

CRITERIA II

TEACHING- LEARNING AND EVALUATION

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation (CIE) of student learning is in place in the institution

Relevant documents related to Internal Evaluation System at the institution level

Ajay Aravind
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, THIRUVALLUR-631 203

Managed by Indira Educational and Charitable Trust



INDHIRA

COLLEGE OF EDUCATION

(CO-EDUCATIONAL)

No.1, V.G.R. Gardens, V.G.R. Nagar, Pandur – 631203,
Thiruvallur Taluk & District. Ph: 27650160 / 161 / 27650165
Recognized by National Council for Teacher Education (NCTE)

Affiliated to the TamilNadu Teachers Education University, Chennai.

&

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INTERNAL EVALUATION SYSTEM

2021- 2022

Managed by

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PANDUR, THIRUVALLUR DISTRICT - 631203

B.Ed. (Two-Year) Semester Pattern under CBCS-Programme Structure and Semester-wise Distribution of Courses

Semester – I

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD1EP	Educational Psychology	5	70	30	100
2	BD1CE	Contemporary India and Education	5	70	30	100
3	BD1TL	Teaching and Learning	5	70	30	100
4	BD1LC	Language across the Curriculum	5	70	30	100
Pedagogical Subjects: Part – I						
5	BD1TA	Pedagogy of Tamil: Part –I	5	70	30	100
	BD1EN	Pedagogy of English: Part –I	5	70	30	100
	BD1UR	Pedagogy of Urdu : Part –I	5	70	30	100
	BD1MA	Pedagogy of Mathematics: Part –I	5	70	30	100
	BD1PS	Pedagogy of Physical Science: Part –I	5	70	30	100
	BD1BS	Pedagogy of Biological Science: Part –I	5	70	30	100
	BD1CS	Pedagogy of Computer Science: Part –I	5	70	30	100
	BD1HI	Pedagogy of History: Part –I	5	70	30	100
	BD1GE	Pedagogy of Geography: Part –I	5	70	30	100
	BD1EC	Pedagogy of Economics: Part –I	5	70	30	100
	BD1CA	Pedagogy of Commerce and Accountancy: Part –I	5	70	30	100
	BD1HS	Pedagogy of Home Science: Part –I	5	70	30	100
	BD1SS	Pedagogy of Social Science: Part –I	5	70	30	100
Total			25	350	150	500

Note: Pedagogy of Social Science: Part – I is to be offered for those candidates whose major discipline/subject is Political Science, Sociology, Psychology,

Logic, Indian Culture, and Philosophy.

Semester - II

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD2UD	Understanding Disciplines and Subjects	5	70	30	100
2	BD2AL	Assessment for Learning	5	70	30	100
3	BD2EE	Environmental Education	5	70	30	100
4	BD2SM	School Management and Administration	5	70	30	100
Pedagogical Subjects: Part – II						
5	BD2TA	Pedagogy of Tamil: Part –II	5	70	30	100
	BD2EN	Pedagogy of English: Part –II	5	70	30	100
	BD2UR	Pedagogy of Urdu : Part –II	5	70	30	100
	BD2MA	Pedagogy of Mathematics: Part –II	5	70	30	100
	BD2PS	Pedagogy of Physical Science: Part –II	5	70	30	100
	BD2BS	Pedagogy of Biological Science: Part –II	5	70	30	100
	BD2CS	Pedagogy of Computer Science: Part –II	5	70	30	100
	BD2HI	Pedagogy of History: Part –II	5	70	30	100
	BD2GE	Pedagogy of Geography: Part –II	5	70	30	100
	BD2EC	Pedagogy of Economics: Part –II	5	70	30	100
	BD2CA	Pedagogy of Commerce and Accountancy: Part –II	5	70	30	100
	BD2HS	Pedagogy of Home Science: Part –II	5	70	30	100
	BD2SS	Pedagogy of Social Science: Part –II	5	70	30	100
	Total			25	350	250

Note: Pedagogy of Social Science: Part - II is to be offered for those candidates whose major discipline/subject is Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Semester - III

School Internship

Record Verification & Teaching Learning Assessment - External Evaluation

S.No	Sub Code	Practicum Components & Online Course	Credits	Marks
PART –A – Assessment of Teaching Competency and Records				
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level -I & II	6	120
TOTAL –A			20	400
PART –B - EPC-Records				
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
TOTAL –B			4	80
PART –C – Online Course				
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
TOTAL –C			1	20
	BD3PC	Total (A+B+C)	25	500

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Note 1: The major objective of the Pedagogic course is to make the student-teachers to get an overview of the content of the chosen subject also to get practiced in classroom teaching at Level –I & Level – II.

Level – I is pertaining to standard VI to VIII and is compulsory for all the student-teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study and teach the subject **Social Sciences**, students of Computer Science should study and teach the subject **Mathematics**; and students of Home Science should study and teach the subject **Science** prescribed in the school curriculum at Level -I.

Level –II is pertaining to standard IX and X for undergraduate qualified student-teachers and standard XI and XII for post graduate qualified student-teachers. The student-teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level –II during the School Internship.

Note 2: The EPC records are to be prepared and submitted at the time of practical examination. The EPC records are to be prepared based on the theoretical inputs and practical experiences gained from reading and reflecting on text, performance in drama and art related to teaching and learning process, critical understanding and usage of ICT for effective teaching and learning process, and understanding of the strengths and weaknesses of one's own self.

Semester-IV

S.No	SUB CODE	Theory Courses	Credits	Marks		Total Marks
				Externa I	Interna I	
2	BD4GS	Gender, School and Society	5	70	30	100
2	BD4KC	Knowledge and Curriculum	5	70	30	100
3	BD4CI	Creating an Inclusive School	5	70	30	100
4	BD4YH	Yoga, Health and Physical Education	5	70	30	100
5	Electives (Any One)		5	70	30	100
	BD4E1	1. Values and Peace Education				
	BD4E2	2. Human Rights Education				
	BD4E3	3. Community Engagement through Work Education				
	BD4E4	4. Disaster Management				
	BD4E5	5. Special Education				
	BD4E6	6. Life Skills Education				
		Total	25	350	250	500

Overall Credits	Theory	75	100
	Practicum	25	
Total Marks	Theory	1500	2000
	Practicum	500	

4. Medium of Instruction

The candidates admitted into the B.Ed. degree programme in the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or Tamil (as per the availability of medium of instruction in the Colleges of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list to Tamil Nadu Teachers Education University along with the medium of instruction chosen by each candidate. In case, if the admitted candidates prefer to change their medium of instruction at later stage of the programme, 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. degree programme will be indicated in the B.Ed. degree programme Transfer Certificate alone. Classroom instruction shall be carried out separately for different medium of instruction in Colleges of Education.

5. Attendance

1. Each candidate, whose admission is approved by Tamil Nadu Teachers Education University, should gain 85% of attendance in each semester, failing which he/she will not be permitted to appear for examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 20.08.2020 candidates who are able to gain attendance only up to 75% on medical ground, shall be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.
2. Student who is continuously absent for ten days or more at any point of time, a showcase notice shall be served stating that he/she has to forfeit his/her seat, if,

he/she fails to report to the college immediately.

3. The student, whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee and in such a case the student has to fulfill all the rules and regulations which are followed by a fresh student.
4. The student, who does not have adequate attendance, shall not be considered for award of any scholarship or any kind of financial aid by the University/Government/ Quasi Government Agencies/NGOs.

