

CRITERIA II

TEACHING- LEARNING AND EVALUATION

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to

Documentary evidence in support of the claim

A. Jay Arvitha

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Managed by Indira Educational and Charitable Trust

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students.

Answer

The entry procedure for the B.Ed. & M.Ed. program at Indhira College of Education includes a student induction program. This program is aimed at providing new students with orientation and assessing their readiness for the professional educational program.

The college recognizes the importance of entry-level assessment to ensure that new students are prepared and have the best chance of success in their academic goals. Previously, this assessment process was not in progress at the college. However, in order to identify the different learning needs of the students at the entry level and their readiness to undergo the program, it is essential to implement this assessment.

To start the entry procedure, a structured assessment questionnaire is prepared. This questionnaire is then given to the new students. The feedback obtained from the students is analyzed to understand their learning needs and their readiness in various aspects such as physical, emotional, experiential, and knowledge readiness.

Based on the analysis of the feedback, the college provides academic support to the students. Academic support includes

- Various instructional methods
- Educational services
- School resources that aim to help students accelerate their learning progress
- Catch up with their peers, and meet learning standards
- College identifies weak students through assessment marks of unit test and engages pedagogy teachers to help them rectify their drawbacks

A proper academic support system encompasses a range of instructional methods, educational services, and school resources aimed at assisting students in achieving their learning goals. This comprehensive approach is designed to help learners

A. Jayaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

A. Jayaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

enhance their understanding and progress at a faster pace, bridge any existing gaps in knowledge, and meet the required learning standards. By closely monitoring students' academic performance and evaluating their outcomes, educators can identify those who may be struggling with their studies. Employing a trial and error based approach, teachers can analyze the weaknesses of these students and develop targeted interventions to address their specific challenges. Drawing upon effective pedagogical strategies, these educators can provide personalized guidance and support to help students rectify their shortcomings, ultimately fostering their overall academic growth and success.

FUTURE PLAN

Our plan involves implementing a Pre Test and post- test to assess the abilities of students starting from the Academic Year from 2018 to 2023. To conduct this test, we will use an Assessment Questionnaire that includes various subject areas and skill sets.


Once the Test is completed, we will evaluate the results to identify the weak students who require additional support. Our aim is to provide these students with personalized counselling and guidelines to help them enhance their overall skills and improve their academic performance. This counseling will focus on addressing their weaknesses and providing them with strategies to overcome challenges.

To ensure transparency and accountability, we will also incorporate the use of photographs throughout the Pre Test, counselling, and guidelines programs. These photographs will be taken during the various stages of the process, including the test administration, counseling sessions, and implementation of the provided guidelines. By implementing this plan, we aim to gain a comprehensive understanding of each student's abilities and provide targeted support to those who need it most.

The assessment process at Indhira College of Education is designed to identify the diverse learning needs of students and assess their readiness to undergo the professional education programme. This process is conducted at the entry level to ensure that students are adequately prepared for their academic journey.



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There are several components to the assessment process. Firstly, students are required to submit their academic transcripts, which includes their previous educational qualifications and achievements. This helps the college to understand the academic background of the students and identify any gaps in their knowledge or skills.

Based on the assessment results, students may be provided with academic support tailored to their individual needs. This support could include additional classes, tutoring sessions, or mentoring programs. The aim is to provide students with the necessary resources and guidance to succeed in their studies.

The assessment process at Indhira College of Education plays a crucial role in identifying the learning needs of students and ensuring that they are adequately prepared for the professional education programme. The academic support provided to students further enhances their learning experience and increases their chances of success.

Assessment of the admitted students is an integral part after the admission process. Although the admissions are on merit, the ICOE institution carries out separate assessment to understand the larger spectrum of their learning levels of the admitted students and accordingly organizes special programmes for advanced learners and weak learners.

The institution has made the following provision:

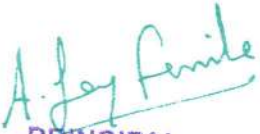
Content test:

Content Test was conducted at the beginning of the program to identify students' knowledge and understanding in respective methodologies. Based on their performance and assessment, in the content test, different instructional strategies, methodologies, remedial activities and enrichment programmes are offered.

Talent Hunt:

Every year 'Talent Hunt' is organized by the college in the beginning of the session to recognize the talent in various areas of Drama, Art, Craft, Music, Dance, Folk Art, Heritage, Yoga and Literary Arts. Various curricular and co-curricular activities are organized to enhance the potential of learners.

