. New Delhi: NCERT.

Pathak, R.P. (2001). Philosophical and sociological perspectives of education. New Delhi: Atlantic Publishers and Distributors.

Ram Puniyani. (2003). Communal politics: Facts versus myths. New Delhi: Sage Publications.

Santhanam, S. (2000). Philosophical and sociological foundation of education. Chennai: Vasantha Publication.

Sarojini, R. (2002). Justice for women. Hyderabad: Sai Srinivasa Printers.

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.

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, (McClelland), - 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.

UNIT 8: Thinking, Intelligence and Creativity

Thinking: Meaning – Types of thinking: critical thinking, reflective thinking – reasoning – problemsolving - 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.

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.

Practical oriented activities:

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

- Adjustment problems in school.
- Adjustment problems at home.
- 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

- ⌚ 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

SUGGESTED REFERENCE BOOKS:

- Anastasi, Anne (1989) *Psychology Testing*, Macmillan Publishing Company. NY.
 Ausubel David, P and Floyd, G. Robinson (1985). *Educational Psychology*, Holt Rinehart and Winston Inc Batnagar, A., & Gupta, N. (1999). *Guidance and Counseling*. New Delhi: Vikas Publishing House.
 Eysenck, H.J. (1997). *Dimensions of personality*. London: Kegan Paul.
 Freeman. F.S. (1969) *Psychological Testing*, Holt, Rinehart, NY.
 Geetha C., Subash C.S., (1998) How to Understand and Help Adolescents. A Friendlier Approach, Student publications; New Delhi.
 Goleman D., (1998). *Emotional Intelligence: Why it can matter more than IQ*. Sage publications: New Delhi.

CORE COURSE III EDUCATIONAL INNOVATIONS AND CURRICULUM DEVELOPMENT

OBJECTIVES:

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

- acquire knowledge of the terms used in educational innovations and curriculum development
- understand innovations in schools, teaching-learning process and principles of curriculum development;
- apply the educational innovations and curriculum development in school practices
- develop skills in employing and developing new educational innovations and curriculum development;
- develop interest in the educational innovations and curriculum development techniques; and

(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 - SSA (Sarva Shiksha Aabyan) - Virtual School - Mobile School - 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.

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 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 - Mukhopadhyaya's model - Saran's model- Outcome of Curriculum evaluation.

SUGGESTED REFERENCE BOOKS

Aggarwal, J.C (2006). Essentials of educational technology: Teaching and learning. New Delhi: Vikas Publishing House Pvt Ltd.
Aggarwal, J.C (2008). Theory & Principles of Education. UP: Vikas Publishing House Pvt Ltd.
Foshay, A.W.(1980). Considered action for curriculum improvement: Association for Supervision and curriculum development yearbook. Alexandria : ASCO.
Goodlad, J.I.(1979) . Curriculum inquiry: The study of curriculum practice. New York: McGraw Hill.
Gwynn, I Minor., Curriculum Principles and Social Trends, 1960.
Krishnamurty, R.C. (2003). Educational technology : Expanding our Vision Delhi : Authors press.

ELECTIVE COURSE TEACHING OF EARLY CHILDHOOD EDUCATION

OBJECTIVES:

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

1. enable the student- teacher to develop an awareness about the importance of Early Childhood Education.
2. acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
3. develop an understanding about organizing different types of early childhood education

programmes.

4. acquire knowledge about various instructional strategies to teach young children.
5. develop an awareness about the various developmental aspects of children.

UNIT I: History of Early Childhood Education in India.

Concept of Early Childhood Education - Need and importance of Early childhood Education - Objectives - Early Childhood Education movement in India and Abroad - Problems of Early Childhood Education in India.

UNIT II: Contributions of philosophers to pre school education

Contributions of Froebel- Rousseau-Montessori- Piaget- Comenius- Gandhiji-Tagore and Dhara Bai Modak.

UNIT III: Planning and Organization of pre schools

Planning of pre-school programmes - Yearly plan, Monthly plan, Weekly plan, Daily plan - Organisation of a pre-school - site, space, material, personal and time- Types of pre-school programmes - Nursery, Kindergarten, Montessori, pre-basic and Balwadi.

UNIT IV: Growth and development of child

Developmental stages - parental period - factors affecting parental period - Birth - Birth hazards, immunization schedule - various aspects of development with special emphasis to early childhood period.

UNIT V: Special needs and problems of pre-school children

Needs of pre-school children - children with special needs - physical, visual and hearing impairment - Learning disabilities - Behaviour problems - Aggression, temper tantrum, stealing, lying, eating problems, nail biting, bed wetting, thumb sucking - their causes and remedial measures.

UNIT VI: Curriculum of Early Childhood Education

Principles of curriculum construction - Theme approach in curriculum construction. Activities and Methods for attaining various skills - gross motor skills. Manipulative skills. Interpersonal skills.

UNIT VII: Instructional strategies, Teacher and Evaluation

Sense training - Auditory, visual, olfactory, gustatory and tactual - play way method - music-story telling - role playing - field trip - creative activities. Indoor and out door games - corner arrangement - audio visual aids - evaluation of children's competency - report card, personal datasheet - qualities and qualifications of pre-school teacher.

UNIT VIII: Parental involvement in pre-school education

Role of parents in pre-school education - Need for parental co-operation - Concept of parent education - Need for parental education - Methods and programmes of parental education.

UNIT IX: play way methods –Evaluation

Different Play way methods- Simple-Task based- Dictation-Repetitive words through songs, Rhymes- Identification of things, names, relations.

UNIT X: Assessment Techniques

Observation-Interaction-Words formation-sentence formation-questioning-verbal questioning- ways of answering

SUGGESTED REFERENCE BOOKS:

Shanmugavelayudham. K. and Bhuvaneswari. (2003) M., the 'must' for Nursery Education. TN - FORCES Hurlock, Elizabeth. B, (2001) Child growth and development, Tata McGraw Hill publishing company, New Delhi. Swaminathan, Mina. (1995) Playing to Learn. A training manual for Early Childhood Education, M.S. Swaminathan Research Foundation. Ruth Katherine et al. Early Childhood programmes. New York - 1987.

ELECTIVE COURSE HUMAN RIGHTS EDUCATION

OBJECTIVES:

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

1. Understand the concept, meaning and theories of human rights.
2. Understand the role of UNO in human rights development
3. Understand the Indian Constitutional provision of human rights
4. Understand the role and functions of international institutions to enforce human rights.
5. Understand the power and functions of various Human right Commissions in India

UNIT I : Historical back ground of Human Rights

Human Rights: Concept, Meaning, Definition
Historical and cultural back ground - Theories:
Natural, Legal, Social Welfare, Idealist .

UNIT II : UNO and Human Rights

UN Charter(1945) – Universal Declaration of Human Rights(1948) – International Covenants on Economics, Social and Cultural Rights(1966), and Civil and Political Rights(1966).

UNIT III : Indian Constitution and Human Rights

Constitutional Provisions of Human Rights – Fundamental Rights -Directive Principles of State Policy.

UNIT IV : Human Rights and International Organisations

International Councils and Commissions on Human Rights – International Court of Justice – International Criminal Tribunals and Criminal Courts – International Labour Organisation - Amnesty International – International Red Cross.

UNIT V : Human Rights Commissions in India

National Human Rights Commission – State Human Rights Commissions – Human Rights Courts - National Commission and State Commissions for Women, SC/ST, Backward Classes and - Minorities – NGOs.

UNIT VI : Human Rights and Marginalised Sections

Human Rights issues related to Racial, Religious, Linguistic, Communal Minorities - Refugees, Political and Other dissidents - Aged, Women, Children, Differently abled and Transgender.

UNIT VII : Human Rights and Other Issues

Ragging - Eve Teasing - Human Trafficking - Rape – War, Terrorism and genocide– Child abuse - Child Labour – Patriarchism – Domestic Violence – Sexual Harassment – Female Infanticide.

UNIT – VIII Human Rights Education

Meaning, Objectives and Principles –Problems and Prospects - Human Rights Education at different levels: Primary, Secondary and Higher Education-Research in Human Rights Education.

UNIT IX : Methods of Teaching Human Rights

Lecture – Discussion – Brain Storming - Cooperative Learning - Case Study – Role Play – Puppet show - Simulation – Mock Trials and Appeals – Social Activities.

UNIT X : Agencies of Human Rights Education

Family, Peer-group, Religious and Social Organisations, Media, Educational Institutions.

SUGGESTED REFERENCE BOOKS:

Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
Chatrath, K. J. S. (1998). Education for human rights and democracy. Shimla: Rashtrapati Niwas. Darren, J. (2005). Human rights: An introduction. Singapore: Pearson Education.
Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
Gearty., & Cono. (2006). Can human rights survive? Can human rights survive?. London : Cambridge University Press.
Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.

ELECTIVE COURSE
PEACE AND VALUE EDUCATION

OBJECTIVES :

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

1. Acquire the knowledge of Nature, concepts, aims and objectives of peace and value education.
2. Develop skill to integrate peace and value education in the present curriculum
3. Understand dimensions of culture of peace
4. Develop the attitude to appreciate the role of peace movement and contributions of world organizations
5. understand the models of Conflict Resolutions

UNIT I : Peace Education

Peace education – Meaning, Definition, Concepts, Scope; Aims and objectives– at different level of Education - its relevance to the present global scenario.

UNIT II : Integrating Peace Education in the curriculum

Major Media of Integration: Subject context, subject perspectives, Curricular and Co – Curricular activities, staff development, Class room and School management.

UNIT III : Promoting Culture Of peace

Culture of peace – Focal areas – Fostering culture of peace through education promotinginner

peace, understanding, tolerance, solidarity – Participatory Communication – democratic participation, gender equality – sustainable Economic and Social development – Non – Violence, International peace and security.

UNIT IV : Education for culture of peace

- Knowledge, attitude and skills to be developed in the following
- Ecological thinking and respect for life (ages 8-12)
- Tolerance and respect for human rights (ages 11-16)
- Critical thinking and active Non – Violence (age 12+)
- Social Justice and civic responsibility (ages 14+)
- Leadership and global citizenship (ages 16+)

UNIT V : Peace Movement

- Gandhiji's contributions to peace movement Non – Violence – Non – Aligned Movement – Nuclear Disarmament -Arms Reduction
- Role of world organization in promoting peace.
- UNO-UNDP (United Nation Development Programmes)
- UNICEF(United Nation Children's Fund)
- UNEP (United Nation Environment Programmes)
- UNHCR (United Nation High Commissioner for Refugees High Commissioner for Human Rights)
- Amnesty International –International Committee of Red cross –NGOs

UNIT VI : Conflict Resolution

- Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts – Conflict Resolution – Conflict Management
- Model of Conflict Resolution:
Dual Concern Model: A Concern for self (assertiveness) A Concern for others (empathy)
- Styles: Avoidance conflict – yielding conflict competitive conflict – co-operation conflict conciliation conflict .
- Thomas and Kilmann's style – Competitive collaborative, compromising – Accommodating Avoiding.

UNIT VII : Value Education

- Values: Meaning, definition, concepts - Classification sources of values – socio – cultural tradition Religion and Constitution
- Aims and objectives - status of value education in the curriculum - Need for value Education in global perspective.

UNIT VIII : Character Building

- Truthfulness, self control, trust, honest, integrity, morality, Altruism, social-cultural modernity, Emotional balance – Communication skill – Time and stress management – Interpersonal relationship – team work – sustaining relationships successful living – positive attitudes – overcoming obstacles – Self esteem.

UNIT IX : Fostering Values

- Role of parents, Teachers, society, peer groups, Religion, government - Mass media – voluntary organizations.

UNIT X : Approaches and Strategies in Peace and Value Education

- Approaches – Value inculcation Analysis and clarification
- Strategies – Curricular - co-curricular, personal examples
- Activities – Field Trip, Sports, NSS, NCC, YRC, Scouts etc, Curricular club activities Story telling, Dramatization, Episode writing Identification of values in learning Subject.

SUGGESTED REFERENCE BOOKS:

Dr.Kirupa Charles and Arul selvi, Peace and Value Education, Neelkamal Publications Pvt Ltd,2011. Vanaja and Vijiya Bharathi, Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt Ltd, 2011. Babu Muthuja .,Usharani, R & Arun, R.K (2009) Peace and Value Education, New Delhi :Centrum Press.