6. Examinations

Each candidate, whose admission is approved by Tamil Nadu Teachers Education University, only permitted for written and practical examinations. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University in each semester will not be permitted to appear for the written examination and or practical examinations.

The term-end external examination for all semesters shall be conducted by the Tamil Nadu Teachers Education University at the end of each semester. The written examination for each theory course shall be conducted for 70 marks.

Internal Assessment:

The award of continuous comprehensive evaluation (i.e. internal assessment) marks in each semester for theory courses shall be distributed as follows:

S. No.	Components	Marks
1.	Class Tests (minimum of two)	10
2.	Assignment (minimum of two)	10
3.	Seminar (minimum of one)	05
4.	Attendance**	05
Total		30

** The marks for attendance shall be awarded as given below:

S. No.	Percentage of Attendance Gained by the Students (In each Theory Course)	Marks to be awarded
1.	97-100	5
2.	93-96	4
3.	89-92	3
4.	85-88	2
5.	82-84	2
6.	80 and below	0

In case a candidate secures less than 50% of marks prescribed for the internal assessment, then one more opportunity shall be given to him/her to improve the internal marks in the specific course within the next semester.

Appearance for the Examinations

Each candidate whose admission is approved by Tamil Nadu Teachers Education University shall apply for the written/practical examinations. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University, will not be permitted to appear for the written/practical examinations. However, the basis of permitting a student to appear for the examination shall be in accordance with the Regulations of Tamil Nadu Teachers Education University in force from time to time.

Passing Minimum for Written Examination

Each candidate who appears for the written examination shall be declared to have passed the written examination only if he/she secures not less than 50% of marks in aggregate in each theory course with a minimum of 45% of marks in the term-end/external examination in each theory course. All other candidates shall be treated as unsuccessful candidate in the written examination. A candidate who fails in one or more theory courses in the written examination shall be permitted to appear again only for those courses in which he/she failed.

Provisions for Improvement in Theory Courses

- (i) A candidate who passed in all the courses of a semester shall be permitted to


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Course-wise Credit Allotment

Sl.No.	Name of the Course	Number of Courses	Total Credits
1.	Perspective Courses (PC)	8	32
2.	Tool Courses (TC)	4	16
3.	Teacher Education Course (TEC)	1	4
4.	Specialization: Core Course (SCC)	1	4
5.	Specialization : Thematic Courses (STC)	2	8
6.	Dissertation	-	9
7.	Practicum	-	13
8.	Online Courses	2	4
Total			90

SEMESTER-WISE COURSE STRUCTURE**FIRST SEMESTER**

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS1PC1	Historical and Political Economy of Education in India	30	70	100	4
	MS1PC2	Advanced Educational Psychology	30	70	100	4
TC	MS1TC1	Basics in Educational Research	30	70	100	4
TEC	MS1TE1	Teacher Education in India: Elementary Level	30	70	100	4
	MS1TE2	Teacher Education in India: Secondary Level				
Dissertation	MS1DN1	Review of Literature, Problem Identification and Writing Research Proposal	25	-	25	1
Practicum	MS1PM1	Field Immersion in the Co-operative Schools (10 Working Days)	25	-	25	1
	MS1PM2	Self Development: Yoga	50	-	50	2
Total			220	280	500	20

Dissertation:

In the first semester, the students have to identify two different research problems, write research proposals for the same and submit them to the concerned College / Department. The Principal / Head of the Department shall constitute a three member Research Advisory Committee including the supervisor of the candidate and two other senior teachers working in the institution at the M.Ed. level to monitor the research activities of the College / Department. The Research Advisory Committee shall scrutinise and finalise the research proposals. Then the Principal shall send the proposals (two) to the Controller of Examinations, Tamil Nadu Teachers Education University for further scrutiny and approval. The Research Advisory Committee shall evaluate the dissertation related work and award the internal marks for the students.

Practicum: (a)

Field Immersion in the Co-operative Schools (10 Working Days)

The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare a reflective report upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted to the concerned College / Department.

(b) Self-Development Programme: Yoga

The prospective teacher educators shall demonstrate and conduct 10 sessions of Yoga to the students of the Co-operative schools. The procedures of these activities have to be recorded and submitted to the concerned College / Department.

The Principal / Head of the Department shall constitute a three member Evaluation Committee consisting three senior teachers working in the institution at the M.Ed. level to assess all the practicum related works/records (excluding the dissertation related work) and award the internal marks for the students.


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SECOND SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS2PC3	Philosophy of Education	30	70	100	4
	MS2PC4	Curriculum Design and Development	30	70	100	4
TC	MS2TC2	Advanced Educational Research and Statistics	30	70	100	4
STC	MS2ST1	Planning and Administration of Education : Elementary Level	30	70	100	4
	MS2ST2	Planning and Administration of Education : Secondary Level				
Dissertation	MS2DN2	Presentation of Research Proposal	25	-	25	1
Practicum	MS2PM3	Field Visit to Teacher Education Institutions (10 Working Days)	25	-	25	1
	MS2PM4	Psychology Practical (Minimum 10)	50	-	50	2
Total			220	280	500	20

Dissertation: In the second semester, the Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on his/her research proposal. The Research Advisory Committee shall evaluate the candidate's performance and award the internal marks to him/her.

Practicum: (a) Field Visit to Teacher Education Institutions (10 Working Days)

The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc. The reflective reports should be submitted to the concerned College / Department.

(b) Psychology Practical

Each prospective teacher educator is expected to conduct a minimum of 10 practical (5 Experiments and 5 Paper-pencil Tests) during the second semester (List of practical is given in the syllabus of Advanced Educational Psychology). The practical records should be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.


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THIRD SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS3PC5	Sociology of Education	30	70	100	4
	MS3PC6	Advanced Techniques of Instruction	30	70	100	4
TC	MS3TC3	Educational Measurement and Evaluation	30	70	100	4
SCC	MS3SC1	Curriculum, Pedagogy and Assessment : Elementary Level	30	70	100	4
	MS3SC2	Curriculum, Pedagogy and Assessment : Secondary Level				
Dissertation	MS3DN3	Selection/Development of Research Instruments and Data Collection	25	-	25	1
Practicum	MS3PM5	Field Based Internship in Co-operative Schools (5 Working Days)	25	-	25	1
	MS3PM6	Field Based Internship in Teacher Education Institutes (15 Working Days)	50	-	50	2
Total			220	280	500	20

Dissertation:

In the third semester, each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research. The Research Advisory Committee shall evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

Practicum: (a) Field based Internship in Co-operative Schools (5 Working Days)

The prospective teacher educators shall observe the teaching and other co-curricular activities of students both at Level I & II in the Co-operative Schools and submit their reflective records to the concerned College / Department.

(b) Field Based Internship in the Teacher Education Institution (15 Working Days)

Each prospective teacher educator shall be attached with their parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 15 days continuously to undertake the activities specified below.

