SELF APPRAISAL REPORT

Submitted to

NAAC

By

Arulmigu Kalasalingam College of Education.

Anand Nagar, Krishnankoil- 626 126
Srivilliputtur Taluk,
Virudhunagar Dist.

PREFACE

It gives me great pleasure to present our Self Appraisal Report (SAR) of the institution, Arulmigu Kalasalingam College of Education to NAAC for assessment and accreditation. We have taken sincere efforts and made honest introspection while preparing SAR. The drive behind the process of passing through assessment and accreditation is the thrust of self realization. All the members of the institute trust in dynamism with respect to performance, developing infrastructural & instructional facilities to execute excellent teacher education curriculum. We are ever trying to surge always ahead in the pursuit of excellence. Our SAR is exactly in consonance with the guidelines laid down in the Manual for Self Appraisal of Teacher Education Institutions published by NAAC. We have faith in getting accreditation from an esteemed body like NAAC is a matter of pride and privilege for us. With the belief that the institution has developed up to the expectations for achieving higher most accreditation by the NAAC, I in the capacity of Principal honestly submit SAR of Arulmigu Kalasalingam College of Education.

Place:

Date:

Principal

Contents

Annexure

SL.NO.	TITLE
1.	NCTE order
2.	TNTEU affiliation
3.	Academic calendar for 2013-2014
4.	Time table for 2013-2014
5.	Syllabus for 2013-2014
6.	University result copy for 2012-2013
7.	Audit report
8.	Blue print of the college building
9.	Sample feedback of the student on course
10.	Sample feedback of the student on teacher
11.	Sample feedback of the student on infrastructure
12.	Sample feedback of the student from teaching practice school
13.	Sample Teacher's self appraisal
14.	Photos of various events
15.	NAAC Undertaking
16.	Certificate of Compliance
17.	Declaration by the Head of the Institution

PART-I
Institutional Data

A. Profile of the Institution

A. Profile of the Institution

1. Name and address of the institution **:**

   **Arulmigu Kalasalingam College of
   Education
   Anand Nagar, Krishnankoil- 626 126
   Srivilliputtur Taluk,
   Virudhunagar Dist.**

2. Website URL : **www.akceducation.org**

3. For communication : **akceducation2013@gmail.com**

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Tmt.Dr.A.R.Anandha Krishnaveni	04563-289082	04563-289312	anadhakrishnaveni@yahoo.com
Vice-Principal Tmt. G. Iyyammal	04563-289082	04563-289312	iyyamtamil@gmail.com
Self - appraisal Co-ordinator. Mrs.S.V. PadmaBharathi	04563-289082	04563-289312	padmabharathi1976@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Tmt.Dr.A.R.Anandha Krishnaveni	04563- 289082	9976644228
Vice-Principal Tmt. G. Iyyammal	04563- 289082	9600383671
Self - appraisal Co-ordinator. Mrs.S.V. PadmaBharathi	04563- 289082	9944182224

4. **Location of the Institution:**

Urban ☐　　Semi-urban ☐ Rural ✓ Tribal ☐

5. **Campus area in acres:**

0.86 ACRES

6. **Is it a recognized minority institution?**

Yes ☐　　　No ✓

7. **Date of establishment of the institution:**

Month & Year

MM	YYYY
01	2007

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

Tamilnadu Teachers Education University, Chennai, Tamilnadu

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

Month & Year

	MM	YYYY
2f	---	---

Month & Year

	MM	YYYY
12B	---	---

10.   Type of Institution

a.   By funding   i.   Government   ☐

                          ii. Grant-in-aid   ☐

                          iii. Constituent   ☐

                          iv. Self-financed   ✓

                          v. Any other (specify and indicate) ☐

b.   By Gender   i.   Only for Men   ☐

                          ii. Only for Women   ☐

                          iii. Co-education   ✓

c.   By Nature   i.   University Dept.   ☐

                          ii. IASE   ☐

                          iii. Autonomous College   ☐

                          iv. Affiliated College   ✓

                          v. Constituent College   ☐

                          vi. Dept. of Education of Composite

                              College   ☐

                          vii.   CTE   ☐

                          Viii. Any other (specify and indicate) ☐

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

Yes ☐   No ☑

If yes, has the institution applied for autonomy?

Yes ☐   No ☑

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.,	Any Degree	Degree	1 Year	Tamil/English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.,	F.SRO/NCTE/B.Ed/2006-2007/9002 Date:08.11.2006		100
Post Graduate				
Other (specify)				

CRITERION-WISE INPUTS

CRITERION I
CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1. **Does the Institution have a stated**

   Vision

   Mission

   Values

   Objectives

Yes	✔	No	
Yes	✔	No	
Yes	✔	No	
Yes	✔	No	

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

Yes	✔	No	

   If yes,

   a) **How many programmes?**

1

   b) **Fee charged per programme**

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		No	✔

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

   B.Ed.