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

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.

UNIT IV : Environmental issues and Policies

Major environmental problems in India – Environmental protection and policies 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.

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.

SUGGESTED REFERENCE BOOKS:

- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.
- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

Elective: 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

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 – Ginzberg, 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 – frustration conflict.

UNIT VIII : Non –Testing 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 – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information– sources, gathering, filing, dissemination- Career Corner- Career Conference- Career exhibitions..

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.

SUGGESTED REFERENCE BOOKS:

Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt.Ltd.
 Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
 Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
 Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
 Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
 Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
 Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
 Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
 Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
 Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Ltd.
 Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.

ELECTIVE COURSE

PERSPECTIVES IN SPECIAL EDUCATION OBJECTIVES:

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

1. have an overview of the concept of disabilities
2. acquire knowledge on the characteristics of children with disabilities
3. acquire knowledge on services and programmes available for families with special needs
4. acquaint with the policies and programmes for the disabled
5. Obtain knowledge on blindness and low vision
6. Have insight into incidence and prevalence of hearing impairment.
7. Recognize various locomotor disabilities and its incidence.
8. Possess knowledge on family and disability management.
9. Gain knowledge on various policies and legislation relating to disability.
10. Prepare students on various programme and media in creating awareness.

UNIT I: Perspectives in Disability

Definition and classification of disabilities. History of special education. Concessions and rights of the disabled- Recent trends in the field of special education. Awareness and attitudinal changes towards the disabled.

UNIT II: Blindness and Low Vision

Definition and identification. Incidence and prevalence. Characteristics. Causes and prevention. Intervention and educational programmes - Plus curriculum

UNIT III: Hearing Impairment

Definitions and identification. Incidence and prevalence. Causes and prevention. Types of hearing loss and characteristics. Communication approaches - sign language and educational programmes.

UNIT IV: Mental Retardation and Mental Illness

Definition and identification of mental retardation. Incidence and prevalence. Causes and prevention. Characteristics - mild, moderate, severe, profound. Types and Classification of mental retardation and mental illness. Intervention and educational programmes.

UNIT V: Locomotor Disabilities

Definition and identification. Incidence and prevalence. Causes and prevention-Types, classification and characteristics- Intervention and educational programmes, cerebral palsy and barrier free environment.

UNIT VI: Learning Disabilities, Autism and Other associated disorders

Definition and identification of learning disabilities. Autism and other associated disorders

- epilepsy, behaviour disorders, emotional disorders and multiple disabilities-Incidence and Prevalence. Causes and prevention-Types and characteristics- Intervention and educational programmes.

UNIT VII: Family and Disability Management:

Role of mothers, crisis management, counseling, intervention by multi-disciplinary team, referral services.

UNIT VIII: Vocational training and Community Based Rehabilitation

Concept of shelter workshops. Transitory employment - Self employment and extended employment and CBR.

UNIT IX: Students Awareness on Disability

Planning, organizing and conducting programmes in the community, media selection for role play, drama, puppetry, dance, exhibition, postal display and folk arts- psychology of awareness- reporting

UNIT X: Policies and Legislation

Policies and legislative measures pertaining to the disabled - PWD Act, RCI Act, National Trust Act. Services and programmes for the disabled.

SUGGESTED REFERENCE BOOKS:

- Nirman, P. (2007). Encyclopedia of Special Education. New Delhi: Anmol publication.
- Narayanaswamy, S., & Kansara, J. (2006). Family, Community and Hearing Child. New Delhi: Kanishka Publishers.
- Premavathy, V., & Nagomi, V. G. (2005). Handbook : Education of children with low vision, rehabilitation council of India. New Delhi: Kanishka Publishers.
- Reddy, G. L. (2004). Hearing impairment: An educational consideration. New Delhi: Discovery Publishing House.

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.

UNIT I : Basics of Computer

Computer : Definition , Historical evolution of Computers - characteristics – generation of computers –Types 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 – ICTs for improving quality of teacher training – Enhancing quality of Teacher Training – ICTs for improving Educational management.

UNIT V : MS-WINDOWS

Introduction – Start, save, operate MS windows – Windows Elements – Control Menu- Program manager – Menus – To run program from Program Manager – File manager – Working with Files – Disk Menu – View Menu – options menu – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write – Terminal – Note pad, Calendar – Calculator– clock -computer virus – infection, causes and remedies.Hands on Training a) Administrative use – Letter correspondence and E-Mail

UNIT VI : MS-WORD

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, – moving and copying – searching and replacing – formatting character and paragraph – Data entry, editing, saving and retrieval of data – formatting a text – handling multipledocuments, Manipulation of tables –

columns and rows- tables and foot notes – table of contentsand index – sorting, formatting sections and documents – Spell check applications –

a) printing a word document 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, Email– 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.

SUGGESTED REFERENCE BOOKS:

Intel education., & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press. Davinder singh minhas. (2003) Ms Excel. New Delhi: sterling Publishers Pvt.Ltd. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house. Suresh, K. and Basandra (2001) computer today. New Delhi: Galgotia Publications Pvt.Ltd. Manju Gehlawat (2012), Information Technology in Education, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia Meredith Flynn and Rita Rutkosky. (2000) advanced Microsoft office. New Delhi: BPB Publication.

ELECTIVE COURSE

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

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

1. Acquire knowledge of the terms used in educational administration and management.
2. Understand the role of head master and its duties
3. Develop the mode of inspection and supervision of function
4. Know the role teacher in decision making
5. develop the skills in employing and developing new educational administration and management.
6. Develop interest in the educational administration and management techniques.
7. Understand the development the management resources
8. Develop appropriate skills for planning, decision making and leadership qualities
9. Apply the principles of classroom management and leadership styles
10. Promote total quality management in education.

UNIT I - Educational Organization

Principles or criteria -Organizational structures - Administrative structures at Central and State levels.

UNIT II- Essential facets of Administration

Headmaster and Teacher's duties and responsibilities. Role of the Head master - Parent Teacher Association-Time-Table- co-curricular activities - Discipline- Student evaluation.

UNIT III - Inspection and Supervision

Aim, Meaning, Modern concepts - Types of Inspection and Supervision - Functions and duties of inspector and supervisor.

UNIT IV - Decision Making in Administration

Meaning-Importance-Process-Decision making techniques- Teachers' role in decision making - Involvement of pupils in decision making.

UNIT V - Management

Meaning-Definition -Objectives of Management - Role of Management -Difference between Administration and Management- Functions of Management -PODSCORB (Planning ,Organization,Direction, Staffing ,Co-ordination ,Reporting, Budgeting) - Modern Functions: Planning ,Organizing,Leading ,Controlling-Management skills: Conceptual skills, Human skills, Technical skills.

UNIT VI - Areas of Educational Management

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative)Management.-Scope ,Human ,Material ,Time - Basic concepts of Management at different levels (Primary and Secondary) :Institutional Management, FinancialManagement Instructional management, Personnel Management, Material Management , and Management of Examination.

UNIT VII - Management of Resources

Management of Resources -Human, and material - Management Grid - Morale - Organizational commitments -Academic freedom -Professional development.

UNIT VIII - Educational Planning

Planning,-Six elements- Objectives, Policies, Procedures, Programmes, Budgets and Strategies - Educational planning -Long term and Short term Perspectives - Institutional planning -Academic : curricular and co curricular activities - Time table - assignment of work to teachers.

UNIT IX - Classroom Management and Leadership

Classroom management -Management of school building -equipments -library -records and registers - hostel. Objective -Leadership at different levels of school hierarchy - Meaning - Nature,Styles of Leadership - -Leadership role of students, teacher and Head Master.

UNIT X - Quality in Education

Quality in Education- Input -Process -Output Analysis - Concept of Total Quality Management (T Q M) - Supervision and Inspection -functions - Accreditation and certification.

SUGGESTED REFERENCE BOOKS:

Alan Paisey - School Management: A case Approach- Harper and Row Publishers.
 Alka Kalra - Efficient School Management and Role of Principles, A.P.H. Publishing Corporation.
 Chakraborty, A. K. (2004). Principle & practice of education. Meerut: R.Lall Books Depot. NIEPA. (2003). Globalisation and challenges for education. Delhi: Shipra Publications.
 Chaupe, S. P. (2008). Foundations of education. UP: Vikas Publishing House Pvt Ltd
 Chaube, S. P., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.

ELECTIVE COURSE PRE – PRIMARY EDUCATION

OBJECTIVES :

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

1. gain the knowledge of the development of Pre-Primary education
2. be acquainted with the policy perspectives of ECCE in India and world
3. systematize experiences and strengthen the professional competencies of pre-school teachers;
4. enable teachers to organize meaningful learning experiences for pre-school children;
5. develop skills required in selecting and organizing learning experiences;
6. comprehend the developmental needs of pre-

UNIT 1 : Historical Approach

Contribution of great educators to the development of child education: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Tagore and Gandhiji – Development of Pre – Primary and Primary Education in India – Brief survey of Ancient India : Moghal, British period and Independent India. Implications for Pre – Primary and Primary Education in our country – Reports of different Education commissions – Particularly the secondary education commission, the Kothari commission of 1964-66 and the new policy of education, 1986 – Development of Pre – Primary and Primary Education under the five year plans – the place of Pre- School and Primary education in the 10+2+3 pattern of education.

UNIT II : ECCE: Policy and Perspectives

Concept, significance and objectives of ECCE. ECCE in India: Policies and programs in national policy on Education (NPE, 1986) and POA (1992), National plan of action for children, 1992 and 2005; National curriculum framework (2005). ECCE in Global perspectives: United

Nations convention on Rights of the child (UNCRC, 1989), Millenium Development Goals (2000) and Global monitoring report (UNESCO) 2007 – concerns and issues.

Unit III: The Development of Children

Aspects of Child Development: Physical including sensorimotor development, intellectual including concept formation, language development emotional and social - Development tasks upto later childhood : growth norms and their implications for education. Needs of normal and exceptional children: biological, psychological, socio- cultural, health and nutritional needs - Needs as motives for child learning.

UNIT IV: Pre-Primary Education

Principles involved in planning the programme of activities with reference to the aims and objectives of this stage - Basic schedule of activities - Planning and implementation, factors influencing planning - Importance of personal hygiene and environmental sanitation in the programme - Technique of developmental activities: Play, story telling, language games, number work, creative work and activities for self-expression, group and individuals activities.

UNIT V: Strategies / Approaches and Resources

Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale General principles to curricular approaches – activity based play-way, child- centred, theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; puppetry, musical and rhythmic exercises, dramatization, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes Informal evaluation through observation & remediation training of ECCE workers. exhibitions, parents day programmes etc.,

UNIT VI : Evaluation and Methods

Evaluation of pupils' progress - area of internal assessment - patterns and techniques of evaluation - Recording and use of these for diagnostic and remedial work. Problems of wastage and stagnation - Rural class teaching - Free and compulsory primary education - Equalisation of educational opportunities - School complexes - Basic Education - Work experience - Motivating enrolment of pupils and retention - Out of School programmes for children - The primary school and the community - The primary school and the Inspectorate - Building and equipment - Staff pattern and content of teacher training of primary school teachers - In service programmes for professional growth - Code of professional conduct - Registers, records and reports to be maintained in primary schools.

UNIT VII : Administration and Organization of Pre – Primary Schools

Organization and administration of Pre – Primary schools - Building and Equipment - Site Special designs suited for pre-school centres- furniture for very young children - Equipments for sensorimotor development and play activities: Arrangement, maintenance and upkeep - Registers and Records; their purposes and functions: Their form and content: anecdotal record, health record, cumulative record, case study and development schedules. Staff Special qualifications for teacher at this stage - Teacher - pupil ratio - Teacher education: selection, training, supervision and guidance for primary teachers - Parent – Teacher Co-operation - Methods of securing this: meetings, home visits, interviews, festivals, exhibitions, Parents day programmes etc.,

UNIT VIII: Common ailments at the Pre-School age

Common ailments at the Pre – school age – types, symptoms, remedies and preventive measures. Adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, stealing, withdrawal- treatment methods.