The prospective teacher educators shall be engaged handling 12 classes during the field immersion in their parent Teacher Education Institution or nearby Teacher Education Institution affiliated to TNTEU offering B.Ed Programme. Each prospective teacher educator shall submit their field based/attachment appraisal reports duly endorsed by the Mentor as well as by the Head of the Institution, where he/she is attached with and the same is to be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

FOURTH SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS4PC7	Educational Studies	30	70	100	4
	MS4PC8	Comparative Education	30	70	100	4
TC	MS4TC4	ICT on Teaching and Learning	30	70	100	4
STC	MS4ST3	Early Child Care and Education	30	70	100	4
	MS4ST4	Trends in Indian Higher Education				
	MS4ST5	Women's Education				
	MS4ST6	Guidance and Counselling				
	MS4ST7	Education for Differently-Abled				
Dissertation	MS4DN4	Dissertation	-	60	100	4
	MS4DN5	Viva-Voce	-	40		2
Practicum	MS4PM7	Hands on Training	50	-	50	2
	MS4PM8	Communication Skills: Academic Writing	50	-	50	2
Total			220	380	600	26
ONLINE COURSES (CHOICE BASED)						
Online Courses	MS4OC1	MOOC-SWAYAM-1 (Not less than 4 weeks)	-	-	-	2
	MS4OC2	MOOC-SWAYAM-2 (Not less than 4 weeks)	-	-	-	2
The M.Ed. students should complete the online courses on their choice and the Course Completion Certificates need to be submitted to the TNTEU through the concerned College / Department before the commencement of fourth semester theory examinations.						30

Dissertation: In the fourth semester, the prospective teacher educators have to complete the data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations.

The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.

Practicum: (a) **Hands on Training**

The prospective teacher educators shall prepare the master table based on the data collected and the data shall be statistically analysed by using any relevant software. The data (questionnaires, inventories, etc) and the output of the data shall be submitted during the viva-voce examination.

(b) **Communication Skills: Academic Writing**

The prospective teacher educators are expected to present the academic writing in the form of a research article related to the dissertation topic in the research colloquium of the respective Teacher Education Institution and the same shall be submitted to the concerned College / Department.

The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

Medium of Instruction

The medium of the programme for both instruction and examination shall be of in Tamil or English depending on the availability of medium of instruction in the Colleges of Education / University Departments.

Attendance

1. In each semester, a student shall earn a minimum of 80% attendance for theory courses and practicum, and 90% field attachment/internship/immersion. In special cases, the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal / Head of the Department, based on medical grounds duly certified by a Government Medical Officer not below the rank of an Assistant Civil Surgeon.

2. Student who is continuously absent for ten days or more at any point of time, a showcase notice shall be served stating that he/she has to forfeit his/her seat, if, he/she fails to report to the College / University Department immediately.
3. The student whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee but without appearing at the entrance examination and in such a case the student has to fulfil all the rules and regulations which are followed by a fresh student.
4. The student who does not have adequate attendance shall not be considered for the award of any scholarship or any kind of financial aid by the University or any other Government or Quasi Government Agency.
5. Attendance shall be reckoned from the date of admission to the last instructional day of each semester.

Examinations

a. Theory Course:

The term-end external examination for all semesters shall be conducted by the University at the end of each semester. The theory examination for each course shall be conducted for 70 marks.

b. Internal Assessment for Theory Courses:

The award of continuous evaluation (i.e. internal assessment) marks in each semester for theory courses shall be distributed as follows:

Sl. No.	Components	Marks
1.	Class Tests (minimum of two)	10
2.	Assignment (minimum of two)	05
3.	Seminar	10
4.	Attendance**	05
Total		30

** The marks for attendance shall be awarded as given below:

Sl. No.	Percentage of Attendance Gained by the Students (In each theory course)	Marks to be awarded
1.	97-100	5
2.	93-96	4
3.	89-92	3
4.	85-88	2
5.	81-84	1
6.	80 and below	0

Summary of Semester-wise Distribution of Marks

Components	First Semester			Second Semester			Third Semester			Fourth Semester			Grand Total		
	EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total
Theory	280	120	400	280	120	400	280	120	400	280	120	400	1120	480	1600
Dissertation	-	25	25	-	25	25	-	25	25	100	-	100	100	75	175
Practicum	-	75	75	-	75	75	-	75	75	-	100	100	-	325	325
Total	280	220	500	280	220	500	280	220	500	380	220	600	1220	880	2100

Note: EA – External Assessment

IA – Internal Assessment


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c. Appearance for the Examination

Each candidate whose admission is approved by the Tamil Nadu Teachers Education University shall apply for the written and practical examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written and practical examinations. However, the basis of permitting a student to appear for the examination shall be in accordance with the regulations of Tamil Nadu Teachers Education University, in force from time to time.

d. Passing Minimum for Theory/Practicum/Dissertation

A candidate who secures not less than 50% of total marks prescribed for the course with a minimum of 50% of the marks prescribed for the internal as well as external examination shall be declared to have passed in (theory/practicum/dissertation) examination for that course.

In case a candidate secures less than 50% of marks prescribed for the internal, then one more opportunity shall be given to him/her to improve the internal marks in the specific course (theory/practicum/dissertation) within the next semester.

e. Reappearance for Theory/Dissertation

Students who have secured 'F' (Fail) / 'Ab' (Absent in the examination) grade in a particular course (other than the practicum components) can reappear during the subsequent end-semester examinations. All applicable fees shall be charged for the purpose of re-appearance in (theory/dissertation) examinations.

f. Provisions for Improvement

- (i) A candidate who passed in all the courses of a semester may be permitted to improve the results by reappearing for the whole examination of that semester.
- (ii) A candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one year after passing the end semester examinations. The regulations governing maximum period of three years for completing the M.Ed. programme notified by the University from time to time shall be applicable for improvement of results.

INDHIRA COLLEGE OF EDUCATION

PANDUR, THIRUVALLUR DISTRICT - 631203

B.ED I YEAR

MODEL EXAMINATION TIME TABLE


OCTOBER 2021

Semester-I

TIME: 10:00am to 01:00pm

DATE	SUBJECTS
23.10.2021	Childhood and Growing up
25.10.2021	Contemporary India and Education
26.10.2021	Learning and Teaching
27.10.2021	Language across the curriculum
28.10.2021	Understanding Discipline and Subjects
29.10.2021	Gender, School and Society
30.10.2021	Pedagogical Subjects


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Principal
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MODEL EXAMINATION TIME TABLE – June-2022
B.Ed I Iyear - IV semester

Time:10am to 01:00pm

S.No	Date	Course	Subjects
1	14-06-2022	Course-1	Knowledge and Curriculum
2	16-06-2022	Course-2	Creating an Inclusive school
3	18.06.2022	Course-3	Assessment for Learning
4	20-06-2022	Course-4	Environmental Education
5	22-06-2022	Course-5	Pedagogy Subjects

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Regina Joel,
Principal
PRINCIPAL
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INDHIRA COLLEGE OF EDUCATION
MODEL EXAMINATION TIME TABLE – JUNE 2022

M.Ed I year - II semester

Time: 10A.M to 1P.M

Hours: 3 hour

S.No	Date	Subjects
1	14.06.2022	Philosophy of Education
2	15.06.2022	Curriculum Design and Development
3	16.06.2022	Advanced Educational Research and Statistics
4	17.06.2022	Planning and Administration of Education – Elementary level

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Principal
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Reshma Jee,
Principal
PRINCIPAL
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INDHIRA COLLEGE OF EDUCATION
MODEL EXAMINATION TIME TABLE – JUNE 2023


M.Ed II year - IV semester

Time: 10A.M to 1P.M

Hours: 3 hour

S.No	Date	Subjects
1	19.06.2023	Educational Studies
2	20.06.2023	Comparative Education
3	21.06.2023	ICT on Teaching and Learning
4	22.06.2023	Guidance and Counselling


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PANDUR, TIRUVALLUR-631 203


Principal
PRINCIPAL
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Name: B. Dilli Rani

Admission No: 15595

Date : 08/02/2024

Model Examination

Department: 1st year B.Ed.