Elective Subjects-2 Optional Subjects-7

6. **Are there Programmes offered in modular form**

Yes		No	✔

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

Yes	✓	No	

Number	1

8. **Are there Programmes with faculty exchange/visiting faculty**

Number	1

Yes	✓	No	

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?**

2 years

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

Yes		No	✓

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

Yes	✓	No	

Number	1

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

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 — 01.08.2012.

   b) Date of last admission — 03.09.2012.

   c) Date of closing of the academic year — 28.05.2013

   d) Total teaching days — 180

   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.	13	87	100	13	86	99	-	1	1

4. Are there any overseas students?

| Yes | | No | ✓ |

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. 17,630.

   b) Unit cost including salary component — Rs. 39,960.

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 (%)
B.Ed.	74.54%	74.54%	89.55%	45.06%

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
B.Ed.	60%	25%	15%

10. Pre-practice teaching at the institution

      a) Number of pre-practice teaching days

1	0

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

0	3

11. Practice Teaching at School

      a) Number of schools identified for practice teaching.

2	6

      b) Total number of practice teaching days

4	0

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

4	0

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

No. of Lessons In simulation	No. 03
No. of Lessons Pre-practice teaching	No. 03

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 sessional tests held for each paper

0	5

       b) Number of assignments for each paper

0	4

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

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

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

Yes	✓	No	

Number	1

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

Yes		No	✓

CRITERION III
RESEARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

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

Number	0	1	12.5%

2. Does the Institution have ongoing research projects?

Yes [ ] No [✓]

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

NIL

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

   (Mark ✓ for positive response and X for negative response)

   O   Teachers are given study leave [✓]

   O   Teachers are provided with seed money [✓]

   O   Adjustment in teaching schedule [✓]

   O   Providing secretarial support and other facilities [✓]

   O   Any other specify and indicate [✗]

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

   Yes [✓]   No [ ]

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

   a.   Ph.D.   NIL

   b.   M.Phil.   NIL

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

   Yes [✓]   No [ ]

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

	Yes	No	Number
International journals	✓		2
National journals – referred papers Non referred papers	✓		5
Academic articles in reputed magazines/news papers	✓		2
Books		✓	
Any other (specify and indicate) Articles in Book Publications	✓		8

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

Yes	✓	No		Number	5

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

	Faculty	Students
International seminars	2	-
National seminars	14	-
State level seminars	13	44

11. What types of instructional materials have been developed by the institution?

(Mark `✓' for yes and `X' for No.)

Self-instructional materials   ✓

Print materials   ✓

Non-print materials (e.g. Teaching ☑
Aids/audio-visual, multimedia, etc.)
Digitalized (Computer aided instructional materials) ☑
Question bank ☑
Any other (specify and indicate) ☐

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

Yes ☑   No ☐

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge ☑

13. Are there NSS and NCC programmes in the institution?

Yes ☐   No ☑

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

Yes ☑   No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus   4

16. Does the institution provide consultancy services?

Yes ☑   No ☐

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

Free consultancy

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

Local level	✓
State level	✓
National level	✓
International level	

CRITERION IV
INFRASTRUCTURE AND LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

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

   | **2916**. Sq.mts |

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

   a) Methods lab   Yes ✓   No ☐

   b) Psychology lab   Yes ✓   No ☐

   c) Science Lab(s)   Yes ✓   No ☐

   d) Education Technology lab   Yes ✓   No ☐

   e) Computer lab   Yes ✓   No ☐

   f) Workshop for preparing

        teaching aids   Yes ✓   No ☐

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

   | 30 |

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

   | Rs. 1,50,000 /- |

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

   | Rs. 22000 /- |

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

   | Rs.52,450 /- |

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

Rs.3,00,000/-

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

Yes ✓   No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	4	5		
Non-teaching	2	2		

10. Total number of posts vacant
   Reserved

	Open			
	M	F	M	F
	NIL	NIL	NIL	NIL
	NIL	NIL	NIL	NIL

Teaching

Non-teaching

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

	Open		Reserved	
	M	F	M	F
Lecturers			4	4

	M	F	M	F
Readers				

	M	F	M	F
Professors				1

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

	Open		Reserved	
	M	F	M	F
Lecturers				

	M	F	M	F
Readers				

	M	F	M	F
Professors				

c. Number of teachers from

Same state | 9 |

Other states | --- |

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:11

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent				

	M	F	M	F
Temporary			2	2

b. Technical Assistants

	M	F	M	F
Permanent				

	M	F	M	F
Temporary			1	1

14. Ratio of Teaching – non-teaching staff

> 1:2

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

> 49.26%

16. Is there an advisory committee for the library?

Yes   ✓   No

17. Working hours of the Library

On working days   9.00 A.M - 4.00 P.M

On holidays   ---

During examinations   9.00 A.M - 4.00 P.M

18. Does the library have an Open access facility

Yes   ✓   No

19. Total collection of the following in the library

a. Books   4126

    - Text books   1100

    - Reference books   126

    - General books   2900

b. Magazines   10

e. Journals subscribed

    - Indian journals   12

        02

    - Foreign journals   -

f. Peer reviewed journals

g. Back volumes of journals

| 50 |

h. E-information resources

- Online journals/e-journals

| 01 |

- CDs/ DVDs

35

- Databases

| - |

- Video Cassettes

| - |

- Audio Cassettes

20. Mention the

Total carpet area of the Library (in sq. mts.) | 133.78 Sq.mts |

Seating capacity of the Reading room | 60 |

21. Status of automation of Library

Yet to intimate ☐

Partially automated ☐

Fully automated ✓

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓

Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✓
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	-