Unit IX : Special Children

Need and care of children with special needs gifted, socially withdrawn, physically handicapped and mentally retarded.

UNIT X : Teacher training and parental education programmes

Staff qualification and teacher training – Special requisites, training teachers in supervision

and guidance. Parental education programmes-Need, methods, parental involvement in school activities.

SUGGESTED REFERENCE BOOKS

Debashree, M., & Ishita, M. (2009). Primary education: contemporary issues and experiences. New Delhi: Concept Publishing Company.
Jan, W. (2009). Improving primary mathematics: linking home and school. London: Routledge.
Brian, S. (2008). Thirty three ways to help with numeracy : supporting children who struggle with basic skills. London: Routledge. 58
Nadia, N.S. (2008). Teaching foundation mathematics: A guide for teachers of older students with learning difficulties. London: Routledge
Singh, U., & Sudarshan, K. (2006). Primary education. New Delhi: Discovery Publishing House.

ELECTIVE COURSE**PHYSICAL AND HEALTH EDUCATION OBJECTIVES:**

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

1. learn the importance and values of physical education and benefits of Physical Fitness.
2. learn the skills and rules of games
3. learn the various methods of teaching physical education and develop skills in organising competitions.
4. acquire the knowledge of yoga and exercise for stress management.
5. understand the nature of injuries and to take care during emergencies and provide first aid.

UNIT I : Introduction to Physical Education

Physical Education-Meaning: Definition- Aims and Objectives, Scope, Importance and values. Physical Fitness: Meaning, Definition, Health related Components and Benefits.

UNIT II : Track Layout, Basic Skills and Rules of few Games and Minor Games

Laying of 400 meters track with stagger. Basic Skills and Rules of Volley Ball, Kho-Kho and Kabaddi. Minor Games – Tag, Circle, Relay.

UNIT III : Methods, Organization and Administration

Methods of Teaching Physical activities: Command method, Lecture method, Demonstration method, Reciprocal method, Discussion method, Whole method, Part method, Part-whole method, Whole-part-whole method, Observational method, Visualization method, Project method, Organization of Intramural and Extramural Competitions-Sports Meet: Standard and Non

Standard. Tournament: Preparation of Fixtures, Single Knock out and Single League.

UNIT IV : Yoga for Holistic Health

Yoga: Meaning, Definition, Need and Importance. Eight limbs of yoga- Practice of Yoga for Stress Management – Physical Exercises, Deep Breathing, Progressive Muscular Relaxation Techniques.

UNIT V : Athletic Injuries

Athletic Injuries: Meaning, Common Injuries: Sprain, Strain, Contusion, Laceration, Fracture, Dislocation - Symptoms, Prevention and Treatment.

UNIT VI : Olympic Games

Ancient Olympic Games: Origin, Significance, Rules of Eligibility for Competition, Conduct of the Games, Events, Awards, Decline of the Ancient Olympics. Modern Olympic Games: Controlling Body, Rules of eligibility for competition, Organization and conduct of the games,

Venue, Events, Opening Ceremony, Awards, Closing of the games, Olympic flag, Olympic torch, The Marathon race, Comparison of the Ancient and Modern Olympics.

UNIT VII : Health Education

Health Education: Meaning, Definition, Aims & Objectives. Methods of Imparting Health Education in Schools: Health Instruction, Health Services, Health Supervision. Safety Education: Play Field, Road, Home, School, First Aid and its importance.

UNIT VIII : Posture

Posture: Meaning, Importance, Values and Characteristics of Good Posture. Causes of Poor Posture, Preventive Measures. Common Postural Deformities: Lordosis, Kyphosis, Scoliosis, FlatFoot, Bow Legs. Exercises for correcting posture defects.

UNIT IX : Food and Nutrition

Meaning of Food, Classification, and Constituents of Food. Meaning of Nutrition, Balanced Diet-Food Guide Pyramid. Malnutrition: Types, Causes -Diet for Obesity and Under Weight. Nutritional Deficiency Diseases.

UNIT X : Communicable and Life Style Diseases

Meaning, Communicable Diseases - Malaria, Typhoid, Cholera, Tuberculosis, HIV/AIDS symptoms, Causes and Prevention. Life Style Diseases - Ulcer, Diabetes, Hyper Tension, Heart Attack - Symptoms, Causes and Prevention.

SUGGESTED REFERENCE BOOKS:

Arul Jothi, D.L. Balaji, Jagadish Prasad Sharma (2011). Physical and Health Education.

Bhatt Dharmendra Prakash. (2008). Health education. New Delhi: Khel Sahitya Kendra, Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khel Sahitya Kendra.

Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.

Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.

Sachdeva, M. S. (2006). School organisation, administration and management. Ludhiana:

ELECTIVE COURSE

LIBRARY AND INFORMATION RESOURCE MANAGEMENT

OBJECTIVES:

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

1. get familiar with the importance of library in the field of education,
2. become independent users of information by means of providing variety of Information sources which includes print, non print media (internet, CD Rom, Multimedia etc),
3. use the library and information resources in teaching and learning process effectively,
4. get familiar with the organization of library,
5. acquaint with the resources available in the library,
6. enable them to understand contemporary technologies like digital library, electronic library, virtual library and library networks,
7. understanding the user education and user needs.
8. Aware of various information services and its uses in teaching and learning process.
9. Familiarize with organization of information.
10. Acquaint in preparing bibliography and Indexes.

UNIT I : Library and Information Society

Library: Meaning, definition - Types of libraries: their functions and objectives – Laws of library science and implications in teacher education libraries - Information Science as a discipline and its relationship with other subject field.

UNIT II : Information Sources

Information: definition – Sources of information - Types of reference sources – Documentary Sources: Primary, Secondary and Tertiary - Non Documentary Sources: Electronic / Web Learning Sources - e book, e journal, e-learning - Subject gateways in teacher education.

UNIT III : Information Services

Reference services - Types of reference services – Current Awareness Service, Selective Dissemination of Information, Translation Service, Reprographic Service, Bibliographic Service, Indexing and Abstracting Service - On line service - Learning Resource Centre.

UNIT IV : Organization of Information

Collection development policy of information resources for teacher education institution libraries: Document Selection, Accessing of the document, Technical processing, Physical verification of collection, Serials and Electronic materials management, Preservation.

UNIT V : Preparing Bibliography and Indexes

Writing a Bibliography: American Psychological Association (APA) Format and Modern Language Association (MLA) Format. Annotated Bibliography. Writing a Review Article, Review Paper, Book Review, Preparing Abstract and Indexes for teacher education resources.

UNIT VI : Retrieval Techniques and Approaches

Search Engines - Types of searching - Search Techniques – Basic Retrieval Techniques: Boolean searching, Truncation, Proximity Searching – Query Representation – Browsing: Types of browsing - Browsing strategies.

UNIT VII : Library Network

Library Automation - Digital Library, Electronic Library, Virtual library – Library Networks: ERNET, DELNET, INFLIBNET - Documentation Centres - NASSDOC, INSDOC - On line search of teacher education databases.

UNIT VIII : User Education

User education in academic libraries - Role of teachers in the use of library – Library Committee: Constitution and its functions.

UNIT IX : Information Literacy

Information literacy for teacher education: User and their information needs - Access, Evaluation, Uses of information – Art of Book Publishing and Copy Right Act - Plagiarism: Repercussions - Marketing of information product and services to teacher community.

UNIT X : Knowledge Management

Basics of Knowledge Management - Knowledge management tools – Knowledge Management application in teacher education - Total Quality management in libraries.

SUGGESTED REFERENCE BOOKS

Bajpai, S.K. (2006) *Book Selection & Acquisition Systems in Library*. New Delhi: Shri Sai Printographers.
Crawford, W., & Gorman, M. (2005). *Future libraries: Dreams, Madness & Reality*. London: American Library Association.
Dawra, M. (2004). *Libraries in India*. New Delhi: Rajat Publications.
Dhiman, A. K., & Sinha, S. C. (2002). *Academic libraries*. New Delhi: Ess Ess Publication.

ELECTIVE COURSE**SAFETY AND DISASTER MANAGEMENT EDUCATION IN SCHOOLS****OBJECTIVES :**

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

1. acquire adequate knowledge about disasters and their impacts.
2. understand various types of disasters.
3. analyse the approaches to disaster risk reduction.
4. understand the students to gain knowledge on risk management process.
5. enable the teacher trainees / to compare the responsibilities of various agencies in disaster management.

UNIT I - Introduction to Disasters

Definition – Meaning – Concept of Hazard – Risk, Vulnerability and disaster – Impact of disasters – Environment – Economic, Social – Political – Health and Psychosocial.

Unit II - Types of Disasters

Geological Hazards: Earthquake, Tsunami, Volcanic eruption, Landslide and Mine Fire. Water and climatic Hazards: Cyclone, Tornado, Hurricane, Floods, Drought, Hail storm, Landslide, Heat and Cold Wave and Avalanche. Biological Hazards: Human/Animal Epidemics, Food Poisoning and Weapons of mass destructions. Chemical Hazards: Chemical disaster, Industrial oil spills.

Unit III : Approaches to Disaster Risk Reduction

Disaster Management Cycle – Prevention, Preparedness and Mitigation – Disaster preparedness plan for people and Infrastructure – Community based disaster preparedness plan – Institutional and Individual's responsibilities during risk reduction.

Unit IV – Risk Management Process

Risk Assessment – Capacity building – Early warning – Disaster Impact Search – Rescue

relief – Damage and Need Assessment Analysis – Rehabilitation – Reconstruction. Components of disaster relief – Water, Food, Sanitation, Shelter, Health and Waste management.

Unit V - Role of Various Agencies in Disaster Management

☉ Central, State, District and Local Administration.

☉ Armed Forces, Police, Para Military Forces, Rescue and Fire Services and Health. ☉ International Agencies, Voluntary Organizations, NGOs, Community based Organizations and Charitable Trust

☉ Educational Institutions.

UNIT VI : Disaster Management Planning and Policy

Policy framework and plans – disaster management capacity – community awareness – capacity building programmes – monitoring and evaluation management policies – development of personal action plan.

Unit VII : Indian Case Studies on Nature Disasters

Bhopal Gas Tragedy (1984), Orissa Super Cyclone (1999), Bhuj Earthquake (2001), Tsunami (2004), Kashmir Earthquake (2005) and Kosi River Flood (2009).

Unit VIII : Relief Measures

Minimum Standard of Relief – Relief Management – Essential Components – Funding Relief – Short term and long term – Disaster Site Management Recovery.

Unit IX : Human Behavior and Response Management

Philosophy of coping with disasters – Psychological Response – Trauma and Stressmanagement – Rumour and Panic Management – Medical health response to different disasters – Compensation – Role of information dissemination.

Unit X : Technologies for Disaster Management

Geographical Information System (GIS), Remote Sensing (RS), Global Positioning System (GPS), Data Mining (DM), Global Tele Communication System (GTS), Disaster Analyzer and Tracking Environment (DATE) Information Communication System (ICS) Weather Forecasting.

SUGGESTED REFERENCE BOOKS:

Sharma, V.K. (1994). *Disaster Management Indian Institute of Public Administration*, New Delhi. Singh Satendra (2003). *Disaster Management in the Hills*, Concept Publishing Company, New Delhi.

S. Arulsamy and J. Jeyadevi (2004). *Safety and Disaster Management*. Bryant Edwards (2005). *Natural Hazards*, Cambridge University Press, U.K.

Sharma, R.K. and Sharma, G. (2005). *Natural Disaster*, APH Publishing Corporation, New Delhi.

ELECTIVE COURSE

PROFESSIONAL COURSE FOR TEACHER PROFICIENCY

OBJECTIVES

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

1. Ascertain the knowledge of various concepts of Pedagogy
2. Extrapolate on various stages of developmental task
3. Acquire knowledge on various concepts in Tamil
4. Gain knowledge on various concepts in English
5. Acquaint information on Mathematics concepts prescribed by Government of Tamil Nadu

UNIT I : Child Development and Pedagogy

Nature of Educational Psychology - Human Growth and Development - Cognitive Development - Social, Emotional and Moral Development - Learning - Intelligence and Creativity- Motivation and Group Dynamics - Personality and Assessment - Mental Health and Hygiene -Guidance and Counselling.