Contemporary India and Education (Commerce)

8/2

PART-C

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11. Aims of Education.

Meaning of Education:-

Education is derived from the word Latin word 'Educare' and 'Educere' which mean 'Learn' and Learning.

Definition of Education :-

According to T. Raymond "Education is a process of develop our knowledge and mind to the long term process of our lives."

According to Swami Vivekananda "Education is a long term process to live our life with the well-being mind-power and through the knowledge gained by Education?"

Ajitha

Social Aim:-

In the social aim education is must for our social and environment through our knowledge. In the social aim we know that all the aspirants and language known and through education we serve our nation.

External aim:-

The second one is social External aim it has vocational aim, moral aim, knowledge aim, linguistic aim, Leisure aim, psychological aim. These are otherwise known as external aim and it is non-formal Education.

Vocational Aim:-

Vocational aim is a aim to how to learn and it is development of our language and to stimulus to learn write and read another language in the learning.

12) Right to Education Act (RTE) 2009:

* RTE - Right to Education Act is started at ninety fifth (1997-2002) and later it started in 2009. Through this the central Government plan to give compulsory free education to primary schools of (I-V).

* Later RTE is started in 4th of August 2009 and upgraded in 2010.

* Through the (RTE) Right to Education act the education is improved and it will be too comfortable those who in the rural areas.

* RTE - Right to Education act there must be regional language is compulsory for all childrens in their country. The primary schools are located near 1 kilo meter to the childrens.

* And schools are develop their construction, Girls and Boys toilet facilities, Drinking water facilities are improved through

Mandate for primary Education:-

* The mandate for primary education is must in the RTE act.

* Through this there is compulsory education to all the child age of 5-14 and it is named as primary Education.

* During this mandate of RTE act the central government has put 90% of the money and 10% from the state government.

* The students are childrens must be studied primary Education to their development and knowledge.

* Through this the government has the censor to check whether the pupil is completing the primary Education.

Teacher Quality and Quantity:-

* In the RTE amendment act the teacher must be done the graduation and in science, mathematics, English is for (1 to v)th grade.

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* There should be no donation or school fees is collected from the student's parents.

* The Government announced the free education and free stationery, free text books and free of cost.

* Through this all are free for the primary and Government schools.

Zero percent tolerance and Harassment towards the parents :-

* There must be zero-percent tolerance and Harassment towards the parents in Right to Education act.

* The Government schools do not collect the donation, or school fees from the parents is offence.

* The Schools is not a Government or private schools are only started through the Government knowledge and through the certificates.

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* The Education is fully free and compulsory for the students who are studying in Government or schools.

13) Sarvasiksha Abhiyan (S.S.A) :-

* The Sarva Siksha Abhiyan (SSA) for the students who studying primary Education.

* During this Sarva Siksha Abhiyan the well being of primary schools.

* To Develop the primary Schools through out our country India and give compulsory Education to all students.

* The primary schools has the facility of blocks, drinking water facility, teachers, sanitary facilities like Girls and Boys toilets etc.

* Under the SSA - Sarva Siksha Abhiyan the students must be have free and compulsory education, free-text books, free stationaries etc.

* During this scheme SSA the students has facilitate there education through the central government scheme (SSA).

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The operational strategies of SSA (Sarva Siksha Abhiyan):-

* The primary Education and schools are first important to SSA (Sarva Siksha Abhiyan).

* Through this they have give the SSA Scheme to the poor and well being children.

They give importance to

(i) Women Education.

(ii) Education to physically disabled childrens for their well-being in the society.

(iii) All are equal in the scheme (SSA).

* Through this Sarva Siksha Abhiyan (SSA) the central government has the well-being disciplinary knowledge to the children who studies in the school for primary education.

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* After the primary education they give the training to knitting, tailoring skills etc to the

15.

The causes for social inequality:-

The social inequality is through the individual, Regional, linguistic, Religion, caste, and Tribal etc.

- * Individual in-equality.
- * Regional social inequality.
- * Linguistic social inequality on language.
- * Religion social inequality
- * social inequality on caste
- * Social inequality upon the tribal.

Individual social In-equality:-

* Through this individual social In-equality there are differ from their physically in size, hair, colour, thump impression, eyes etc it is individual in equality.

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Linguistic social inequality on language:-

* There are nearly 8000 languages in our country

* The linguistic social inequality is upon the government give their region to take the mother language as a important in education.

* Through this lot of official languages in our country like, Hindi, kannada, Telugu, Tamil, malayalam, orisi, Gujarathi, Thulu, etc

* This is known as social inequality in languages in the state they as mother tongue

Religion social inequality:-

* The religion social inequality is upon before the independence the religion is difficult to them.

* But know their is a friendship among the religion. lot of religion some example, Hindu, christianity, Muslims, Sikhs, Budhish, Singho et

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14)

The four pillars of education as Delor's

Commission Report:-

The Delor's commission Report as

- * Learning to know.
- * Learning to do
- * Learning to live together.
- * Learning to live.

Learning to know	Delor's Commission.	Learning to do
Learning to live together		Learning to live.

A. Jeyaraj

* Through this RASA the transportation, school facilities and food is free for the school childrens.

9) Types of Education :-

The types of Education are

- * Formal Education
- * In-formal Education
- * Non-formal Education.

Formal Education :-

* formal Education has a teacher students, and in school and a dress code, regular timing, attendance etc in formal Education.

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10) Level of women Education:-

* The level of women Education is to develop the women education.

* It is fully for the women empowerment.

* During this women empowerment or through women empowerment we abolished poverty in the family and we can achieve the economical condition.

* Women Education is more important in that society.

* Through this women education it will be level up the economic rate of our country.

NAME : R. GAYATHRI

REG. NO : 1230621BD013

COURSE : B. Ed, FIRST YEAR,
& PHYSICAL SCIENCE
DEPT

SUB CODE : BD2SM

SUBJECT : SCHOOL MANAGEMENT
AND ADMINISTRATION

DATE : 20.06.2022

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Model examination June-2022

part-c

11. a) participatory and non-participatory management :

Synopsis :

- * Introduction
- * participatory management
- * Non-participatory management
- * Advantages and disadvantages
- * Conclusion

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* Participatory management is the type which is flexible to the other members in the institution / committee.

* This method is better than the traditional method, whose some suggestions by the Head was not acceptable by each staffs or the members in the groups.

* Participatory management is the best type of approaching management and gives space to the participants.

* The rights are given to them to express their thought independently.

Four steps influencing participatory management:

* To develop their qualities through the suggestions.

and they feel good about their independence.

Disadvantages of participatory management:

- * It is a time consuming process. The highest authority should wait for the suggestions from the members in the management.
- * It is not a safest method. Because every member participating in this management knows about the secrets and it may be not good for the highest officials. The safety is question mark in this method.
- * Sometimes it needs to quarrels, and disappointments within the group members in the committee.
- * It leads to poor outcome and it is not useful for the management.
- * Ego clashes will ~~also make~~ ~~suffer~~ them

Conclusion:

* Participatory is a flexible management which allows the members to make various suggestions and analyze the problems.

* Non-participatory management is a rigid process which will not allow the members to express their views. They should obey the orders given by the management.