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day
$\boxed{50}$

Maximum numbers of days' books are permitted to

be retained

by students $\boxed{\text{15Days}}$

by faculty $\boxed{\text{30 Days}}$

Maximum number of books permitted for issue

for students $\boxed{02}$

for faculty $\boxed{04}$

Average number of users who visited/consulted per month $\boxed{300}$

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

| 1:30 |

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

| 3% |

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

Year →	I (2010-2011)		II (2011-2012)		III (2012-2013)	
Categories ↓	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost(in Rs.)
Text books	123	27,675	118	24,622	107	26,643
Other books	587	1,76,100	411	1,19,960	429	1,26,770.
Journals/ Periodicals	10	15,700	11	17150	14	22,230
Any others specify and indicate 1. Dictionaries. 2. Encyclopedias'. 3. Magazines. 4. News Papers.	27	37,460	22	36,090	17	30,125

CRITERION V
STUDENT SUPPORT AND PROGRESSION

Criterion V: Student Support and Progression

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

Programmes	2012-2013	2011-2012	2010-2011
B.Ed.	2		

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?

1 : 11

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.,		
	2010-2011	**2011-2012**	**2012-2013**
Pass percentage	98%	98%	100%
Number of first classes	98	98	100
Number of distinctions	58	57	43
Exemplary proformances (Gold Medal and university ranks)	-	-	-

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

	2010-2011	2011-2012	2012-2013
NET	-----	-----	-----
SLET/SET	-----	-----	-----
Any other (specify and indicate) TET	7	5	3
TRB	1	2	-----

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

Financial Aid	**2010-2011**	**2011-2012**	**2012-2013**
Merit Scholarship	--	---	---
Merit-cum-means scholarship	--	--	--
Fee concession	04	03	05
Loan facilities	27	25	31
Any other specify and indicate(SC/ST, Govt., Scholarship)	24	30	37

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

Yes	✔	No	

9. Does the institution provide Residential accommodation for:

Faculty

Yes	✔	No	

Non-teaching staff

Yes	✔	No	

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

Yes	✔	No	

   If yes, number of students residing in hostels

   Men   `--`

   Women   `2`

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

   Sports fields

Yes	✔	No	

   Indoor sports facilities

Yes	✔	No	

   Gymnasium

Yes	✔	No	

12. Availability of rest rooms for Women

Yes	✔	No	

13. Availability of rest rooms for men

Yes	✔	No	

14. Is there transport facility available?

Yes	✔	No	

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

Yes	✔	No	

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		12
Inter-university		✓			✓	
National		✓			✓	
Any other (specify and indicate) various celebrations like, pongal, republic day, women's day, etc, other cultural competitions	✓		8	✓		

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	--	--
Regional	14	01
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes | ✓ No |

If yes, give the year of establishment

2012

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

Yes [ ]   No [✓]

20. Does the institution regularly publish a college magazine?

Yes [✓]   No [ ]

21. Does the institution publish its updated prospectus annually?

Yes   ✓   No

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

	2010-2011(%)	2011-2012(%)	2012-2013(%)
Higher Studies	26	22	32
Employment	41	44	39
Teaching	33	37	34
Non-teaching	08	07	05

23. Is there a placement cell in the institution?

Yes   ✓   No

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

2010-2011	2011-2012	2012-2013
21	27	24

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

- Academic guidance and Counseling   ✓
- Personal Counseling   ✓
- Career Counseling   ✓

CRITERION VI
GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

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

   Yes | ✔ | No | |

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

Governing Body/management	2
Staff council	8
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

   Loan facility | Yes | ✔ | No | |

   Medical assistance | Yes | ✔ | No | |

   Insurance | Yes | | No | ✔ |

   Other (specify and indicate) | Yes | | No | ✔ |

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

   | 0 | 0 | 7 |

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   organization

09

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

National

---	--	---

International

---	--	---

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

0	0	9

d. Number of Seminars/ workshops/symposia on curricular development,

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

0	0	3

e. Research development programmes attended by the faculty

0	0	2

f. Invited/endowment lectures at the institution

0	0	5

Any other area (specify the programme and indicate)

6. How does the institution monitor the proformance 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

2-3 hrs

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

Grant-in-aid	-
Fees	Rs.41,50,000 /-
Donation	-
Self-funded courses	-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	49.26	52.72
% spent on the salary of non-teaching employees	08.01	08.87
% spent on books and journals	3.80	3.08
% spent on developmental activities (expansion of building)	16.76	10.40
% spent on telephone, electricity and water	3.21	3.56
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.45	3.78
% spent on maintenance of equipment, teaching aids, contingency etc.	3.20	4.30
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2.89	3.00
% spent on travel	2.41	3.90
Any other	5.01	6.00
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	✓	No	