Unit II : u^ai

BÓõ® ÁS"i, HÇõ® ÁS"i, Gmhõ® ÁS"mØSÔ" u^aÇP Αμ\δÄ £>çxομUP"£mh A/ΕÁ"÷£ðx |øh•Ø°%ÖÍ u^ai" £ðhzvmh®.

UNIT III : ENGLISH

English Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT IV : MATHEMATICS

Mathematics Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT V : SCIENCE

Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT VI : SOCIAL SCIENCE

Social Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

Note: 1. Unit I, II, and III are compulsory for all students

2. Mathematics and Science Graduate students must learn Unit IV and V.

3. Arts, Language and Literature Graduate students must learn Unit VI.

4. Post Graduate students who are willing to serve as secondary teachers shall also opt for this elective paper.

For detailed syllabus refer to the Website www.tnteu.in

SUGGESTED REFERENCE BOOKS

Dash.B.N,&Tripathi.G.M, (2012). Essentials of General Psychology, New Delhi.Wisdom Press. Bruce W. T, David M. M, (2010).

Educational Psychology. USA: Wadsworth Cengage Learning. Mangal. S.K, (2009).

Advanced Educational Psychology.2nd edition. New Delhi : PHI earning Pvt Ltd., Tomas, C. (2007). Personality and individual differences. New Delhi : BPs Text Books.

Aggarwal.J.C,(2009). Essentials of Psychology, 2nd Edition, New Delhi: Vikas Publishing House Pvt Ltd.

Meenakshi,S. (2006). Educational Psychology. Chennai : Kavyamala Publications.

Skinner, (2005). Educational Psychology, New Delhi : Prentice Hall.

Nagaraj. et al, (2005). Educational Psychology.Chennai : Ram publications.

Pahuja.N.P,(2004.Psychology of Learning & Development, New Delhi:Anmol Publications PvtLtd.

Department of Education (2012), Sixth standard Tamil Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Tamil Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Tamil Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard English Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard English Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard English Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard Mathematics Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Mathematics Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Mathematics Text Book, Chennai: Tamil Nadu

textbook corporation, Chennai.

Department of Education (2012), Sixth standard Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Social Science Text Book, Chennai: Tamil NaduText book corporation, Chennai.

OPTIONAL COURSE

பொதுத்தமிழ்

தமிழ் - தாள் ஒன்று

நோக்கங்கள்

1. தாய்மொழி கற்பித்தலின் இன்றியமையாமையும், நோக்கங்களையும் அறிதல்.
2. தாய்மொழியின் பல்வேறு பயிற்றுமுறைகளை அறிதல்
3. பாடத்திட்டம் அமைப்பதற்கான கோட்பாடுகள் மற்றும் நுண்ணிலைக் கற்பித்தல் திறன்களை அறிதல்
4. செய்யுள், உரைநடை, துணைப்பாடம், இலக்கணம், கற்பிக்கும் திறன்களைப் பெறுதல்.
5. மொழித்திறன்களைப் பெறுதல்
6. மொழியாசிரியருக்குரிய பண்பு நலன்களையும், விழுமியங்களையும் அறிதல்.
7. பாடநூல் பற்றிய அறிவு பெறுதல்
8. மதிப்பீடின் நுட்பங்களை உணர்தல்
9. வினாக்கேட்டலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்
10. கற்பித்தல் நுட்பங்களைக் கையாளல்.

பொதுத்தமிழ்

1. தாய்மொழிக் கல்வியின் சிறப்பு: தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை - சிறப்பு நோக்கங்கள்

- வெளியிடுங்கருவி- அடிப்படைத் திறன்கள்
 - இலக்கிய நயம் கண்டிப்புறல்-
 படைப்பாற்றல் - கற்பனையாற்றல்-
 அழகுணராற்றலை வளர்த்தல்- சமூகப்
 பண்பாட்டினை அறிதல் - சமூக
 மரபுகளை அறிதல்-சமூகக் கடமைகளை
 மேற்கொள்ளுதல் - வாழ்க்கை நடத்தத்
 தேவையான திறன்களைப் பெறுதல் -
 நீதிகளைப் புகட்டுதல் - பயிற்று
 மொழியாக துலங்குதல்.
2. பண்டையோர் கண்ட பயிற்றுமுறைகளும்,
 தற்கால முறைகளும்:
 பண்டையோர் கண்ட பயிற்று முறை:
 குருகுல முறை - 1. சொற்
 பொழிவு,2.உரையாடல்,3. துடைவிடை 4.
 - பன்முகப்
 வினாவிடை 5.பயிற்சி பயிற்சி
 6. விதிவிளக்கம் 7.காரணகாரியம்
 8.நெட்டுரு - நன்மை, தீமைகள்.
 புதிய முறைகள் :-1.விளையாட்டு முறை,
 2. நடிப்பு முறை 3. தனிப்பயிற்சி
 4.வகுப்பறை கற்பித்தல்5. மேற்பார்வை
 படிப்பு முறை 6.செயல்திட்டமுறை 7.
 ஒப்படைப்பு 8.திட்டமிட்டுக் கற்றல்
 மொழிப்பாடம் பயிற்றலுக்கு இவற்றைப்
 பயன்படுத்தும் திறன்.
3. பாடத்திட்டம் அமைத்தற்கான
 கோட்பாடுகள், நுண்ணிலைக்
 கற்பித்தல் திறன்கள்.
- கற்பித்தல் கோட்பாடுகள் புளும்,
 ஹெர்பர்ட், பாடத்திட்டம் -
 அலகுத்திட்டம்
 பாடத்திட்டம் தயாரித்தலின்
 இன்றியமையாமை - நன்மை,
 தீமைகள், மனதிற் கொள்ளத்தக்கன -
 பாடத்திட்டத்திற்கும் ஆசிரியர்
 கற்பித்தல் குறிப்பிற்குமுள்ள
 வேறுபாடுகள்.
- நுண்ணிலைக் கற்பித்தல் -
 படிநிலைகள், சுழற்சி - 1. தொடங்குதல்
 திறன் 2. விளக்குதல் திறன்3.முடித்தல்
 திறன் 4. கிளர்வினாத் திறன்
 5.பல்வகைத் தூண்டல்களைப்
 பயன்படுத்துதல் திறன்3.
 வலுவூட்டிகளைப் பயன்படுத்தும்
 திறன்.7.கரும்பலகையைப் பயன்படுத்தும்
 திறன் - இணைப்புப் பாடம் பயிற்சி.
4. செய்யுள், உரைநடைப் பயிற்றலின்
 நோக்கங்கள் முறைகளிலுள்ள
 வேறுபாடுகள் - செய்யுட் பாடத்தைத்
 தொடங்கும் முறைகள் -
 பல்வேறுவகையான உரைநடைகளைக்
 கற்பிக்க மேற்கொள்ளும் வழிமுறைகள்
 செய்யுள் நடைப் பாடம் -
 குணப்படுத்துதலை நோக்கியவைகள் -

இலக்கணம் கற்பித்தல்
 நோக்கங்கள்- பயிற்று முறை - விதி
 வருமுறை, விதி விளக்க முறை,
 நடைமுறை இலக்கணம், திட்டமிட்டு கற்றல்
 முறையில் கற்பித்தல் - இலக்கணப்
 பாடத்தை இனிமையாக்கும் வழிமுறைகள்.

5. மொழித்திறன்களை வளர்த்தல்:

கேட்டல் வரையறை:- கேட்டல்,
 உற்றுக்

செவ மடுத்த
 கேட்டல், ி ல் - கேட்டல்
 நோக்கங்கள்
 திறனை வளர்த்தலுக்கான -
 வழிமுறைகள் -
 வளர்ப்பதற்கான வானொலி
 - ஒலிப்பதிவு கேட்டல் -
 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
 துணையாகு
 வளர்க்கத் ம் இலக்கியங்கள்,
 நாடகங்கள் சொற்போர், கலந்துரையாடல்,
 வினாடி வினா, இலக்கிய மன்றங்களில்
 பேசுதல் - மனப்பாடம் செய்தல்
 உச்சரிப்பில் ஏற்படும் சிக்கல்கள் -
 பயிற்சிகள் நாநெகிழ் பயிற்சி, நாபிறழ்
 பயிற்சி, மூச்சுப் பயிற்சி.

படித்தல்:- நோக்கங்கள்- தொடக்க
 வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள்-
 எழுத்து முறைப் படிப்பு, சொல்முறைப்
 படிப்பு, சொற்றொடர் முறைப்படிப்பு - நிறை
 குறைகள்- சொற்களஞ்சியப் பெருக்கம்-
 வாய்க்குள் படித்தல் வாய்விட்டுப் படித்தல்
 - அகன்ற படிப்பு, ஆழ்ந்த படிப்பு -
 நோக்கங்கள், நிறை குறைகள் -
 அவற்றிற்குரிய நூல்களின் தன்மைகள் -
 படிப்பில் ஆர்வத்தை தூண்டும்
 வழிமுறைகள்.

எழுதுதல் - எழுதுவதன் நோக்கங்கள் -
 எழுதுவதற்குப் பயிற்சி அளித்தல் - சில

நல்லியல்புகள் - தெளிவு, அளவு, அழகு, இடைவெளி, விரைவு - எழுத்துப் பயிற்சி முறைகள் - வரியொற்றி எழுதுதல், பார்த்து எழுதுதல் சொல்வதை எழுதுதல்-பிழையின்றி எழுதப் பயிற்சி அளித்தல் - பிழையின்றி எழுதப் பயிற்சி அளித்தல்-

பிழைகள் தோன்றக் காரணங்கள் - பிழைகளை களையும் முறைகள் - குறியீடுகளைப் பண்படுத்துதல் நிறுத்தற் பயன்படுத்துதல் கடிதம், கட்டுரை எழுதப் பயிற்சி அளித்தல், வலிமிகும் இடம் , மிகா இடமறித்தல்.

6. மொழியாசிரியர்

கல்வித்தகுதி - பயிற்சி - பண்புநலன்கள். மொழிப்பற்று இலக்கண இலக்கியப் புலமை, குரல் வளம், ஏற்ற இறக்கத்துடன் பேசுதல் மொழிதிறன் வல்லமை - உடனூல் வல்லுநர் - படைப்பாற்றல் திறன் - முன்மாதிரியாக விளங்குதல் கடமை உணர்வுடன் செயல்படல் - சமூக உறவு கொள்ளல் - பிற ஆசிரியருடன் பழகல்- பயிற்றலின் அடிப்படை விதிகளைக் கையாளல்.

விழுமங்கள் விழுமியங்களை ஆசிரியர் மாணவர்க்கு நடத்தையின் மூலம் உணர்த்துதல் - ஆளுமை - ஒழுக்கம் - நேரந்தவறாமை - அன்பு - மனித நேயம் - பணிவுடைமை - உதவும் மனப்பான்மை - தூய்மை- தொழிலில் உண்மையுடைமை போன்றன.

7. பாடத் திட்டமும் பாடநூலும்.

பாடத்திட்டம் - வரையறை - தனி நபர் வேறுபாடு, மாறி வரும் சமுதாயம் - உயர்நிலைப்பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள் தமிழ்பாடத்திட்டம், பாடநூல்கள்- பாடநூல்களின் அடிப்படை பாடநூலின் பண்புகள் - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது கொள்ளத்தக்க மனதிற்கு க செய்திகள்- தற்போதைய நடைமுறையிலுள்ள பாடநூல் பற்றிய பார்வை - நூலகப் படிப்பு

8. மதிப்பிடல்:-

மதிப்பிடல், அளவிடல், பல்வேறு நிலைகளில் கற்பித்தல் நோக்கங்களைப் பகுத்தாய்தல் - அறிதல், புரிதல், ஆளல்,

ஆற்றல் - தேர்வுச் சீர்திருத்தங்கள் - மதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறி சோதனை, குறைதீர் பயிற்சி - புறவயத் தேர்வு அமைத்தல் முறைமை - தொடர் விரிவாக்க மதிப்பீடுதல்:- பொருள் மதிப்பீட்டு பகுதிகள், பயன்கள், ஆசிரியரின் பங்கு - புள்ளியியல் பற்றிய பார்வை.