12. b) Styles of leadership and the ways of measuring leadership:

Synopsis:

- * Introduction
- * Styles of leadership
- * Ways of measuring leadership
- * Conclusion

H. J. Perumal

1. Autocratic type
2. Democratic type
3. Laissez-Faire type
4. Achievement type
5. Task-based leadership
6. Relationship based leadership

1. Autocratic leadership:

- * This type of leadership gives the central focus on the members.
- * They lead the group by giving suggestions to the subordinates.
- * In this method the leader only expect the outcome and not make suggestions from the subordinates.

2. Democratic leadership:

- * This type as the name gives the

A. J. / J. / J. / J. / J.

set the goal.

* Rather than these four types there are also other two methods in leadership.

5. Task-based leadership:

* Task based leadership is mainly based on to complete the task within the deadline, at the particular time.

* No importance is given for the members in this leadership.

* They should work hard and to complete their task within the limited time. It is a rigid method of leadership.

6. Relationship-based leadership:

* Relationship based leadership is based on the relationship of the members.

* It gives ~~importance~~ ~~importance~~ to the members.

Rating Scale.

* The subordinates or the colleague can rate them with their **attributes** through the rating scale.

3. By Nominating them:

* The leader should be nominated as a good and bad leader.

* When the good leader is nominated as more time, then he will be selected as a good leader.

4. By PBDQ method:

* By this method PBDQ (**Productive Based Development Questionnaire**) is classified by two types.

1. Structure oriented
2. Method oriented

13. b) Responsibilities of Headmaster in school administration:

Synopsis:

- * Introduction
- * Role of Headmaster
- * Conclusion

Introduction:

- * Role of Headmaster is the biggest task in school administration.
- * He must be the multitasked person to handle the various conflicts.
- * His role is most important the development of the school.
- * Headmaster is the one who is responsible for the school.

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Students in the schools.

- * He is responsible for maintaining the school grounds.
- * He is responsible for maintaining a record for the school activities.
- * He should record the activities and submit to the director of education.
- * He is responsible for the academic results for the schools.
- * He is responsible for develop the new modifications to develop the school.
- * He should have the good responsibility of maintaining a good relationship between the students, teachers and community.

2. Administrator :

- * He is not only a man manager.

Ajay Aravind

4. CO-ordinator:

* He should also works as a CO ordinator of the teachers, staffs and students.

* He can also plays important role in the activities conducting in the school.

* He coordinate them together to lead a peaceful environment.

6. Disciplinarian:

* Discipline is not practised as like as army.

* It is the self improvement that comes out automatically.

* The Headmaster should be the responsible for the discipline in the school.

Ajay Kumar

14. b) Role of the International bodies in primary education:

Synopsis:

- * Introduction
- * Role of the international bodies
 - a) UNESCO
 - b) UNICEF
 - c) WORLD BANK
 - d) UNFPA
 - e) UNDP
- * Conclusion

Introduction:

* There are many ways of financing for the education includes local bodies, International bodies etc.

* They plays a major role to supply fund to the organisation.

* UNESCO also helped Tamilnadu in the past few years in the schools.

* The CAPE programme is launched to develop the primary schools education.

* The APEINT programme is launched to improve the inclusive education in the schools.

b) UNICEF:

* United Nations of children Emergency Fund is launched for the various seasons.

* The public funds are not reaching the children properly. Some private funds also not reached the children properly.

* The funds can improve the nation. Through the health, education and the administration.

of the world bank.

* It reduces the risk of scanty learning and creates opportunities to learn without any problems.

Q) UNFPA:

* UNFPA consists of nearly 170 countries.

* It was introduced in 1969.

* Its headquarters was located in

New York.

* It assures the fund to develop the education among the women child and gives importance for the studying of girl children.

* It launched many programmes to develop the education for women.

* It helps in the crisis in the environment such as degradation, lack of cleanliness etc.

* It gives awareness to the students about the sexual transmission diseases.

Conclusion:

* These are various of programmes and organisations which supply the more fund for the education all over the world.

* UNESCO, UNICEF, WORLD BANK, UNDP, UNDPA plays a vital role in the financing education of primary education.

* They helps to analyze the problems and gives us an opportunity "education for all".



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Time-table:

- * Time table is a calendar which shows the periods that should be handled by the teachers.
- * It shows the subject to be handled and also mention the name of the staffs.
- * It should be based on the age of the students.
- * For primary students the time-table is prepared as 30 minutes per period and for middle and higher secondary 45 minutes.

Principles of good time-table:

- * The timetable should be arranged like one hard subject then easy subject between the two hard subjects the arts,

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at these periods.

Conclusion:

* The good time table can must have the above principles.

part - A

1. b) Control
2. c) Schedule of New expenditure
3. b) Headmaster
4. d) All of the above
5. b) Development expenditure

Ajay Ferile

Scope of school management :

* School management has a lot of scope and developmental tasks.

* It includes the salary, Rewards, Permissions and many.

* The developmental tasks are :

- a) Making timetable
- b) Following the syllables
- c) Organisation of playgrounds
- d) Organisation of laboratory
- e) Organisation of library
- f) Organisation of co-curricular activities
- g) Wisely using the timetable
- h) Providing the both material and human equipment.

Ajay Perile

* This theory gives importance to the scientific method.

* There are four steps involving in this method.

1. * By analysing the problem, collecting the data related to it.

2. * Train the workers for good work effort from them.

3. * Implement the scientific methods for greater results.

4. * Through the implementation we can organise the ideas.

* These are the four steps that involves in the scientific theory management by Taylor.

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Roll No : 12306029
Class : M. Ed. 2nd year
Date : 10.02.2024

Model Examination

Curriculum, Pedagogy and Assessment: Elementary Level

Section - C

11. சூழ்நிலை மற்றும் நெருக்கிய இடங்களில் உள்ள பகுதிகளில் :

சூழ்நிலை மற்றும் நெருக்கிய இடங்களில் உள்ள பகுதிகளில்

சூழ்நிலை மற்றும் நெருக்கிய இடங்களில் உள்ள பகுதிகளில்

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சூழ்நிலை மற்றும் நெருக்கிய இடங்களில் உள்ள பகுதிகளில்

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13. ஸ்தம்பிடு லாறும கற்றுலரின ஸெய்ரினா ஸ்தம்பிடுவது
 ஸ்தம்பிடு ஸ்தம்பிடுவதும் ஸ்தம்பிடுவதும்!

ஸ்தம்பிடு :

ஸ்தம்பிடு ஸ்தம்பிடு ஸ்தம்பிடுவதும் கற்றுல ஸ்தம்பிடுவதும்
 கற்றுலும். கற்றுல ஸ்தம்பிடுவதும் ஸ்தம்பிடுவதும்
 -கற்றுல கற்றுல ஸ்தம்பிடுவதும் கற்றுல கற்றுல
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ஸ்தம்பிடுவதும் கற்றுல கற்றுலவதும் கற்றுல ஸ்தம்பிடு
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A. Jeyaraj

கிழிப்பு நெய்வணி சிமென்ட் டிரைவரஸ் சந்த
சிறு குழல். சிறு சிறுவர் சந்தப்பட்டு சந்த
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சிறு குழல்.