Finance	Yes	✓	No	

Student Records	Yes	✓	No	

Career Counseling	Yes		No	✓

Aptitude Testing	Yes		No	✓

Examinations/Evaluation/	Yes		No	✓

Assessment	Yes	✓	No	

Any other (specify and indicate)	Yes		No	

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

Yes ✓   No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ✓   No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ✓   No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ✔   No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers ✔

b) for students ✔

c) for non - teaching staff ✔

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐   No ✔

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ✔   No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ✔   No ☐

CRITERION VII
INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

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

Yes   ✓   No ☐

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

Yes   ✓   No ☐

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

	Category	Men	%	Women	%
a	SC	05	05	25	25
b	ST	00	00	00	00
c	MBC	05	05	19	19
d	BC	03	03	42	42
e	Physically challenged	00	00	01	01
f	General Category	00	00	01	01
g	Rural	13	13	66	66
h	Urban	00	00	21	21
i	Any other(specify)	-		-	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	11.11	01	16.66
b	ST	00	00	00	00
c	OBC/BC	07	77.77	04	66.66
d	Women	07	77.77	00	00
e	Physically challenged	00	00	00	00
f	General Category	01	11.11	01	16.66
g	Any other (specify)	00	00	00	00

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

Category	At Admission		On completion of the course	
	Batch I	**Batch II**	**Batch I**	**Batch II**
SC	60.31%	59.91%	63.33%	67.13%
ST	-	-	-	-
MBC	65.15%	63.72%	69.43%	67.23%
BC	67.78%	66.50%	71.13%	69.16%
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	-	-	-	-

PART-II
EVALUATIVE REPORT

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Arulmigu Kalasalingam College of Education, Anand Nagar, Krishnankoil is an unaided self Financing College affiliated to Tamil Nadu Teachers Education University Chennai-5. It has been rendering quality teacher training and creating committed teachers to especially serve the rural folks in the economically backward areas like Watrap, Srivilliputtur for the past eight years. The Institute is taking care of its trainees drawn mostly from the under privileged and down trodden sections of society and moulding them into well trained and socially committed spiritually inspired and technically empowered teachers. The College was established by Kalasalingam and Anandam Ammal Educational Charities, Chennai-18 with Kalvivallal Thiru T. Kalasalingam a veteran freedom fighter as the Founder Chairman. The College is situated at Anand Nagar, Krishnankoil – 626 126 Srivilliputtur Taluk Virudhunagar District. The NCTE, Bangalore granted recognition in FSRO/NCTE/B.Ed/2006-2007/9002 Dt: 08.11.2006 to the B.Ed college from the academic year 2006-2007 and the college commenced classes on 30.01.2007. The College was granted affiliation to Madurai Kamaraj University, Madurai No.CDC-5/Fr.AKCE/B.Ed/2006-2007 Dt: 12.02.2007 with effect from the academic year 2006-2007. The College was transferred to Tamil Nadu Teachers Education University, Chennai- 5 with effect from 2008-2009 after the new university for Teacher Education was formed and established at Chennai-5.

VISION

To help mould inspired teachers as to bring about a sea change in their wards

abilities and thinking.

MISSION

To produce highly competent, socially committed teachers and administrators

through quality Teacher Training with the challenging needs of the fast changing

society.

CRITERION-WISE ANALYSIS

CRITERION-I
CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by
them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self
development, Community and National Development, Issue of ecology and
environment, Value Orientation, Employment, Global trends and demands,
etc.)

Objectives:

- To prepare student- teachers to bring in quality in all their endeavors
- To inspire individual, social, emotional and intellectual competence
- To create an awareness among student teachers about community, national and global issues
- To develop net working skills with their contemporaries
- To cultivate organizational skills through teamwork, collaboration and co-operation
- To train the student-teachers in imparting and evaluating learning experiences

The institutional objectives aim to promote academic excellence and provide opportunities for self development through workshops on Communication skills, Positive attitude, Value education, Anger management, Stress management, Pedagogical analysis, Co-operative learning, Transactional analysis, Instructional and Inclusive education. These workshops give the student teachers an opportunity to interact with the experts in various fields.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Our college ensures the continuing relevance of its programmes and seeks to modify the existing courses to meet the emerging needs. Our college is mandated to follow the curriculum prescribed by the affiliating University. However it makes efforts to assess the existing curriculum, remove the deadwood, bring in modifications, and update the existing curriculum and to make it more effective and efficient from student teacher's point of view, within the limits of its functioning/jurisdiction. And the institute takes the feedbacks about the curriculum from the faculties, students, alumni.

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

The global trends in teacher education are reflected in the curriculum through the inclusion of new topics in the academic subjects. Since the University prescribes the syllabus the institution does not have the freedom to modify the course content, however, additional activities were included like: computer training is provided for those who lack computer knowledge. The Practice teaching provides the student teachers with an opportunity to prepare lessons in their subjects using technology. Workshops, Seminars and rallies on varied issues like value education, yoga, anger management, HIV, Co-operative learning, Pedagogical analysis, Transactional analysis, Stress management, etc all these activities were conducted keeping the global needs and demands in mind.