9. வினாக்கள்:

வினாக்கள் கேட்டலின் இன்றியமையாமை

- வினவுதல் நோக்கங்கள் - பயன்கள்-

வினாக்கள் வினவுதலின் திறமை - வினவும் முறைகள் - வகைகள் சிறந்த வினாக்களின் சிறப்பியல்புகள்- வினாத்தாள் அமைத்தலில் சிறப்பிடம் - நீல அச்சுப்படம்.

10. மொழிக் கற்பித்தலின் நுட்பக் கூறுகள்:-

துணைக்கருவிகளைப் பயன் படுத்துதல் - வாசிப்பு வேகத்தை அளவிடல் (டாசிஸ்டாஸ்கோப்) வானொலி, ஒலிப்பதிவு நாடா, தொலைக்காட்சி, மொழிப் பயிற்றாய்வுக் கூடம் - கணிப்பொறி - மின்கற்றல் - இணையதளம் - செயற்கைக் கோள்- பல் ஊடகம்- விண்ணரங்கம்-காணொலி.

செய்முறை வேலை

1. கையெழுத்துப் பிரதி தயாரித்தல்
2. நாடகங்கள் எழுதுதல்
3. வானொலி (அ) தொலைக்காட்சி பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்
4. வினாவங்கி தயாரித்தல்
5. கல்விப் பயணம்
6. இலக்கணப் பாடத்திற்கு திட்டமிட்டுக் கற்றல் சட்டம் தயாரித்தல்
7. பல்ஊடக வழி பாடம் தயாரித்தல்
8. கலந்துரையாடல் நடத்துதல்
9. அறிக்கை தயாரித்தல்.

மேற்கோள்கள்

கணபதி.வி.இரத்தின சபாபதி பி.(2008) நுண்ணிலை கற்பித்தல், சென்னை. சாந்தா பப்ளிகேஷன், கணபதி.வி.(1997) நற்றமிழ் கற்பிக்கும் முறைகள், சென்னை. சாந்தா பப்ளிகேஷன், விஜயலட்சுமி.வ (2007) நுண்ணிலைக் கற்பித்தல், சென்னை, சாரதா பதிப்பகம்.

**சிறப்புத்தமிழ்
தமிழ் - தாளீரண்டு
நோக்கங்கள்**

1. தமிழ் மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை பற்றி அறிதல்
2. கலைத்திட்டத்தில் மொழிகள் இடம் பற்றி அறிதல்
3. மொழியியல் கோட்பாடுகள் பற்றி அறிதல்
4. மொழி கற்றல் கொள்கைகள் மற்றும் கற்பித்தல் வளமுலங்கள் பற்றி அறிதல்
5. முத்தமிழின் 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 தோற்றங்கள், வளர்ச்சி, தனித்தன்மை.
மொழி- மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி தமிழ் மொழி வரலாறு - தமிழ் வரிவடிவ வரலாறு - எழுத்துச் சீர்திருத்தம் கிளைமொழிக் கொள்கைகள் - பேச்சுமொழி.

எழுத்து மொழி - தமிழ்மொழியின் தனித்தன்மைகள்.

2. கலைத்திட்டத்தில் மொழியின் இடம்: கலைத்திட்டம் - கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - கலைத்திட்ட மாற்றம்-

தேசியக் கல்விக்கொள்கை - கல்வியின் நோக்கம் - பள்ளிக் கலைத்திட்டம். தேசியக் கல்வி குறிக்கோளுக்கும், பள்ளிக் கலைத்திட்டத்திற்குமுள்ள தொடர்பு- பள்ளிக் கலைத்திட்டத்தில் தாய்மொழியின் இடம்.

3. மொழியியல் கோட்பாடுகள். ஒலி மொழியாதல் - எழுத்துக்களின் பிறப்பு - தமிழ்ஒலிகளின் பிறப்பு - நன்னூலார் கொள்கைகள் - மொழியியலார் கொள்கை, மொழியின் அமைப்பு - ஒலியனியல், உருபனியல், தொடரியல் ஒலியை ஆராயும் முறைகள் - கோட்பாடுகள்- உயிரொலிகள்-மெய்யொலிகள்

4. மொழிக்கற்றல் கொள்கைகள். மற்றும் வளமுலங்கள்: மொழிக் கல்வியின் இன்றியமையாமை மொழியும் சமூகமும் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழி கற்றலுக்கான உளவியல் கொள்கைகள். மொழி கற்றல் வளமுலங்கள் - இலக்கண இலக்கிய முலங்கள் - நிகண்டுகள் - அகராதிகள் - கலைக் களஞ்சியங்கள் - அபிதான சிந்தாமணி - உரை நூல்கள் - தமிழ்ச் சொற்களஞ்சியம் - ஆய்வு கட்டுரைகள்- ஆய்விதழ்கள்.
5. முத்தமிழின் வளர்ச்சி நிலை: இலக்கிய வகை- கவிதை யாப்பியல் நூல்- மேனாட்டார், தமிழறிஞர் விளக்கம்- மரபுக்கவிதை, புதுக்கவிதை, இசைத்தமிழ் - தொல்காப்பியம், சிலப்பதிகாரம், தேவாரம் இசைத்தமிழ் கூறுகள்- பிற்கால வளர்ச்சி நிலை, நாடகத்தோற்ற வளர்ச்சி- சங்க காலம் முதல் இக்காலம் வரை - நாடக வகைகள்- செய்யுளை நாடகமாக்கிக் கற்பித்தல் உத்தி.
6. இலக்கியத் திறனாய்வுக் கொள்கைகள் திறனாய்வின் தோற்றம்- இன்றைய திறனாய்வு நிலை- திறனாய்வு வகைகள்- இலக்கிய ஆய்வுநெறி முறைகள்- புதினம், சிறுகதைகள், சிறுவர் இலக்கியம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம்-முதலியவற்றிற்கு இலக்கணம்.
7. இலக்கண அறிவு: முதலெழுத்துக்கள்- சார்பெழுத்துகள்-எழுத்துகளின் பிறப்பு- சொல்லிலக்கண வகைகள்- வேற்றுமை, ஆகுபெயர், புணர்ச்சி பொருளிலக்கணம்- அகம். புறம், யாப்பு- அசை, சீர், தளை, அடி, தொடை, பாவகை - பொருள்கோள் - அணிஇலக்கணம் - (பள்ளிப் பாடங்களைப் பொருத்தமட்டில் அமையும்)
8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்
மொழியின் பல்வேறு பணிகள்- அறிவியல், தமிழ் - கல்வியியல் - கலைக்கல்வி-கணிப்பொறியியல்- தமிழ் அறிவியல் மற்றும் மொழில் நுட்பக் கலைச் சொற்களை உருவாக்கும் வழிமுறைகள்- ஒலிபெயர்ப்பு, மொழி பெயர்ப்பு, புதுச்சொற்படைப்பு - கலைச்சொற்கள்- தமிழ் ஆட்சி மொழி, நீதிமன்ற மொழியாய் செயல்படுவதால் ஏற்படும் பயன்கள், செயல்முறைத் தடைகள் - நீக்கும் வழிமுறைகள்- பிறமொழிச் சொற்கள்-

மொழிபெயர்ப்பு வகைகள்- மொழி
பெயர்ப்பிற்கான கொள்கைகள்- மொழி
பெயர்ப்பில் எழும் சிக்கல்கள்- தீர்வுகள்.

9. தமிழ்மொழியும், விழுமப் பதிவுகளும்:
விழுமம் வகைகள்- தேசியக் கல்வி
ஆராய்ச்சி மற்றும் பயிற்சிக் குழு
பரிந்துரைக்கும் பட்டியல்- தமிழ்
இலக்கியங்களில் சங்க காலம் முதல்
பக்தி இலக்கிய காலம் வரை
காணப்பெறும் விழுமங்கள்- தனிமாந்தர்
சமுதாயம் (ஒழுக்கநெறி, சமுதாய
மேன்மை- இறையணர்வு)
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, முடிவை
மாற்ற தருதல், வடிவம், வகை மாற்றுதல்,
ஈற்றடி தருதல் - கதை, கவிதை,
வானொலி
| உரைச்சித்திரம், கவிதையைக்
காட்சிப்படுத்துதல் போன்றன.

செயல்முறை வேலை

1. திறனாய்வு கட்டுரைகள் தயாரித்தல்
2. பாடநூல் ஆய்வு
3. பாடநூலில் உள்ள விழுமப் பதிவுகள்
4. வானொலி உரைச்சித்திரம் தயாரித்தல்
5. இலக்கிய நயம் பாராட்டல்
6. மரபுத் தொடர், பழமொழிகளைத்
தொடர்களில் அமைத்தல்
7. கலைச்சொற்களைத் தமிழ்ப்படுத்துதல்
8. செய்யுளைக் காட்சிப்படுத்துதல்
9. சிறுகதை எழுதுதல்- குறிப்பு கொண்டு
கதை எழுதுதல்.

மேற்கொள்கைகள்

கணபதி. வி.பு.ஜெயராமன்(2005),நற்றமிழ்
கற்பிக்கும் முறைகள், சென்னை, சாந்தா
பப்ளிகேஷன், வி.கணபதி (2004) தமிழ் இலக்கண
இலக்கிய

பப்ளிகேஷன்
அறிமுகம், சென்னை, சாந்தா ,
முனைவர் கலைச் செல்வி.வெ.(2008) கல்வியியல்
சிறப்புத் தமிழ் , நாமக்கல்.
சஞ்சீவ் வெளியீடு,
முனைவர். சொ.பரமசிவம்(2008) நற்றமிழ்
இலக்கணம், சென்னை பட்டுப்பதிப்பகம்.
முனைவர்.பா.வீரப்பன்(2004) உயர்நிலை தமிழ்
கற்பித்தலில் புதிய அணுகு முறைகள், சென்னை

வனிதா பதிப்பகம், க.சாய்குமார், (2008)
மதிப்புணர்வுக் கல்வி, சென்னை. சாந்தா
பப்ளிகேஷன் சிங்காரவேலு முதலியார்
(2004)அபிதான சிந்தாமணி தமிழ்க் கலைக்
சென்னை-
களஞ்சியம், சீதை பதிப்பகம்.

OPTIONAL COURSE INNOVATIONS IN THE TEACHING OF ENGLISH -PAPER - I

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.

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. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

UNIT IX: Composition

Types of composition – Controlled – Guided – Free

1. Kinds of composition – Letter writing – Formal – Informal – Business letters
2. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
3. Summarizing – Abstracting – Translation – Comprehension
4. Oral composition – Pair work – Mixed ability grouping.
5. 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.

SUGGESTED REFERENCE BOOKS:

Kohli, A. L. (2006). *Techniques of Teaching English*. New Delhi: Dhanpat Rai pub.co
Mangal, S. k., & Mangal, S. (2005). *Essentials of Educational Technology and Management*. Meerut: loyal book depot.
Vallabi, J.E. (2012). *Teaching of English II (Special English) : Principles and Practices*. Hyderabad. Neelkamal Publications.

OPTIONAL COURSE

CONTENT AND METHOD OF TEACHING ENGLISH -PAPER - II GENERAL ENGLISH

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

UNIT I: 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.

UNIT II: 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 III: 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 IV: 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 V: Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation - formative and summative
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice - Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Continuous Comprehensive Evaluation: Meaning - Areas of assessment, uses - Role of the teacher.
11. 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 VI: 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 VII: 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 VIII: 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 IX: 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.