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14. கீழ்க்கண்ட ICT - லின் சூத்திரங்கள் :

பெற்றோர் • கல்வித் தர்ப்புள்ளி நிலைமை நினைவுகூரலாம்

-தர்ப்புள்ளி நிலைமை. கீழ்க்கண்ட ICT - லின் சூத்திரங்கள்

சூத்திரங்கள் யூனிட் கட்டும் சூத்திரங்கள் நினைவுகூரலாம்

நினைவுகூரலாம் • கல்வி • கல்வித் தர்ப்புள்ளி நிலைமை

-கல்வி, கல்வித் தர்ப்புள்ளி நிலைமை நினைவுகூரலாம்

நினைவுகூரலாம் சூத்திரங்கள் கட்டும்

கல்வித் தர்ப்புள்ளி நிலைமை நினைவுகூரலாம்

நினைவுகூரலாம் சூத்திரங்கள்

கல்வித் தர்ப்புள்ளி நிலைமை நினைவுகூரலாம்

நினைவுகூரலாம் சூத்திரங்கள் நினைவுகூரலாம்

நினைவுகூரலாம் சூத்திரங்கள் நினைவுகூரலாம்

நினைவுகூரலாம்

ICT கட்டும் சூத்திரங்கள் கல்வித் தர்ப்புள்ளி நிலைமை

-கல்வித் தர்ப்புள்ளி நிலைமை நினைவுகூரலாம்

நினைவுகூரலாம் சூத்திரங்கள் நினைவுகூரலாம்

கனடாவுக்கான இலாபகரமான சரி செய்தும் சந்தேகம்
என்பது இது சமையல் செய்து.

கனடாவுக்கான சந்தையில் மட்டுமே உலாவிட்டு
செய்த சமையல் செய்து.

சந்தை / சந்தை சந்தைகளை சந்தைகளை
எனவே கனடாவுக்கான சந்தை உலாவிட்டு. கனடாவுக்கான
சந்தை உலாவிட்டு சந்தை சந்தை உலாவிட்டு. சந்தை
உலாவிட்டு சந்தை சந்தை சந்தை சந்தை சந்தை
சந்தை. சந்தை சந்தை சந்தை சந்தை சந்தை
சந்தை சந்தை.

சந்தை சந்தை சந்தை சந்தை சந்தை
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சந்தை சந்தை சந்தை சந்தை சந்தை
சந்தை சந்தை சந்தை சந்தை சந்தை
சந்தை சந்தை சந்தை சந்தை சந்தை
சந்தை சந்தை சந்தை சந்தை சந்தை

A. J. Jeyaraj

15. ஆ. சிவசுப்பிரமணியன் பிள்ளை பிள்ளை :

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

சென்னைப் பல்கலைக்கழகப் பேராசிரியர்.

A. S. Senthil
PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

கனிசனா கனிசனா கனிசனா கனிசனா
கனிசனா கனிசனா கனிசனா கனிசனா கனிசனா
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கனிசனா கனிசனா கனிசனா கனிசனா கனிசனா
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கனிசனா கனிசனா கனிசனா கனிசனா கனிசனா
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கனிசனா கனிசனா கனிசனா கனிசனா கனிசனா

கனிசனா கனிசனா கனிசனா கனிசனா கனிசனா

[Signature]
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INCHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

8. கற்பித்தலில் கற்பித்தலின் பங்கு :

கற்பித்தல் என்பது கல்வியின் முக்கியச் செயல்பாடு ஆகும். கல்வி முன்னேற்றம் உண்டாகாமலும், கற்றல் செயல்பாடுகளின் மூலம் கற்றலின் உணர்வுகளையும் கற்பித்தல் மூலமாக கற்றுக் கொடுக்க வேண்டும்.

கற்பித்தல் என்பது கற்றலின் ஒரு முக்கிய அங்கம்.

கற்றல் - கற்பித்தல் என்பது கற்றல் மூலம் கற்றுக் கொடுக்கப்படும். கற்றல் மூலம் கற்றுக் கொடுக்கப்படும், கற்றல் மூலம் கற்றுக் கொடுக்கப்படும்.

2019

ஒரு நல்ல கற்பித்தலுக்கு சிறந்த பங்கு உண்டு கற்றுக் கொடுக்கப்படும்.

கற்றல் மூலம் கற்றுக் கொடுக்கப்படும். கற்றல் மூலம் கற்றுக் கொடுக்கப்படும். கற்றல் மூலம் கற்றுக் கொடுக்கப்படும். கற்றல் மூலம் கற்றுக் கொடுக்கப்படும்.

கற்றல் மூலம் கற்றுக் கொடுக்கப்படும். கற்றல் மூலம் கற்றுக் கொடுக்கப்படும்.

கற்றல் மூலம் கற்றுக் கொடுக்கப்படும்.


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION

INDHIRA COLLEGE OF EDUCATION
B.Ed IV semester Internal Marks

June-2022

SI.NO	NAME	Class Test	SEMINAR	ASSIGNMENT	Attendance	Total
1	ABITHA .D	8	9	5	5	27
2	ABITHA .V	9	9	4	4	26
3	ARSHAYA .B	8	9	3	3	23
4	AMUTHUTHAMIL	9	9	4	4	26
5	ANGEL .P	9	8	4	4	25
6	ANITHA.K.J	9	9	4	4	26
7	ANTHONY PRIYA .	9	9	4	4	26
8	ANUPRIYA .R	8	9	4	4	25
9	APARNA .B	9	9	4	4	26
10	ARCHANA S .B	9	8	4	4	25
11	ARCHANNA.R .NAIR	9	9	4	4	26
12	ARTHI .R	9	9	4	4	26
13	ASHA DEVI .M	8	9	4	4	25
14	BANU PRIYA .G	9	9	4	4	26
15	BAVADHARANI .P	9	8	4	4	25
16	BHAGYALAKSHMI	8	9	4	4	25
17	BHAVYANA.N .P	9	8	4	4	25
18	BOOPATHY .L	9	9	4	4	26
19	CASHIDA .C	9	9	4	4	26
20	CHANDRU .M	8	9	4	4	25
21	CHELLATHANGAM	9	9	5	5	28
22	CHUBASRI .P	9	8	5	5	27

Hef Prince

PRINCIPAL

23	DAYANA .P		8		9	5		5		27
24	DEEPA .A		9		8	3		3		23
25	DEEPIKA .M		9		9	4		4		26
26	DHANALAKSHMI .		9		9	4		4		26
27	DHIVYADHARSHI		8		9	4		4		25
28	DILLUPROSE .V.S		9		9	4		4		26
29	DIVAKAR .U		9		8	4		4		25
30	DIVYA .R		8		9	5		5		27
31	DIVYA .V		9		9	5		5		28
32	DURGA .A		9		8	3		3		23
33	GAYATHRI .S		8		9	3		3		23
34	GAYATHRI .S		9		9	3		3		24
35	HANNY VIDY SHA		9		9	4		4		26
36	HARI LAKSHMI .K		8		9	4		4		25
37	HEMA MALINI .A		9		9	4		4		26
38	HEEZIBA .P		9		8	4		4		25
39	INDHUMATHI .M		9		9	4		4		26
40	JATHUNBI .M		9		9	4		4		26
41	JANANI ISWARYA		9		9	4		4		26
42	JANANI .M		8		9	4		4		25
43	JAYACELI .PRIYA		9		9	4		4		26
44	JEEVALAKSHMI		9		8	4		4		25
45	JENI .D		8		8	4		4		24
46	JENIFER .B		9		9	4		4		26
47	KAMALI .S		9		9	4		4		26
48	KARTHIK .J		8		9	4		4		25