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

Curriculum designed by the Tamilnadu Teachers Education University, Chennai, carries paper on Environmental Education, Value Education and Educational Technology that readily reflects the national issues like environment, value education and ICT. Apart from this institute organizes various activities and projects to familiarize students on these aspects.

ENVIRONMENT:

Inter-house competitions are conducted regularly. The theme is general, environmental or social. As a part of practical, students are encouraged to exhibit their creativity in making items which are least expensive and very useful. This also provides the students the concept of making Teaching Aids out of waste material. Through these ways our College tries to enrich the existing curriculum to meet the global requirements.

VALUE EDUCATION:

Students are guided during the course of study as to how to implement the value system in their life and practice with their own family members. Difficulties felt by them in implementation are taken up as classroom project discussion.

ICT:

Students are shown educative video programmes. They are familiarized with the use of computers. Students get opportunity to handle computer individually. Talks are arranged on the use of Audio visual aids, project based learning in labs. Students and faculties used latest technology of ICT for teaching.

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

Yes the institute makes use of ICT for curricular planning such as in preparation of synopsis, Lesson plans PPTs, timetables, academic calendars. These are distributed among students through e-mails. Students use computers, internet, LCD Projectors so that they get prepared for communication on academic matters at global level.

1.2   Academic Flexibility

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

    Our college follows the curriculum with elasticity with to provide varied experiences to the students. In order to achieve this aim, students are given professional training in teaching by the following measures:

    - Collaborative group learning, both inside and outside the classroom;

    - Teaching skills are taught through simulation and micro teaching. Experts are invited to deliver lectures on micro and macro teaching before commencement of practice teaching.

    - Student teachers visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.

    - In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

2. **How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

   Our college deploys action plans to achieve the objectives. Classroom teaching is supplemented with seminars, projects and study tours to enrich the knowledge of faculty as well as students. Extracurricular activities are held to develop aesthetic potential and team spirit among the students.

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

   - The institute at its own level tries to develop various skills for improving communication skills (verbal and written).
   - Training is given at language lab and competitions like debate, essay writing etc. are organized.
   - For the development of ICT skills students attend computer classes regularly and they are given opportunities for paper presentation with the help of projectors.
   - For the development of life skills, community orientation and social responsibilities, CT Camp, workshops, Life skills and various cultural activities, skits related to social problems are organized.

4. **How does the institution ensure the inclusion of the following aspects in the curriculum?**
   i. **Interdisciplinary/Multidisciplinary**

ii. **Multi-skill development**

iii. **Inclusive education**

iv. **Practice teaching**

v. **School experience / internship**

vi. **Work experience /SUPW**

vii. **Any other (specify and give details)**

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

For ensuring the inclusion of above aspects in the curriculum our college has been applying the following steps:

i. Interdisciplinary/Multidisciplinary

Methods of teaching: Tamil, English, Mathematics, Physical Science, Biology Science, Commerce, Social Science. Experts are invited from various academic disciplines such as Philosophy, Psychology, Technology, Management to discuss themes related to their subjects and related to teacher education.

(ii) **Multi-skill development**

   (A) Micro teaching.

   (B) Macro Teaching.

   (C) Development of teaching aids.

   (D) Project Work.

   (E) Organization of Programs such as debate quizzes and various socio-
      cultural   activities.

(iii) **Inclusive Education**

Inclusion in the context of education is the practice, in which students with special educational needs spend most or all of their time with non-disabled   students.   It is also a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems.

(iv) Practice teaching

Internship of students is arranged in various schools. The details of the practice teaching lessons delivered during an academic year have been reported in preceding paragraphs.

• They undertake simulated teaching and internship. Our college staff and the local school staff supervise and provide substantive guidance and suggestions to the student teachers, personally and in groups, at different stages of internship.

• Apart from teaching, students are encouraged to involve themselves in all the school activities like conducting the assembly arranging sports events, school day, Festivals etc.

• Students conduct case study on school children in the practicing schools.

(v). School experience / internship.

Students get school experiences during school teaching by preparing the attendance register, checking home assignments and getting involved in assembly and other school activities.

(vi). Work experience /SUPW

Practical Works is an integral part of the process. Separate room for Practical Works activities with sufficient materials is provided.

(vii) Any other (specify and give details)

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

Meditation, Pranayam and Physical Exercises.

1.3 Feedback on Curriculum

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

   Feedback from practice-teaching schools, teachers, principals, students, alumni and faculty members are obtained. Their suggestions are implemented for effective presentation of the content.

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.**

   The feedback is analyzed. The technical committee of IQAC helps in the process. The feedback is analyzed critically by the members of IQAC and/or by the relevant committee(s). Responses from various questionnaires are collected and analyzed. The feedback based report is prepared and placed before the relevant committees, which examine them and make suggestions and recommendations. The outcomes and suggestions that can be implemented at the institutional level are always followed scrupulously. For example, suggestions regarding allotment of time, preparation of files, simulation and micro teaching were worked upon and adequate changes made. If any suggestion is to be passed on to the university, it is done without further delay.