UNIT X : Remedial Teaching

Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

PRACTICAL WORK :

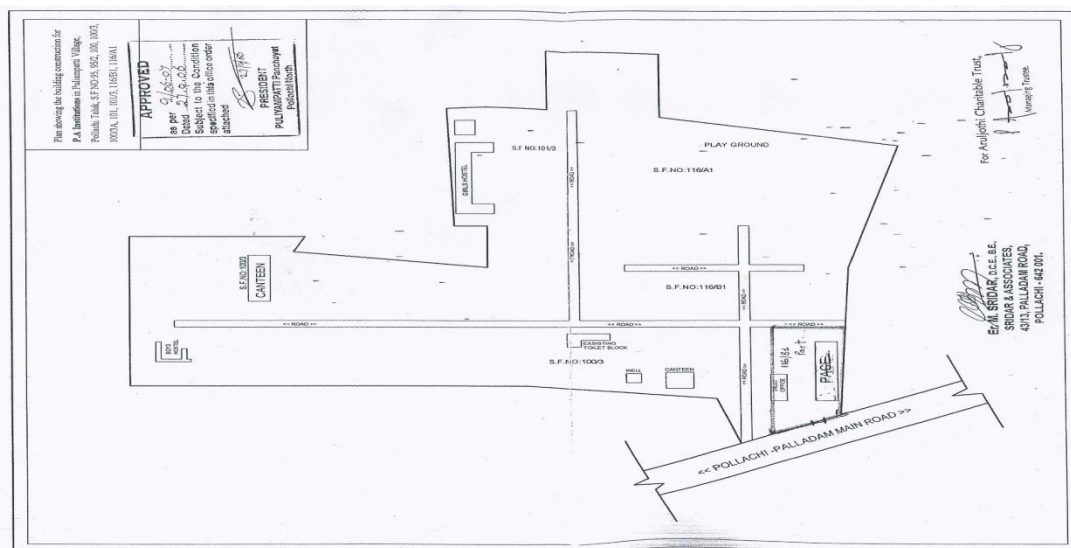
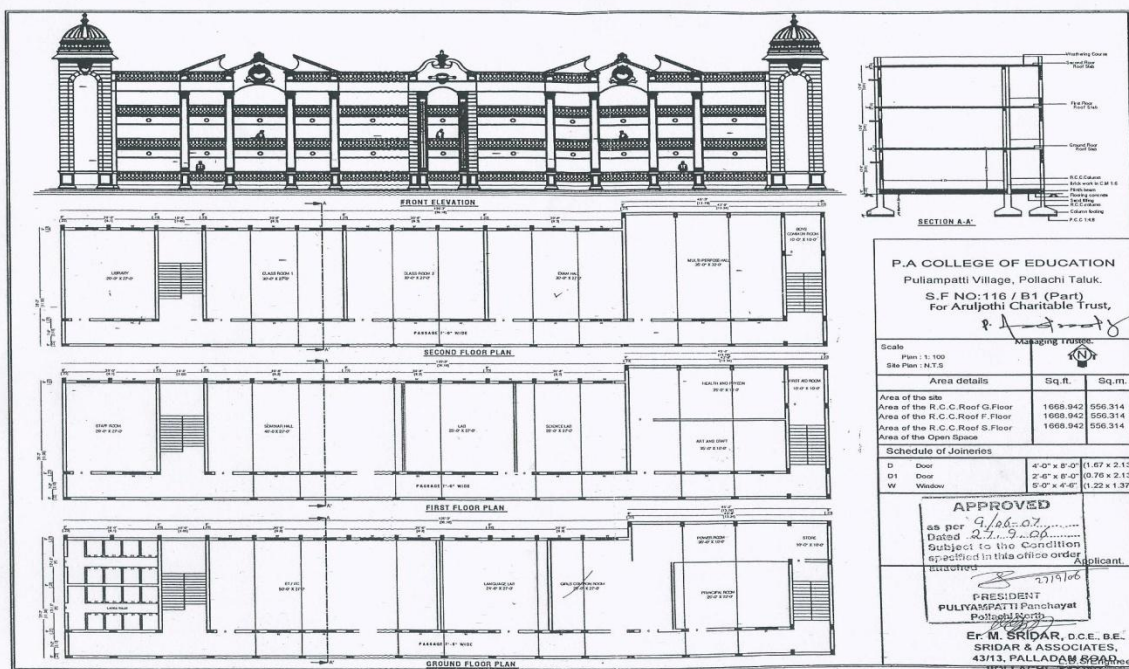
- ⌚ Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
 - ⌚ Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
 - ⌚ Practice in quick black board sketches for the purpose of introducing new items.
- Preparation of material for role play and dramatization

SUGGESTED REFERENCE BOOKS:

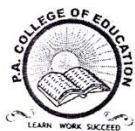
Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation

Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing

BUILDING MASTER PLAN



SAMPLE STUDENT FEEDBACK ON CURRICULUM

**P.A.College of Education**

Pollachi, Coimbatore-642 002

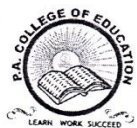
Student Feedback on CurriculumName of the student: *S. Sivaranjani*Date : *10-4-2014*Department : *Physical Science*

Course: B. Ed

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.

Put a tick on any one of the options against each statement

SI.NO	Rating Factors	Excellent	Good	Satisfactory	Un Satisfactory
1	Prescribed Syllabus for this course is adequate	✓			
2	Applicability/relevance to real life situations		✓		
3	Relevance of additional source material(Library)		✓		
4	Extent of effort required by students	✓			
5	The curriculum provides opportunities to perceive variety of learning styles	✓			
6	The curriculum inspires us to learn more of the subject	✓			
7	Appropriateness of the facilities in the institution for learning	✓			
8	Overall rating	✓			



P.A.College of Education

Pollachi, Coimbatore-642 002

Student Feedback on Curriculum

Name of the student: DEVI. G

Date : 10/04/14

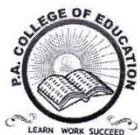
Department : ENGLISH

Course: B. Ed

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.

Put a tick on any one of the options against each statement

SI.NO	Rating Factors	Excellent	Good	Satisfactory	Un Satisfactory
1	Prescribed Syllabus for this course is adequate	✓			
2	Applicability/relevance to real life situations		✓		
3	Relevance of additional source material(Library)	✓			
4	Extent of effort required by students		✓		
5	The curriculum provides opportunities to perceive variety of learning styles				
6	The curriculum inspires us to learn more of the subject		✓		
7	Appropriateness of the facilities in the institution for learning	✓			
8	Overall rating	✓			



P.A.College of Education

Pollachi, Coimbatore-642 002

Student Feedback on Curriculum

Name of the student: MERIMALA ROSALIND GOLDA Date : 10.04.2014

Department : BIOLOGICAL SCIENCE Course: B. Ed

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.

Put a tick on any one of the options against each statement

SI.NO	Rating Factors	Excellent	Good	Satisfactory	Un Satisfactory
1	Prescribed Syllabus for this course is adequate	✓			
2	Applicability/relevance to real life situations	✓			
3	Relevance of additional source material(Library)		✓		
4	Extent of effort required by students		✓		
5	The curriculum provides opportunities to perceive variety of learning styles		✓		
6	The curriculum inspires us to learn more of the subject	✓			
7	Appropriateness of the facilities in the institution for learning	✓			
8	Overall rating	✓			

STUDENTS FEEDBACK ON TEACHERS

LEARN

WORK

SUCCEED



P. A. COLLEGE OF EDUCATION

(Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

Pollachi, Coimbatore (Dist.) - 642 002.

Phone: 04259- 230893 Cell: +91 9942499814

Email: paeducation@rediffmail.com Website: www.paeducations.org

STAFF EVALUATION FORM

1. Dr.S.Selvin, Principal

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control	✓			
Comes prepared to the Class		✓		
Encourages students, Interaction	✓			
Dealing with students outside the class	✓			
Clarifying doubts	✓			
Using innovative methods in Teaching	✓			
Methods of Teaching	✓			
Approachable	✓			
Role Model	✓			

Any other Comments: *Very Good Approach*

2. Miss.V.Tamilselvi, Asst. Prof. of Mathematics Education

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control		✓		
Comes prepared to the Class	✓			
Encourages students, Interaction	✓			
Dealing with students outside the class		✓		
Clarifying doubts	✓			
Using innovative methods in Teaching	✓			
Methods of Teaching	✓			
Approachable		✓		
Role Model	✓			

Any other Comments: *Very Good Teaching*

3. Miss.F.Avilajuliet, Asst. Prof. of Computer Science Education

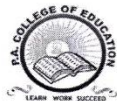
	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control	✓			
Comes prepared to the Class	✓			
Encourages students, Interaction	✓			
Dealing with students outside the class		✓		
Clarifying doubts	✓			
Using innovative methods in Teaching	✓			
Methods of Teaching	✓	✓		
Approachable	✓			
Role Model	✓			

Any other Comments: *Very Good Teaching*

LEARN

WORK

SUCCEED



P. A. COLLEGE OF EDUCATION

(Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

Pollachi, Coimbatore (Dist.) - 642 002.

Phone: 04259- 230893 Cell: +91 9942499814

Email: paeducation@rediffmail.com Website: www.paeducations.org

STAFF EVALUATION FORM

7. Miss.V.Sasimaheswari, Asst. Prof. of English Education

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control		✓		
Comes prepared to the Class	✓			
Encourages students, Interaction		✓		
Dealing with students outside the class	✓			
Clarifying doubts		✓		
Using innovative methods in Teaching	✓			
Methods of Teaching	✓			
Approachable		✓		
Role Model	✓			

Any other Comments: *Very Good Teaching*

8. Mr.P.Rajan, Asst. Prof. of Tamil Education

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control		✓		
Comes prepared to the Class	✓			
Encourages students, Interaction		✓		
Dealing with students outside the class	✓			
Clarifying doubts		✓		
Using innovative methods in Teaching	✓			
Methods of Teaching		✓		
Approachable	✓			
Role Model	✓			

Any other Comments: *Very Good Teaching*

9. Mrs.K.Karthikeyani, Asst. Prof. of Commerce Education

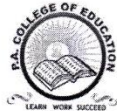
	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control	✓			
Comes prepared to the Class	✓			
Encourages students, Interaction		✓		
Dealing with students outside the class		✓		
Clarifying doubts	✓			
Using innovative methods in Teaching	✓	✓		
Methods of Teaching	✓			
Approachable		✓		
Role Model	✓			

Any other Comments: *Very Good Teaching*

LEARN

WORK

SUCCEED



P. A. COLLEGE OF EDUCATION

(Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

Pollachi, Coimbatore (Dist.) - 642 002.

Phone: 04259- 230893 Cell: +91 9942499814

Email: paeducation@rediffmail.com Website: www.paeducations.org

STAFF EVALUATION FORM

7. Miss.V.Sasimaheswari, Asst. Prof. of English Education

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control		✓		
Comes prepared to the Class	✓			
Encourages students, Interaction		✓		
Dealing with students outside the class	✓			
Clarifying doubts		✓		
Using innovative methods in Teaching	✓			
Methods of Teaching	✓			
Approachable		✓		
Role Model	✓			

Any other Comments: *very Good Teaching*

8. Mr.P.Rajan, Asst. Prof. of Tamil Education

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control		✓		
Comes prepared to the Class	✓			
Encourages students, Interaction		✓		
Dealing with students outside the class	✓			
Clarifying doubts		✓		
Using innovative methods in Teaching	✓			
Methods of Teaching		✓		
Approachable	✓			
Role Model	✓			

Any other Comments: *very Good Teaching*

9. Mrs.K.Karthikeyani, Asst. Prof. of Commerce Education

	V.Good	Good	Improvement Desired	Not Up to the Mark
Take Effort to make Students Understand	✓			
Class Control	✓			
Comes prepared to the Class	✓			
Encourages students, Interaction		✓		
Dealing with students outside the class		✓		
Clarifying doubts	✓			
Using innovative methods in Teaching	✓	✓		
Methods of Teaching	✓			
Approachable		✓		
Role Model	✓			