Hof Prinsla

PRINCIPAL,
INDIRA COLLEGE OF EDUCATION
PANDUR, TRIVALLUR-531 203

49	KARTHIKA .M		9	9	4	4	26
50	KARTHIKA .R		9	8	4	4	25
51	KAVI PRIYA .M		8	9	4	4	25
52	LAVANYA S		9	9	4	4	26
53	LOGESHWARJ K		9	8	5	5	27
54	MAHALAKSHMI		9	9	5	5	28
55	MAMTHAJI M		9	9	5	5	28
56	MANONMANJA		8	9	4	4	25
57	MESHAK S		9	9	4	4	26
58	MDHANA K		9	8	4	4	25
59	MONISHA E		8	9	4	4	25
60	MONISHA S		9	9	4	4	26
61	NAIRMATTA M		9	9	4	4	26
62	NAVEEN K		8	9	4	4	25
63	NAVITHA M		9	9	4	4	26
64	NIMMI DHAYAVAN		9	8	4	4	25
65	NITHYA BHARATH		9	9	4	4	26
66	NOOTHANAPRIYA		9	9	4	4	26
67	PAVITHRA P		9	9	5	5	28
68	POOLA R		8	9	5	5	27
69	POONGUZHAIJ S		9	9	5	5	28
70	PRIYA B		9	8	5	5	27
71	PRIYANGA R		9	8	3	3	23
72	RADHIKA R		9	9	3	3	24
73	RAJA PRIYA P		9	9	3	3	24
74	RAMADHEVI J		8	9	34	34	85

Ashok Kumar

PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PATTINAI, DISTRICT TIRUVARUR

75	RAVIZA FATHIMA	9	9	9	4	4	4	26
76	REBEKA S	9	8	8	4	4	4	25
77	REVAITHI V	8	9	9	4	4	4	25
78	SADHANA	9	9	9	4	4	4	26
79	SAHITHYA A	9	8	8	4	4	4	25
80	SALINI R	8	8	8	4	4	4	24
81	SALOMI J	9	9	9	4	4	4	26
82	SANGEETHA M	9	9	9	4	4	4	26
83	SARALI ANGELINE	8	9	9	4	4	4	25
84	SEI VAKUMAR B	9	9	9	4	4	4	26
85	SHAMINI G	9	8	8	4	4	4	25
86	SHANTHINI Y	9	8	8	4	4	4	25
87	SHARLI M	9	9	9	3	3	3	24
88	SHASHIKALAD	9	9	9	3	3	3	24
89	SHEILA A	8	9	9	3	3	3	23
90	SONYAL	9	9	9	4	4	4	26
91	SONY P	9	8	8	4	4	4	25
92	SOPHYA S	8	9	9	4	4	4	25
93	SWETHA K	9	8	8	4	4	4	25
94	VALARMATHI M	8	8	8	4	4	4	24
95	VANI S	9	9	9	4	4	4	26
96	VIDHYA R	9	9	9	4	4	4	26
97	VIGNESHWAR S	8	9	9	5	5	5	27
98	VIJAY KUMAR R	9	9	9	5	5	5	28
99	VIDAYAN J	9	8	8	5	5	5	27
100	VINOTHINI K	8	8	8	4	4	4	24


 A. J. Prasad
 PRINCIPAL
 HIGHER SECONDARY EDUCATION
 P. O. BOX 11, K. S. ROAD, K. S. ROAD, K. S. ROAD

INDHIRA COLLEGE OF EDUCATION
B.Ed 1st Semester Internal Marks

October-2021

S.No	Name	Class Test	Assignment	Seminar	Attendance	TOTAL
1	AAKASH.D	8	9	5	5	27
2	AJITH.S	9	9	4	4	26
3	AMMUR	8	9	3	3	23
4	AMMUT	9	9	4	4	26
5	ANBUMALAR.A	9	8	4	4	25
6	ANBURAJ.N	9	9	4	4	26
7	APPUD	9	9	4	4	26
8	ARPANAR	8	9	4	4	25
9	ARPUTHAMA	9	9	4	4	26
10	ARUN KUMAR.M	9	8	4	4	25
11	BHARATHI.T	9	9	4	4	26
12	BHAVANIL.L	9	9	4	4	26
13	BHUVANESWARI	8	9	4	4	25
14	BINDHU SHREEN	9	9	4	4	26
15	DANIEL.J	9	8	4	4	25
16	DHATCHAYANI.M	8	9	4	4	25
17	DEENA.J	9	8	4	4	25
18	DIMPLE.P	9	9	4	4	26
19	DIVYA.A	9	9	4	4	26
20	EZRA DANIEL.D	8	9	4	4	25
21	GOPINATH.S	9	9	5	5	28
22	HARINI.S	9	8	5	5	27

H.P. Prade

PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TRUVALLUR-631 203

23	ILAKKIYA.S	8	9	5	5	27
24	JANANI.M	9	8	3	3	23
25	JAYACHITRA.M	9	9	4	4	26
26	JEEVITHA.M	9	9	4	4	26
27	KALAI SELVI.S	8	9	4	4	25
28	KANCHANA.S	9	9	4	4	26
29	KANNAMMAL.M	9	8	4	4	25
30	KAVITHA.D	8	9	5	5	27
31	KEERTHIKAD	9	9	5	5	28
32	KOKILA.S	9	8	3	3	23
33	KOTTESWARIN	8	9	3	3	23
34	KOWSALYA.M	9	9	3	3	24
35	KOWSALYA.J	9	9	4	4	26
36	KRISHNAVENI.M	8	9	4	4	25
37	KUMARAN.V	9	9	4	4	26
38	LAVANYA BHARATHY	9	8	4	4	25
39	MADHAVAN.M	9	9	4	4	26
40	MADHUMATHI.S	9	9	4	4	26
41	MANJU.H	9	9	4	4	26
42	MANJULA.V	8	9	4	4	25
43	MARLA VELANKANNI.A	9	9	4	4	26
44	MATHIYAZHAGID	9	8	4	4	25
45	MEENA.V	8	8	4	4	24
46	MONISHA.S	9	9	4	4	26
47	MRIDULA.S	9	9	4	4	26
48	NANDHA KUMAR.A	8	9	4	4	25

Ashwini

- PRINCIPAL

INDIRA COLLEGE OF EDUCATION
PANJUR, IRUVALLUR-631 293

49	NITHYA PRIYAA		9	9	4	4	4	26
50	PADMAVATHI.S		9	8	4	4	4	25
51	PARISHA.S		8	9	4	4	4	25
52	PAVITHRA.B		9	9	4	4	4	26
53	PAVITHRA.R		9	8	5	5	5	27
54	PAVITHRA.V		9	9	5	5	5	28
55	POOVIZHI SONIYA.M		9	9	5	5	5	28
56	PRADEEV RAJ		8	9	4	4	4	25
57	PRANITHA.G		9	9	4	4	4	26
58	PRAVEEN KUMAR.R		9	8	4	4	4	25
59	PRAVEEN.D		8	9	4	4	4	25
60	PREETHA.K		9	9	4	4	4	26
61	PREETHA.T		9	9	4	4	4	26
62	PREETHI.D		8	9	4	4	4	25
63	PREETHIMAR		9	9	4	4	4	26
64	PRIVAD		9	8	4	4	4	25
65	PRIYAM		9	9	4	4	4	26
66	RACHELA		9	9	4	4	4	26
67	RAJENLR		9	9	5	5	5	28
68	RAJESH.K		8	9	5	5	5	27
69	RAJESHWARLD		9	9	5	5	5	28
70	RAJESHWARLM		9	8	5	5	5	27
71	RAITHIKA.V		9	8	3	3	3	23
72	REELA.U		9	9	3	3	3	24
73	RENUKA.R		9	9	3	3	3	24
74	RITHIKA.G		8	9	34	34	34	85