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

As the institution is a self – financed institution so only timely suggestions are referred to the university.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

Tamilnadu Teachers Education University has introduced the modification in the syllabus at 2009. It has contributed to quality education and student satisfaction.

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

Curriculum is developed and designed by the University.

1.5 Best Practices in curricular Aspects

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

Students' feedback on courses, infrastructure, teachers, inclusion of visits to field work, education tours in curriculum, etc. are some of our best practices under Curricular Aspects. Teachers were initialized to learn recent pedagogic techniques, to innovate and continuously seek improvement in their work, visualize and carry out curriculum transactions according to the nature of the enrolled student groups.

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

Our college has also visualized a project based study/teaching of civics, history, geography, social issues, etc. through artifacts. It is a multidimensional approach in learning/teaching through sites/objects. Adoption of constructivist approach is on the active agenda of our college. Reflective teaching: Exploring our own classroom practice is yet another innovation that we have adopted on experimental basis.

CRITERION II:
TEACHING-LEARNING AND EVALUATION

Criterion-II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

1.   Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Our college has to abide by the determined admission criteria of the government and the University. Students are admitted in B.Ed. courses in our College by following the admission process as stipulated by NCTE, Tamilnadu Teachers Education University, Chennai and Government of Tamilnadu respectively. Policies are framed by the NCTE affiliating university and state Government.

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

The program i.e. B. Ed. offered by the institution are advertised through the newspapers (English & Tamil both), hoardings, handbills, prospectus and advertisements on local cable network in adjoining areas. All advertisements in media make clear the location of the college, transport facility / connectivity, seats available, salient features of the institute, facility available in the campus and faculty status & results of the previous years.

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

The college Admission Committee and the University ensure equity in admission, as per the admission Criteria given by the Government and the University.

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)

Institute has a system through which all the Economic class students get equity in cultural participations. All students are familiarized with each other to avoid cultural, religion diversity. A guidance bureau is in proper working to sort out such type of problem and counsel the student in perfection. College also adopts the reservation policy for physically differentlyabled student as per the rule of regularity bodies. Eligible students benefit scholarship facilities.

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

Yes, the institution has following provisions for assessing student's knowledge/needs and skills before the commencement of teaching programmes:

Orientation Programme:

Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The student-teachers have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule. In this programme, an intimate and cordial relationship develops between student teachers and teachers. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

2.2   Catering to Diverse Needs

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

The academic and training schedule is carefully planned. The mode of presentation of various topics in the syllabus is decided in advance. The learning tasks are drawn up after consultations and revised in the light of past experience. This enables easy instruction and learning. The accent is on learner-centered instruction. The trainees are encouraged to participate in seminars. They are given periodical assignments, the best of which are presented in the class. This facilitates learning by doing. Invited lectures by experts in various fields are organized. There is also continuous internal assessment to ensure the regularity of learning

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

There are various learning needs of the student teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teachers are taken into consideration. The following activities are organized to meet the diverse learning needs of the students.

- Extra classes for weak and needy student-teachers
- Issuing books to student-teachers during annual examinations
- Arrangement of seminars at class level as well as college level
- Organizing the Extension Lectures by prominent educationist
- Student-teachers are provided financial support to attend workshops/Seminars/Competitions etc.
- Assignment and projects are assigned to the student-teachers.
- Student-teachers need for academic areas are discussed through the tutorial and are also provided with remedies

- Special Attention is given to slow as well as advanced learner
- Remedial teaching is given after every class /unit test and house examination
- Proper orientation about examination and evaluation system
- Proper & appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.

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

Through the organization of different activities such as cultural programmes, different type of competitions, discipline, code of conduct, equal opportunity system that the college adopts for diversity and equity in teaching learning process.

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

The teacher educators are knowledgeable and sensitive to students' needs and it is reflected in the following activities: Teacher's qualification and experience. Organizing remedial teaching. Various co-curricular activities. The students are given opportunities of actual interaction with in the nearby school for 40 days teaching practices. The teachers themselves are asked to keep observed with the modern teaching method.

5.   What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The institute takes following steps to develop knowledge & skills related to diverse students needs:-

- The pupil teachers are taught to be sensitive towards the needs of diverse groups (high, low & average Achievers)

- Constructing and using Diagnostic Tests.

- Remedial Teaching

- Using continuous and comprehensive Evaluation

- The pupil teachers are encouraged and taught the use of various instructional material/ teaching aids according to the need of the students, ranging from charts, models to computer (ICT).

- The pupil teachers are sensitized about the needs of Physically, Mentally & Socially diverse groups in following ways: The pupil teachers are taught to identify diverse groups. The pupil teachers are taught to take into account the needs of each student in the classroom. The pupil teachers are taught to transact curriculum and apply the entire classroom practices effectively keeping in mind the need and pace of diverse students.