Students are encouraged to participate in Inter College, Intra College competitions. Students are encouraged to participate in the activities as per their interest, potential and capabilities. A series of talent search programmes in various fields i.e.



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PANDUR, TIRUVALLUR-631 203


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sports, dramatics, literary and arts are organized every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc. and accordingly the skills of the students are enhanced at individual level too. Advanced academic support is given to appear for quality competitive exams such as TET, CTET, and NET etc.

Internal Exams.

During each of the semester Internal exams like Class test, essay tests are conducted for better performance of the students. During Course teaching, teachers recommend several books to pupils in order to improve their comprehension and understanding of the subject. Different Web-links, resource materials are also provided to pupil teacher in order to expand the understanding of the subject. For illustrations, explanations and discussions, a bilingual approach is used to reach out to each and every student and bring them up to speed with the rest of the class. Individual, academic, and career counseling is provided on various occasions



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1. Content test:

INDHIRA COLLEGE OF EDUCATION

: Pandur, Thiruvallur.

ENTRY BEHAVIOUR OF THE STUDENT TEACHER

Course : M.Ed.

Date: 29.09.2023 Batch : 2023-2024

Please circle appropriate answer

- | | | |
|--|-------|------|
| 1. Do you talk informally with pupils about their interests | | |
| (a) before lessons? | YES ✓ | NO |
| (b) during lessons? | YES | NO ✓ |
| (c) after lessons? | YES ✓ | NO |
| 2. Do you greet pupils | | |
| (a) in school? | YES ✓ | NO |
| (b) outside of school? | YES ✓ | NO |
| 3. Do you single out a few pupils each day at school locations outside the classroom and talk to them?
(Please specify locations) | YES ✓ | NO |
| 4. Are you aware of important events in pupils' lives (like their birthdays)? | YES ✓ | NO |
| 5. Do you comment on them? | YES ✓ | NO |
| 6. Do you mentally review classes each day, anticipating likely academic or behavioural problems? | YES ✓ | NO |
| 7. Do you have positive as well as negative expectations of children with such problems? | YES ✓ | NO |
| 8. Do you provide opportunities for cooperative learning? | YES ✓ | NO |
| 9. Do you set tasks involving gathering of information away from desks? | YES ✓ | NO |
| 10. Do you arrange groupwork? | YES ✓ | NO |
| 11. Do you allow pupils any say in classroom layout? | YES ✓ | NO |
| 12. Do you encourage pupils to identify anything annoying them? | YES ✓ | NO |
| 13. Are there clear rules in the classroom about | | |
| (a) beginning class? | YES ✓ | NO |
| (b) use of classroom areas? | YES ✓ | NO |
| (c) ending class? | YES ✓ | NO |
| (d) interrupting? | YES ✓ | NO |
| (e) work requirements? | YES ✓ | NO |
| (f) physical safety? | YES ✓ | NO |

A. Jay Aravind

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

- | | | |
|---|---|--|
| 14. Have you discussed the rationale behind these rules with pupils? | YES | NO <input checked="" type="checkbox"/> |
| 15. Have you ever changed a rule, for example because of variable situations?
(Please specify occasions) | YES <input checked="" type="checkbox"/> | NO |
| 16. Do you enforce these rules consistently? | YES | NO <input checked="" type="checkbox"/> |
| 17. Have you stressed your concern for pupils' safety and well-being? | YES <input checked="" type="checkbox"/> | NO |
| 18. Have you ever had occasion to talk to a pupil who has threatened or teased another pupil? | YES <input checked="" type="checkbox"/> | NO |
| 19. Did you or someone else talk to the pupil's parents | YES <input checked="" type="checkbox"/> | NO |
| 20. Have you any procedures in class for inducting new pupils?
(Please specify these procedures) | YES | NO <input checked="" type="checkbox"/> |
| 21. Have you found out your pupils' interests and goals relating to your curriculum area? | YES <input checked="" type="checkbox"/> | NO |
| 22. Do you encourage pupils to generate their own tasks? | YES <input checked="" type="checkbox"/> | NO |
| 23. Do you encourage pupils to bring in personal items related to topics? | YES | NO <input checked="" type="checkbox"/> |
| 24. Do you ever break complex tasks into smaller steps? | YES <input checked="" type="checkbox"/> | NO |

Remarks :

Establish clear expectations: Participation, and academic performance.

A. Jayaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

N. Jayaraj
Counsellor
Mrs. N. JAYAVARDHINI
M.A., M.Sc., M.Ed., M.Phil., M.Sc(C&P)
Counselor
INDIRA GROUP OF EDUCATIONAL
INSTITUTIONS
PANDUR, TIRUVALLUR - 631 203.

2. Talent Hunt:

Every year 'Talent Hunt' is organized by the college in the beginning of the session to recognize the talent in various areas of Drama, Art, Craft, Music, Dance, Folk Art, Heritage, Yoga and Literary Arts.



A. Jay Amile

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

3. Internal Exams.

Unit tests in refer to the assessment methods used to evaluate students' understanding and application of course material within a specific unit or module of study. These tests are typically administered by course instructors and cover a range of topics and learning objectives.



A. Jay Amile

PRINCIPAL
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Qp.No. : B 2645

BD2EE

INDHIRA COLLEGE OF EDUCATION (12306)
B.Ed DEGREE (TWO YEAR) MODEL EXAMINATION.

MAY /JUNE 2022

(For the candidates admitted during the Academic Year

2021-2022 onwards)

First Year

ENVIRONMENTAL EDUCATION

Time: 3 hours

Maximum Marks: 70

PART A – (5x1 = 5 marks)

Answer ALL the questions.

Objective type question:

1. பூமியின் மேல் உள்ள வளிமண்டலத்தில் காணப்படும் அடுக்குகளின் எண்ணிக்கை
அ) 2 ஆ) 3
ஆ) 4 ஈ) 5
இ) 5
The number of atmospheric layers found above the earth's surface
a) 2 b) 3
c) 4 d) 5

2. பின்வருபவற்றுள் எது உலோக கனிமம் அல்ல

- அ) தங்கம் ஆ) வைரம்
ஆ) நிக்கல் ஈ) குரோமியம்

Among the following which is not a metallic mineral?

- a) Gold b) Diamond
c) Nickel d) Chromium

3. பின்வரும் இயற்கைச் சீற்றங்களில் எது, 'தரைப்பரப்பில் ஏற்படும் பேராயத்துகள்' என்பதில் உள்ளடங்குவதில்லை?

- அ) புயல் ஆ) எரிமலைக் குமுறல்
ஆ) நிலநடுக்கம் ஈ) சுனாமி

Among the following natural hazards, which is not an endogenous hazard?

- a) Cyclone b) Volcanic eruptions
c) Earthquake d) Tsunami

4. புவி வெப்ப உயர்வுக்கு முக்கியக் காரணம்
அ) காற்றில் காபர்-டை-ஆக்சைடு வாயுவின் அளவு உயர்ந்தல்
ஆ) காற்றில் நைட்ரஜன் ஆக்சைடு வாயுவின் அளவு உயர்ந்தல்
இ) காற்றில் காபன்-டை-ஆக்சைடு வாயுவின் அளவு உயர்ந்தல்
ஈ) காற்றில் ஹைட்ரஜன் ஆக்சைடு வாயுவின் அளவு உயர்ந்தல்
The main cause for globe warming is

- a) Increase in the level of sulphur-di-oxide gas
b) Increase in the level of Nitrogen oxide gas
c) Increase in the level of Carbon-di-oxide gas
d) Increase in the level of Hydrogen gas

5. சுற்றுச்சூழல் கல்விக்கான மையம், இந்தியாவில் எவ்விடத்தை தலைமையிடமாகக் கொண்டு செயல்படுகிறது?

- அ) டில்லி ஆ) மும்பை
ஆ) கொல்கத்தா ஈ) அகமதாபாத்

“Centre for Environmental Education” (CEE) is having its

headquarters located in which place of India

- a) Delhi b) Mumbai
c) Kolkata d) Ahmedabad

PART – B (3x5=15)

(Answer any 3 of the following, each in about 2½ pages.

Each question carries 5 marks)

6. 'சுற்றுச்சூழல் நண்ணறிவு' என்பது குறித்து விளக்குக.
Explain the concept of 'Ecological Intelligence'.
7. நிலவளத்தை பாதிக்கும் காரணிகளையும், நிலபாதுகாப்பு முறைகளையும் விளக்குக.
Explain the factors that affect the land resources and the measures for the conservation of soil
8. 'சுற்றுச்சூழல் சீரழிதல்' என்பதை 'சுற்றுச்சூழல் மாசுபடுத்தல்' என்பதிலிருந்து வேறுபடுத்துக. சுற்றுச்சூழலின் வகைகளை கூறுக. Differentiate "Environmental Degradation" from "Environmental Pollution". State the different types of environment.