A. Jeyaraj

PRINCIPAL
INDHRA COLLEGE OF EDUCATION
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75	SABITHA.T	9	9	4	4	4	26
76	SARANYA.D	9	8	4	4	4	25
77	SASIKALAD	8	9	4	4	4	25
78	SASIKALAR	9	9	4	4	4	26
79	SHANKARIA	9	8	4	4	4	25
80	SHOBANAE	8	8	4	4	4	24
81	SHOBANA.J	9	9	4	4	4	26
82	SHOBANA.P	9	9	4	4	4	26
83	SHYAMAL.ADEVILD	8	9	4	4	4	25
84	SINDUK	9	9	4	4	4	26
85	SONYAG	9	8	4	4	4	25
86	SONYAM	9	8	4	4	4	25
87	SUGANYA.V	9	9	3	3	3	24
88	SURENDAR.C	9	9	3	3	3	24
89	SURESH.M	8	9	3	3	3	23
90	SURESH.V	9	9	4	4	4	26
91	SUYAMATHI.Y	9	8	4	4	4	25
92	SWETHAPRIYA.S	8	9	4	4	4	25
93	TAMILARASI.G	9	8	4	4	4	25
94	TAMIZHMANI.M	8	8	4	4	4	24
95	THAMIZH.V	9	9	4	4	4	26
96	THIRUMATHI.M	9	9	4	4	4	26
97	VASANTHAKUMAR.M	8	9	5	5	5	27
98	VINOTHIN.R	9	9	5	5	5	28
99	YAMINIC	9	8	5	5	5	27
100	YOGANATHIAN.M	8	8	4	4	4	24


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INDHIRA COLLEGE OF EDUCATION
M.Ed II semester Internal Marks

June-2022

SI.NO	NAME	Class Test	SEMINAR	ASSIGNMENT	Attendance	Total
1	ARPUTHAM, A	8	9	5	5	27
2	BALA DHANDAYUDHA	9	9	4	4	26
3	BHAVANI, A	8	9	3	3	23
4	CATHERINE, J	9	9	4	4	26
5	DIVYA, A	9	8	4	4	25
6	DURGA, C	9	9	4	4	26
7	EPSIBA, P	9	9	4	4	26
8	GEETHA, R	8	9	4	4	25
9	HARIHARAN, G	9	9	4	4	26
10	ILAKKIYA, S	9	8	4	4	25
11	JAYASREE, U	9	9	4	4	26
12	KAVERI, C	9	9	4	4	26
13	LAVANYA, S	8	9	4	4	25
14	MADHAVAN, M	9	9	4	4	26
15	MALLIGESWARI, S	9	8	4	4	25
16	MANJULA, V	8	9	4	4	25
17	MATHI YAZHAGI, D	9	8	4	4	25
18	MEENAKSHI, R	9	9	4	4	26
19	MERCY, D	9	9	4	4	26
20	NIRMALA, S	8	9	4	4	25
21	NITHYA, M	9	9	5	5	28
22	PADIMA, PRIYA, R	9	8	5	5	27

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23	PAVITHRA.V		8	9	5	5	27
24	PRADAR. D		9	8	3	3	23
25	PRAVEENA. M		9	9	4	4	26
26	PREETHI. G. R		9	9	4	4	26
27	PREETHI. N		8	9	4	4	25
28	RAJESHWARI. D		9	9	4	4	26
29	RITHIKA. G		9	8	4	4	25
30	ROSELINE SHYNY. J		8	9	5	5	27
31	SANTHOSAM. V		9	9	5	5	28
32	SAROJINI. S		9	8	3	3	23
33	SARUMATHI. P		8	9	3	3	23
34	SHARMILLI. R		9	9	3	3	24
35	SHOBANA. P		9	9	4	4	26
36	SIVARAMAN. T		8	9	4	4	25
37	SOORIVAPRIYA. G		9	9	4	4	26
38	SOUNDHARYA. E		9	8	4	4	25
39	SUGANYA. C		9	9	4	4	26
40	SUMITHRA. G		9	9	4	4	26
41	SURESH. M		9	9	4	4	25
42	SUVAMATHI. Y		8	9	4	4	25
43	SWAPNA. V		9	9	4	4	26
44	THIRUMATHI. M		9	8	4	4	25
45	UDAYA KUMAR. B. V		8	8	4	4	24
46	USHA. G		9	9	4	4	26
47	VASANTH KUMAR. M		9	9	4	4	26
48	VIJAYALAKSHMI. P		8	9	4	4	25

Abel Fernandez

Principal

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49	VIJAYAN, R	9	9	4	4	26
50	VINITHA, K	9	8	4	4	25

Abhishek

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INDHIRA COLLEGE OF EDUCATION
M.Ed IV semester Internal Marks

June-2023

SI.NO	NAME	UNIT TEST-I	SEMINAR	ASSIGNMENT	Attendance	Total
1	Angel.G	8	9	5	5	27
2	Bharathi Priya.R	9	9	4	4	26
3	Ezhilarasan.R	8	9	3	3	23
4	Govardh.J	9	9	4	4	26
5	Hemalatha.V	9	8	4	4	25
6	Imbanayaki	9	9	4	4	26
7	Indhumathi.M	9	9	4	4	26
8	Ishwariya.R	8	9	4	4	25
9	Kavin Jaya Priya.K	9	9	4	4	26
10	Kurinjimalar.S	9	8	4	4	25
11	Latha.D	9	9	4	4	26
12	Lavanya.V.K	9	9	4	4	26
13	Manimala.E.N	8	9	4	4	25
14	Manjula.D	9	9	4	4	26
15	Maragatham.P	9	8	4	4	25
16	Nayaganmal.J	8	9	4	4	25
17	Prabakaran.M	9	8	4	4	25
18	Preetha.S	9	9	4	4	26
19	Preetha.R	9	9	4	4	26
20	Radhika.V	8	9	4	4	25
21	Raga Priya.R	9	9	5	5	28
22	Rahini.M	9	8	5	5	27



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23	Ranjini.R	8	9	5	5	27
24	Rekha.R	9	8	3	3	23
25	Sabithra.M	9	9	4	4	26
26	Shanthi.T	9	9	4	4	26
27	Shanthi.T	8	9	4	4	25
28	Sindhuja.P	9	9	4	4	26
29	Soulyar.R	9	8	4	4	25
30	Thamizh Selvi.D	8	9	5	5	27
31	Valarmathy.P	9	9	5	5	28
32	Vanitha.V	9	8	3	3	23
33	Vinothini.A	8	9	3	3	23
34	SHARMI R	9	9	3	3	24
35	SHOBANA.P	9	9	4	4	26
36	SIVARAMAN.T	8	9	4	4	25
37	SOORIVAPRIYA.G	9	9	4	4	26
38	SOUNDHARYA.E	9	8	4	4	25
39	SUGANYA.C	9	9	4	4	26
40	SUMITHRA.G	9	9	4	4	26
41	SURESH.M	9	9	4	4	26
42	SUYAMATHI.Y	8	9	4	4	25
43	SWAPNA.V	9	9	4	4	26
44	THIRUMATHI.M	9	8	4	4	25
45	UDAYA KUMAR.B.	8	8	4	4	24
46	USHA.G	9	9	4	4	26
47	VASANTH KUMAR.	9	9	4	4	26
48	VIJAYALAKSHMI.P	8	9	4	4	25


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49	VIAYAN, R	9	9	4	4	4	26
50	VINTHA, X	9	8	4	4	4	25

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