2.3   Teaching-Learning Process

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

Students are engaged in active learning in the form of many activities.

These are:

Library :

The library is used as resource and knowledge centre and students are motivated to use the resources daily and spend some time in the library everyday without fail.

Internet :

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

Individual Project :

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

Practice Teaching :

All students Practice micro teaching as well as macro   teaching in the school subjects.

Practical Work :

Each and every student does the practical works as envisaged in the curriculum.

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

For making learning students centered the pupil teacher are taught through lecture cum discussion method, in which class room interaction is encouraged. Students of diverse abilities are formed into groups; the high achievers are made responsible for the learning and achievement of low achievers. The pupil teachers also have to:

- Complete assignments independently.

- Use resource material available in the library and laboratories.

- Search for relevant content from the internet to prepare assignments.

- Form focus groups to prepare teaching aids and hold discussions on various topics.

- Conduct as well as participate seminars / workshop / co curricular activities/ cultural activities.

Classes conducted by experts in theory and Demonstration classes conducted by eminent persons in educational field. Each trainee is practicing lessons in at least three models of teaching during criticism and teaching practice as per prescribed curriculum.

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.

Behaviorism, Constructivism, models of teaching like synaptic, direct instruction, advanced organizer, concept attainment, inductive thinking, inquiry training, and cognitive growth model. Classes are conducted on different topics using LCD. Guidance is given to use video clippings to make lesson effective and attractive.

The list of participatory learning activities being used are:-

•   Paper presentations in seminars.

•   Participation in debates.

•   Extempore speeches.

•   Quiz competitions.

•   Group discussions.

•   Use of library and information services.

•   Use of Internet.

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, the trainees are made aware of various teaching models in the classes on methodology. They are practicing all these models in their pre-practice- teaching sessions in the College and during teaching practice sessions in the school under

the guidance and supervision of the staff-in-charge in the College and the guide teacher in the schools. Trainees are exposed to simulated classroom teaching by experienced teachers. They learn new methods by observation and discussions that follow such sessions.

5.   Does 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.

The following skills are practiced by each class. Introducing, explaining, stimulus variation, questioning, Probing questions, reinforcement,   using blackboard, closure. Each student is made to practice three micro skills and one link practice. Re-teach is conducted for weak students in the specific skills.

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.)

During the first leg of practice teaching in schools, the trainees observe the classes given by the guide teacher. In the next leg , they teach one to two periods a day under the observation of the guide teacher. The teacher educator monitors the classes through occasional visits. The guide teacher and the teacher educator compare notes and offer suggestions to trainees. Their lesson plans are gone through and modified if necessary by both. In extreme cases they are asked to re-write their lesson plans. The teaching aids and supplementary exercises undergo the same process.

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

Theory of micro teaching, writing objectives in behavioral terms, lesson planning, Preparing charts and models are taught to the pupil teachers. As prescribed in the syllabus micro teaching skills are practiced in each teaching subject. Three micro-Lessons are delivered by each pupil-teacher. Three model lessons are delivered by the each teacher educator. The pupil teachers are taken to schools for teaching practice where they deliver twenty lessons per teaching subjects.

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.

The lesson plans to be used in the practice sessions by trainees are prepared by them in consultation with the guide/mentor teacher and the College faculty in-charge. They are subjected to scrutiny and revision.

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

Permission for conducting teaching practice in different schools is ensuring from the head of the institutions of various schools. After that students are made to consult the concerned teachers and collect portions and time table. After preparing lesson plans and teaching aids to teach the allotted portions under the supervision of the teacher educators, the students are sent to schools. At school under the co operative guidance of the mentor teachers and school staff, the trainees conduct classes which are evaluated by the teacher educators periodically.

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

Five teaching aids are mandatory to prepare in sessional work and one teaching aid is mandatory to use during the practice teaching in each lesson. They are encouraged to use O.H.P. & Power Point presentation through L.C.D. Projector during their teaching along with charts, models and other teaching aids.

2.4   Teacher Quality

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teacher. The inputs provided by the subject teacher in the practice teaching school are used to plan practice teaching lessons. The lesson to be taught by the pupil teachers are procured from the concerned school's subject teachers.

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

The allotment of trainees is done on the basis of the availability of students' strength and the number of guide teachers, following the orders by District Chief Educational Officer on the basis of students and teachers ratio.

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

The practice teaching sessions are closely monitored and evaluated during the planning and the execution stages. The lesson plans are carefully scrutinized and improvements suggested. The classroom performance is watched by the guide teacher and suitable feed-back and corrective advice given to the trainees almost as

a daily measure. The college faculty in-charge evaluates the lesson plans at the preparation stage itself and suggests ways of improvement. He interacts with the guide teacher and has joint sittings with the trainees. Similarly the student feed-back is obtained informally by the guide teacher and through informal write-ups by the trainee himself for performance improvement.

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

Updating the teaching strategy according to the educational needs of the school by shifting to the constructive paradigm. The pupil teachers are updated on the policy directions and educational need of the school by:-Displaying news/ articles, cuttings on the notice board / library. Announcements made during morning assembly.