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INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

9. உலக வெப்பமயமாதல் என்றால் என்ன? பசுமைக்குழல் விளைவு எவ்வாறு வெப்ப உயர்வுக்குக் காரணமாகிறது? What is meant by 'Global Warming'? How 'Green-House Effect' causes increase in atmospheric temperature?

10. ஐ.நா.வின் சுற்றுச்சூழல் திட்டம் குறித்து விளக்குக. Explain U.N.O.'s Environmental Programme.

PART -C (5 x10=50)

(Answer any 5 of the following, each in about 5 pages. Each question carries 10 marks)

11. அ. 'சுற்றுச்சூழல் கல்வி' என்பதற்கான வரையறை தருக. சுற்றுச்சூழல் கல்வி கவனம் செலுத்தும் அம்சங்கள் குறித்து விளக்குக.

a) Give a suitable definition for 'Environmental Education'. Explain the focal areas of environmental education.

(or)

ஆ. 'சுற்றுச்சூழல் என்பதனை வரையறை செய்க. சுற்றுச்சூழலின் வகைகளையும் அதன் உட்கூறுகளையும் விளக்குக.

b) Define the term 'Environment'. Explain the types and components of environment.

12. அ. 'கனிம வளம்' என்பது யாது? அதன் வகைகளையும், அது அளவுக்கு அதிகமாக சுரண்டப்படுதலை தடுப்பதற்காக மேற்கொள்ளக்கூடிய நடவடிக்கைகளையும் விவரிக்க.

a) What do you mean by 'Mineral resources'? Describe the different types of mineral resources and the measures to prevent over-exploitation of mineral resources.

(or)

ஆ. 'உணவு நெருக்கடி' குறித்தும், அதற்கு பொறுப்பான காரணிகள் குறித்தும் விளக்குக. நமது நாட்டின் உணவு உற்பத்தியை எவ்வாறு மேம்படுத்தலாம்?

b) Explain the 'Food Crisis' and the factors responsible for it. How could the food production in our country be increased?

13. அ. 'திடக்கழிவு மாசுபாடு' என்றால் என்ன? அதன் பல்வகைகளை விளக்கி திடக்கழிவுகளை எவ்வாறு அபிவிருத்தலாம் என்பதை விவரிக்க.

a) What is meant by 'Solid Waste Pollution'? Explaining its different types, describe how solid wastes can be removed.

(or)

ஆ. ஏதேனும் மூன்று வகை சீற்றங்களையும் அவற்றை சமாளிக்கும் வழிமுறைகளையும் விவரிக்க.

b) Describe any three natural disasters and ways and mean of managing them.

14. அ. 1986-ஆம் ஆண்டு இயற்றப்பட்ட 'சுற்றுச்சூழல் பாதுகாப்பு சட்டம்' மற்றும் அதன் முக்கிய அம்சங்களையும் விவரிக்க.

a) Discuss the "Environmental Protection Act" of 1986 and its main features.

(or)

ஆ. சுற்றுச்சூழல் பாதுகாப்பு தொடர்பாக இந்தியாவில் எடுக்கப்பட்ட நடவடிக்கைகளை விவரிக்க.

b) Discuss the measures taken in India for Environmental Protection.

15. அ. சுற்றுச்சூழல் கல்வியை கற்பிப்பதில் எதிர்நடக்கும் பிரச்சனைகளை விவரிக்க. சுற்றுச்சூழல் கல்வியை ஊக்குவிப்பதில் UNEP -இன் பங்கு பணிகளை விளக்குக.

a) Discuss the problems faced in teaching environmental education. Explain the role and function of UNEP in promoting environmental education.

(or)

ஆ. இந்திய பள்ளிக் கல்வி ஏற்பாட்டில் சுற்றுச்சூழல் கல்வியின் தற்போதைய நிலையை ஆராய்க.

b) Examine the present status of environmental education in Indian school curriculum.

Qp.No. : B 2645

A. Jayaraj

PRINCIPAL

**INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203**