Any other Comments: *very Good Teaching*

AUDITED INCOME AND EXPENDITURE**INCOME AND EXPENDITURE FOR THE YEAR ENDED 31ST MARCH 2014**

EXPENDITURE	CAMFORD SCHOOL	P.A.ENG & POLYTECH.	TOTAL	RECEIPTS	CAMFORD SCHOOL	P.A.ENG & POLYTECH.	TOTAL
To Advertisement Expenses	1467118.00	3004144.75	4471262.75	By Application Form Fee	253000.00	-	253000.00
To Affiliation Fees	0.00	26,22,286.00	2622286.00	By Development Charges	11943000.00	-	11943000.00
To Annual day & School Function	92415.00	9,500.00	101915.00	By Fee New Admission	0.00	-	0.00
To Arts Crafts and Materials	32611.00	-	32611.00	By Fees Collection to Lunch & Sn	9500125.00	-	9500125.00
To Audit Fees	70000.00	60,000.00	130000.00	By Term Fees Collection	52835275.00	-	52835275.00
To Athletic Expenses	10000.00	-	10000.00	By Fees Collection to Breakfast	6624800.00	-	6624800.00
To Activity Class	43810.00	-	43810.00	By Transport Fees collection	9479250.00	-	9479250.00
To Bonus	33300.00	-	33300.00	By Hostel Fee	2301700.00	-	2301700.00
To Bank Charges & Interest	12540.00	16683.47	29223.47	By Students Fees (B Ed)	0.00	46,86,650.00	4686650.00
To Books & Periodicals	117392.00	-	117392.00	By Students Fees (PACET)	-	85200175.00	85200175.00
To Canteen Expenses	10681900.00	-	10681900.00	By Students Fees (PAPTC)	-	26972166.00	26972166.00
To CBSC Expenses	29840.00	-	29840.00	By Other Receipts	25,765.00	0.00	25765.00
To Competition	17100.00	-	17100.00	By Bank interest	-	0.00	0.00
To Charity Expenses	183202.00	2,69,222.00	452424.00	By FDR interest	5,61,699.00	1009846.00	1571545.00
To Computer Accessories	16079.00	-	16079.00	By First Graduation Fees	-	16777500.00	16777500.00
To Computer maintenance	236909.00	40,260.00	277169.00	By Rounded off	-	-	-
✓ To Consumable	0.00	2,92,875.28	292875.28				
✓ To Cleaning Expenses	0.00	50,750.00	50750.00				
To Development Expenses	32000.00	-	32000.00				
To Electricity & Water charges	734637.00	6865550.00	7600187.00				
To Electrical Maintenance	63191.00	0.00	63191.00				
To Field Trip	16719.00	0.00	16719.00				
To EPF	240511.00	2027064.00	2267575.00				
To Freight Inward	53910.00	0.00	53910.00				
To Machinery Maintenance	-	212525.00	212525.00				
✓ To Scholarship	-	148000.00	148000.00				
To Tools and Equipments	0.00	1464509.00	1464509.00				
To Guest Expenses	15807.00	0.00	15807.00				
To Guinea Related Expenses	152967.00	0.00	152967.00				
To Duties & Taxes	0.00	217749.25	217749.25				
To Miscellaneous Expenses	14610.00	194588.00	209198.00				
To Placement & Training	-	165000.00	165000.00				
total c/d	14368568.00	17963506.75	32032074.75	total c/d	8324614.00	153840337.00	227070951.00


PARAMASIVAM B. COM. F. C.
M. No: 25457
CHARTERED
ACCOUNTANT
9694000000

P. J. Jeyaraj

P.A College of Education
Income and Expenditure for the year ended 31st March 2014

Expenditure	Total	Receipts	Total
To Advertisemnts	145700	By Students Fees - PACE (B.Ed)	4686650
To Affiliation Fees	60000		
To Annual Day Expenses	2500		
To Salary & Activity Class	1618000		
To Canteen Expenses	13080		
To Charity Expenses	128000		
To Consumables	90690		
To Cleaning Expenses	60000		
To Electricity Charges	120000		
To Electrical Maintenance	60000		
To Scholarship	24000		
To Miscellaneous Expenses	67100		
To Building Tax	290680		
To Staff TDS	12000		
To Postage & Telephone	32150		
To Travelling Expenses	45000		
To Sports Day Expenses	189500		
To Stationeries	5100		
To Students - REFUND	993150		
	3956650		
Expenses Over Income	730000		
	4686650		4686650

RECGONITION ORDERS OF NCTE AND TNTEU


National Council for Teacher Education
 (A Statutory Body of the Government of India)
Southern Regional Committee
 NCTE

F.SRO/NCTE/B.Ed/2006-2007/ 15239 Date : 22/11/07

Code : APS07521 RPAD

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Aruljothi Charitable Trust, Coimbatore District, Tamilnadu has submitted an application to the Southern Regional Committee of NCTE for grant of recognition to P.A College of Education, Palladam Road, Puliampaty, Pollachi, Coimbatore District-642002, Tamilnadu for Secondary(B.Ed) course of one year duration with an annual intake of 100 (Hundred) Students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the said teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratories etc for running the programme and has appointed duly qualified teaching staff as per NCTE norms.

3. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to P.A College of Education, Palladam Road, Puliampaty, Pollachi, Coimbatore District-642002, Tamilnadu for conducting Secondary(B.Ed) course of one year duration with an annual intake of 100(Hundred) students under clause 7(12) of Regulations dated 13.01.2006. This order of recognition shall be prospective and take effect from the date of issue of this order, subject to fulfillment of the following:

- i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Southern Regional Committee.
- ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- iii) The institution will ensure that Principal and Seven faculty members duly approved by the affiliating University are in position for an intake of 100 students before commencement of the course and a report to this effect shall be sent to the Southern Regional Committee immediately.

contd...2

-- 2 --

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University, bodies, State Government etc, as applicable.
5. The institution shall make admissions only after it obtains affiliation from the examining body.
6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.
8. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order,

(Prof. B. Krishna Reddy)
Regional Director

The Manager,
Government of India Press
Department of publications (Gazette Section)
Civil Lines, New Delhi.

To

The Principal
P.A College of Education,
Palladam Road,
Puliampatti,
Pollachi,
Coimbatore District-642002,
Tamilnadu

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Education Secretary incharge of Higher Education, Government of Tamilnadu
3. The Director (Collegiate Education), Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Bharathiyar University, Coimbatore-641046, Tamilnadu.
5. The Director, DTERT, DPI Campus, Chennai, Tamilnadu.
6. The Correspondent, P.A College of Education, Palladam Road, Puliampatti, Pollachi, Coimbatore District-642002, Tamilnadu.
7. The Under Secretary(CS), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110002.
8. Office Order file / Institution file.

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 No. : 044-28447304

Fax No.: 044-28447303

Website: www.tnteu.in

No. TNTEU/R/Affn./B.Ed(N)/2009-2010/499

Date: 18.08.2009

Dr. A. R. VEERAMANI,

M.A. (Econ)., M.A. (Pol.Sci.), B.L., M.Phil., Ph.D.

REGISTRAR

To/

The Managing Trustee,
Aruljothi Charitable Trust,
BC : 72, Elango Street,
Mahalingapuram,
Pollachi - 642 002.

Sir/Madam,

Sub: Application for provisional affiliation for starting a new un-aided private college of teachers education (self-financing) in the name and style of P.A. College of Education, Pollachi, Coimbatore District - Provisional affiliation for the academic year 2009-2010 - Granted - Regarding.

Ref: 1. Your Application for affiliation dated. 01.07.2009.
2. From NCTE, Southern Regional Committee, Bangalore, order No. F.SRO/NCTE/B.Ed/2006-2007/15239. dated 22.11.2007.
3. Your letter dated 17.08.2009 along with DD for Rs.5.00.000/- (ID) No.293083 dated 10.08.2009; Bank of Baroda, Pollachi) and FD Receipts for Rs.10.00,000/- (No.297216, dated 12.08.2009).

I am, by direction, to inform you that the Syndicate at its meeting held on 06.08.2009 has considered your request to grant affiliation for starting a new unaided private (Self-financing) Teachers Education College in the name and style of P.A. College of Education, Pollachi, Coimbatore District to offer B.Ed. Degree Course for the academic year 2009-2010 with the students strength of 100. based on (a) the recognition order from the NCTE and (b) the report of Inspection Commission sent by this University. and resolved to grant provisional affiliation for the academic year 2009-2010. subject to fulfillment of the conditions of affiliation stipulated by the University. Accordingly, fresh provisional affiliation has been granted to P.A. College of Education, Palladam Road, Puliampatty, Pollachi, Coimbatore District - 642 002 (College Code:10333) to offer B.Ed. degree course with students strength of 100 for the academic year 2009-2010.

The conditions laid down by this University for affiliation are furnished below which the College should strictly adhere to and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

I am also to inform you that provisional affiliation now granted is for the academic year: 2009-2010. Thereafter the college shall apply for continuation of provisional affiliation well in advance before the commencement of fourth academic year. Application for continuation of provisional affiliation shall be complete in all respects and sent to the Registrar on or before 31st December of the third academic year together with processing fee of Rs. 25,000/- by means of D.D. drawn in favour of the Registrar, Tamil Nadu Teachers Education University, Chennai.

This affiliation order is issued subject to the condition that the candidates admitted should earn the required attendance and progress to appear for the University Examinations in May/June 2010.

Kindly acknowledge the receipt.

Yours faithfully,


REGISTRAR

Copy to:

1. The Regional Director, National Council for Teacher Education, CSD building, HMT Post, Bangalore-560 031.
2. The Principal Secretary to Government, Higher Education Department, Secretariat, Chennai - 600 009.
3. The Director of Collegiate Education, Chennai - 600 006.
4. The Controller of Examinations.
5. Finance Section.
6. Admission Section.

**P. A. College of Education**

Pollachi, Coimbatore-642 002

Teaching Practice Feedback Form**Year 2013-14**

Name of the Guide Teacher : Mrs. P. Poornima
 Name of the School : Govt. Girls Hr. Sec. School, Pollachi.
 Name of the student Teacher Assessed : Rama Devi. A
 Date : 08-11-2013

S.NO	Aspects	Excellent	Very Good	Good	Satisfactory	Poor
1	Subject Competence		✓			
2	Presentation of the class	✓				
3	Preparation of the Teaching Aids	✓				
4	Class Control			✓		
5	Communications/Interaction		✓			
6	Punctual in Work	✓				
7	Discipline	✓				
8	Personality		✓			
9	Participation in Extra Activities			✓		
10	Overall		✓			

Pxy
 Signature of the Guide Teacher

**P. A. College of Education**

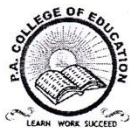
Pollachi, Coimbatore-642 002

Teaching Practice Feedback Form**Year 2013-14**

Name of the Guide Teacher : S. Vidhya
 Name of the School : Sri Chinthamani Memorial Matric Hr. Sec. School
 Name of the student Teacher Assessed : R. Gneethanjali
 Date : 11.11.2013

S.NO	Aspects	Excellent	Very Good	Good	Satisfactory	Poor
1	Subject Competence		✓			
2	Presentation of the class	✓				
3	Preparation of the Teaching Aids		✓			
4	Class Control	✓				
5	Communications/Interaction		✓			
6	Punctual in Work		✓			
7	Discipline	✓				
8	Personality		✓			
9	Participation in Extra Activities	✓				
10	Overall		✓			

Sidha
 Signature of the Guide Teacher



P. A. College of Education

Pollachi, Coimbatore-642 002

Teaching Practice Feedback Form

Year 2013-14

Name of the Student Teacher : *Manjula . R*

Department : *Commerce*

Name of the Student Teacher Assessed : *Poongodi . M*

Date : *07-11-2013*

S.NO	Aspects	Excellent	Very Good	Good	Satisfactory	Poor
1	Subject Competence	✓				
2	Presentation of the class		✓			
3	Preparation of the Teaching Aids			✓		
4	Class Control			✓		
5	Communications/Interaction	✓				
6	Punctual in Work			✓		
7	Discipline	✓				
8	Personality		✓			
9	Participation in Extra Activities			✓		
10	Overall			✓		

R. Manjula

Signature of the Student Teacher



P. A. College of Education

Pollachi, Coimbatore-642 002

Teaching Practice Feedback Form

Year 2013-14

Name of the Student Teacher : INDIRANI. A

Department : ENGLISH

Name of the Student Teacher Assessed : JAYANTHI. T

Date :

S.NO	Aspects	Excellent	Very Good	Good	Satisfactory	Poor
1	Subject Competence	✓				
2	Presentation of the class		✓			
3	Preparation of the Teaching Aids			✓		
4	Class Control		✓			
5	Communications/Interaction		✓			
6	Punctual in Work			✓		
7	Discipline	✓				
8	Personality		✓			
9	Participation in Extra Activities			✓		
10	Overall			✓		

A. Indirani
Signature of the Student Teacher

BEST PRACTICES**BEST PRACTICE-1****Title of the practice:****“NIGAZH - THEATRE PEDAGOGY”****Context:**

Theatre Pedagogy is an independent discipline combining both theatre and pedagogy. As a field that arose during the 20th century, theatre pedagogy has developed separately from drama education, the distinction being that the drama teacher typically teaches method, theory and/or practice of performance alone, while theatre pedagogy integrates both art and education to develop language and strengthen social awareness. Theatre pedagogy is rooted in drama and stagecraft, yet works to educate people outside the realm of theatre itself.

Objectives:

- a) to introduce students to interdisciplinary perspectives and methodologies of Theatre Pedagogy, Arts and Culture in Education and Theatre Studies and to offer profound academic training in historical, systematic, pragmatic as well as empirical aspects of the subject
- b) to provide a substantial academic education which enables students to engage more deeply with specific areas of professional activity for future Theatre Pedagogues and to enable them to reflect these activities critically
- c) to provide comprehensive knowledge of the foundations and fields of operation of these fields
- d) to enable students to conduct research and to plan and realize practical theatrical projects independently

The practice:

The training emphasizes a comprehensive and multidimensional conception of human development and learning, and it opens up connections between different forms of art, and in particular those that exist between dance and theatre. The training concentrates on a critical and open examination of the traditions and beliefs attached to art and art teaching. It emphasizes a deliberative, questioning and innovative approach to art and to the practice of art pedagogy. Our Teachers will make the students to engage in their own independent speculation about what it means to be an artist and a teacher.

Obstacles in the Programme:

1. Lack of shyness for the students while learning and expressing the pedagogy skills.
2. Lack of face expressions while on stage performance due to fear in front of public.
3. Poor communication skill with the co-artist.
4. Non- availability of required apt information at the particular time. Very few students are interested in learning the technique.

Impact:

- Applied theatre at the heart of educational reform.
- Theatre techniques through our own language learning.
- The training has created interest in the students regarding the art of their own skills like concentration on their skill, acting based teaching methods, musical way of teaching methods,etc.
- Staff as well as student teachers acquires the latest information regarding the techniques adopted in Theatre pedagogy.
- The communication and language skills are immensely enhanced.

Resources Needed:

- ❖ Projector
- ❖ Musical Instruments
- ❖ Audio Equipments
- ❖ Television
- ❖ Video player

BEST PRACTICE-2**Title of the Practice:****“MICRO-TEACHING”****The importance and need of the practice:**

Micro-teaching is a teacher training technique aimed at simplifying the complexities of normal class room teaching. The micro-teaching technique breaks down the tasks of teaching into a number of specific skills, each of which the student teacher practices. On the evaluation of performances of these skills, the teacher is able to obtain a measure of one's strength and weakness. In the learning process it is an effective tool to produce active and skillful student teachers. Our college has extensively used this technique and gets quite good results.

Characteristics of Micro-Teaching:

In microteaching the trainee can concentrate on practicing a specific well-defined skill. It provides class room interaction and pin pointed immediate feedback.

It provides steps of teaching specific lessons and concentrates on one skill at a time. It provides techniques employed in classroom learning.

Principles:

In Micro-teaching particular chapter is divided into small segments consequently the student teachers get single idea to practice. Attention is focused on specific teaching skills such as introduction, demonstration, blackboard writing, explaining, stimulus variation, reinforcement, skill of questioning etc

The Practice:

Particular skill to be practiced is explained to the student teachers in terms of components of the skill with suitable examples. The teacher educator gives the demonstration of the skill in micro-teaching in simulated condition to the student teachers. Student teacher plans a short lesson plan on the basis of the demonstrated skill for its practice. They teach the lesson for 5-6 minutes to five or six fellow student teachers. This teaching is observed by the teacher educator using appraisal guide, evaluate the lesson using scale and then discusses it with the student teachers.

The teacher educator reinforces the instances of effective use of the skill and draws attention to the points where he lacks skill. In the light of the feedback given the student teachers re-plans the lesson plan in order to use the skill more effectively. The revised lesson is taught for the second time. The teacher educator observes re-teach lesson and gives re-feed back to the student teachers with the convincing arguments. The Teach-Re-Teach cycle is repeated till mastery level is achieved in the particular skill.

Obstacles:

Initially student teacher hesitates to take part in micro-teaching.

Strategy to Overcome:

Persuasion and motivation of the student teachers is the strategy to overcome obstacles.

Impact of the Practice:

1. The student teacher is made aware of various skills in teaching. Particular skills are chosen and discussed in a briefing session.
2. It simulates the class room scene and gives an experience of real teaching.
3. Feedback enables the trainee to consciously eradicate irritating habits and mannerisms. It is economical in terms of time and money.

Resources required:

Blackboard

OHP

Teaching Aids

**Former President of India Dr.A.P.J. Abdul Kalam
has visited Our Campus**



University Level Academic Achievers

Miss.S.Vidhyaranjani
State Level First Rank in Core I Paper with
G.Manikkam Chettiar Meritorious Medal



University Level Academic Achievers

Miss.M.Poongodi
District Level First Rank with Ratilal Medal



Third Convocation Ceremony- Chief Guest

Dr.S.Subramonian,
Former Bharathiar University Syndicate Member



Fourth Convocation Ceremony- Chief Guest

Honourable Vice-Chancellor Dr.G.Visvanathan
TNTEU, Chennai



Fifth Convocation Ceremony- Chief Guest

Dr.P. Padri Srman Narayanan
Principal, N.G.M College



National Conference – Chief Guest
Honourable Vice-Chancellor Dr.G.Visvanathan
TNTEU, Chennai



National Conference- Audience



National Workshop on Application of SPSS in Research
Dr.M.Kanmani

Head & Department of Education,
Manonmaniam Sundaranar University



TET and PGTRB Coaching Classes
Dr.G.Thirugnanasambanthan,
Principal, DIET, Thirumoorthy Nagar.



Communication Development Programme

Prof.T..Karunakaran,
Principal, St. John's College of Education



Fifth Annual Day Celebrations
Kavingar Kalaimamani Andal Priyadarshini,
Director, Podhigai Television, TamilNadu



Teaching Learning Evaluation

Dr. V. Chandrasekaran,
Associate Professor, Institute of Advanced Study in
Education, (Autonomous), Chennai



Parents-Teachers Association



Educational Awareness Exhibition



International Literacy Day



Yoga and Kayakalpa Training



National Voters Day Awareness Rally



Personality Development Programme



Life Skills Education Training Programme for Govt. School Teachers



Entrepreneurial Development Programme
Prof.K.Loganathan,
Sree Saraswathi Thyagaraja College



Life Skills Education Competition for Government School Students



CT Camp and Multi Skills Training Programme



TNTEU- State and Zonal Level Sports Champions



Out-reach Trust Activities

(At Mahatma Gandhi Ashram, Anaimalai)



Samathuva Pongal by our Student-teachers



Swaach Barath Cleaning Program



Clean India Campaign Formation



Organic Food festival Mela



Vice-Chancellor Releases ISSN Journal

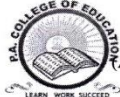


DECLARATION BY THE HEAD OF THE INSTITUTION

LEARN

WORK

SUCCEED

**P. A. COLLEGE OF EDUCATION**

Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

Pollachi, Coimbatore (Dist.) - 642 002.

Phone: 04259- 230893 Cell: +91 9942499814

Email: paeducation@rediffmail.com Website: www.paeducations.org**P. APPUKUTTY. M.E., F.I.E., F.I.V.**
Chairman**Dr. S. SELVIN. M.A., M.Ed., M.Phil., M.Sc(Psy),**
M.A (Phy & Reli), NET(Edn), PGDCA., Ph.D(Edn)
Principal**DECLARATION BY THE HEAD OF THE INSTITUTION**

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

This SAR is prepared by the institutions after internal discussions, and no part thereof has been outsourced.

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

Place: Pollachi

Date: 20.05.2015



S. Selvin
Signature of the Head of the Institution
Dr.S.SELVIN, M.A., M.Ed., M.Phil., M.Sc (Psy),
M.A (Phy & Reli), NET (Edn), Ph.D (Edn), PGDCA.,
PRINCIPAL
P.A. College of Education
POLLACHI - 642 002

GLIMPSE OF PACOE ACADEMIC ACHIEVEMENTS

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P. A. COLLEGE OF EDUCATION
(Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

Prof. Dr. P. Appukutty. M.E., F.I.E., F.I.V.,
Chairman and Management Trustee
Dr. S. Selvin. M.A., M.Ed., M.Phil., M.Sc(Psy),
M.A. (Phy & Reli), MBA (E.M), NET(Edn), Ph.D(Edn), PGDCA.,
Principal

Dr. Lakshmi Appukutty. M.A., M.Ed., M.Phil., Ph.D.,
Vice-Chairperson and Trustee

Motto
“LEARN WORK SUCCEED”

Vision
Our vision is to provide quality Teacher Education to the young generation and also mould the Student teachers with good conduct and character to commit with the society

Mission
Our College is pursuit of excellence for promoting human values for social harmony, providing quality Teacher Education for rural and urban students

Academic Achievements

Miss. N. Vidhya Ranjani has secured the State Level First Rank and has received with the G.Manikkam Chettiar Meritorious Medal in the Academic Year 2011-2012

Miss M. Poongodi has secured the District Level First Rank and has received the Ratilal Medal in the Academic Year 2013-2014

Academic Year	Pass Percentage in the University Examinations
2009-2010	96%
2010-2011	97%
2011-2012	98%
2012-2013	100%
2013-2014	99%
2014-2015	
2015-2016	
Will prolong.....	

Academic Year	Pass Percentage in the Teachers Eligibility Test
2013-2014	73%

LEARN WORK SUCCEED

P. A. COLLEGE OF EDUCATION
(Approved by NCTE, New Delhi & Affiliated to Tamil Nadu Teachers Education University, Chennai)

NCTE Approval # F.SRO/NCTE/B.Ed/2006-2007/15239 dated 22 Nov 2007
TNTEU Affiliation # No. TNTEU/R/Affln./B.Ed(N)/2009-2010/499 dated 18 Aug 2009
Pollachi, Coimbatore (Dist.) - 642 002.
Phone: 04259- 230893 Cell: +91 9942499814
Email: paeducation@rediffmail.com Website: www.paeducollege.org

Prof. Dr. P. Appukutty. M.E., F.I.E., F.I.V.,
Chairman and Management Trustee
Dr. S. Selvin. M.A., M.Ed., M.Phil., M.Sc(Psy),
M.A. (Phy & Reli), MBA (E.M), NET(Edn), Ph.D(Edn), PGDCA.,
Principal

Dr. Lakshmi Appukutty. M.A., M.Ed., M.Phil., Ph.D.,
Vice-Chairperson and Trustee

TEACHING FACULTIES :

Miss. V. Tamilselvi. M.Sc., M.Ed., M.Phil., PGDCA.,
Asst. Prof. of Mathematics Education

Miss. F. Avilajuliet. M.Sc. M.Ed., M.Phil., DAST.,
Asst. Prof. of Computer Science Education

Mr. A. Manickasamy. M.Sc., M.Ed., M.Phil., NET(Edn),
Asst. Prof. of Biological Science Education

Mrs. A. Saraswathi. M.A., M.Ed.,
Asst. Prof. of History Education

Miss. V. Sasimaheswari. M.A., M.Ed.,
Asst. Prof. of English Education

Mr. P. Rajan. M.A., M.Ed., M.Phil., Ph.D.,
Asst. Prof. of Tamil Education

Mrs. K. Karthikeyani. M.Com., M.Ed.,
Asst. Prof. of Commerce Education

Mr. J. Immanuvel Johnson. M.Sc., M.Ed., M.Phil., M.Sc(Psy), Ph.D.,
Asst. Prof. of Physical Science Education

NON -TEACHING FACULTIES :

Miss. D. Shobana. M.Com., MBA.,
Junior Assistant

Mr. S. Robinson. M.Com(IB),
Clerical Assistant

Miss. S. Kalaivani. M.Sc., B.Ed.,
Library Assistant

COLLEGE EXTERIOR FRONT VIEWS



P.A.COLLEGE OF EDUCATION
POLLACHI, COIMBATORE - 642 002.



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