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

The students and the faculty keep pace with the recent development through internet facility, newspapers, magazines and other resources available in the library. Above all the faculty members are quite competent to prepare students to face the challenges in the field of modern technology.

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

The college encourages Teaching Staff to enhance their academic qualifications.

- To attend and participate in seminars, workshops, orientation and refresher programmes (FDP).
- To publish educational articles in different educational journals and magazines etc.
- To write books.
- To allow the faculty to attend the classes based on modern teaching methodologies.
- To allow the faculty to do research work.

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

Yes, The faculty members who are skilled in teaching are identified and encouraged with incentives and cash prizes.

2.5   Evaluation Process and Reforms

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

The Institution takes all efforts to ensure a smooth teaching-learning process. The library and the laboratories are well equipped. The teachers are always available for consultation and guidance. There is a Tutorial System that ensures individual attention to every learner. The management is liberal with funds for the improvement of infrastructure. There is inter-institutional resource-sharing and adequate peer group interaction through invited lectures and visits to peer institutions. Through establishment personal contact with the students and conducting periodical exam such as unit test, house exam and preparatory exams

and tests sometimes a communication is established with the students in the morning assembly and a general lecture is delivered to redress their general barriers. The college also organizes expert lectures to students from time to time in the form of guidance.

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

The evaluation is done in the following ways, Conducting Unit Test, internal assessment using the prescribed Proforma, internal viva on the basis of practicum and practical records and public exam by the university.

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

Valued answer scripts and assignments are shown to the trainees. Their errors and short comings are pointed out to them and suitable remedial actions suggested. This contributes to transparency and faith in the system. The students have the option to re-do the assignments and internal test to improve their scores. Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject teacher through communication of outcomes. All the remedial classes and tutorials are arranged as per the requirements.

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

Using MS word for preparing the question papers, Using MS Excel for preparing mark sheet, ranking etc.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

The institution is student friendly in its pattern of instruction and evaluation. The mentor system ensures this student-centered approach. The teachers also demonstrate teaching, learning and evaluation skills in the class

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

The institute reflects on the best practice in the following manner:-

The best practice encourages frequent contact between students and faculty in and out of the class which motivates the students to be actively involved in the teaching learning process.   Best practices include forming of study group, collaborative learning, brain storming, problem solving and discussions. The pupil teachers are encouraged to discuss what they are learning (theory), write reflectively about it, relate it to past experiences and apply it in the class room / real life situations. Good practices include pupil teacher to access their knowledge and competence by giving them prompt and accurate feedback about their performance in theory and practice teaching. All teacher educators are computer literate. They teach the pupil teacher how to use computers and its use in daily practice, research, enquiry, communication and curricular transaction. The college endeavors to integrate technology in teaching and learning.

CRITERION III
RESEARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

   Institute always instigates the teachers to do research as under Study leaves are provided to the teachers. Adjustments in teaching schedule are done for attending any research program. Financial helps are provided to the teachers concerned. Typing, photo copying, internet facilities are available in the Staff room. Special increments provision to the staff members to attend any national / international seminar/ workshop etc. Transportation facility is given to the staff to attend the program.

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

   Educational psychology, Measurement and Evaluation, Teacher Education, Child Education, Social Education, Educational Technology, Educational Administration, Teachers role and responsibilities, Environment, Women education, Value education are the priority areas of research. Through small projects, assignments and action researches, institute tries to develop research aptitude among B.Ed. students as well as staff.

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

   Yes, institution has the action research practice to sort out day to day education concerned problems. Action research has been done on the problems like less attendance, less discipline, and lack of subject interest, As a result all the aspects under consideration have been improved satisfactorily.

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

   Faculty members attended around 50 seminars /conferences /workshops during last five years. The staff members are allowed to attend the Seminar and Workshops. The staff is being paid TA and DA from the college for attending the Seminars and Workshops. Every year at least a seminar /workshop have been organized by our institution. The following are the seminars organized in our institution in the past three years.

   2010 -2011

        State level seminar on "Quality and Quantity in Teacher Education"

          on 09.03.2011.

   2011-2012

        State level seminar on "Intelligence and Creativity"

        on 16.03.2012

   2012-2013

        State level seminar on "Problem solving Techniques"

        on 14.03.2013

3.2 Research and Publication Output

1. **Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.**

   Our college acquired Power Point Projector, developed Video-graphic facility, different educational CD's, etc. as teaching aids. Workshop activity is compulsory for preparing teaching learning materials to be used by the student teachers. In

addition, our college has developed materials like audio cassettes, video cassettes, guideline materials and teaching aids.

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

The facilities available with the institution for developing instructional materials are:-

- Physical Science laboratory.
- Biological laboratory.
- Computer laboratory with internet connectivity.
- Educational technology laboratory.
- Language laboratory.
- Psychology laboratory.
- Workshop.

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

- The faculty members of our college deliver lectures developing PPTs on different topics to supplement their teaching. Efforts are also made to encourage the student teachers to use PPTs during their simulated teaching.
- At the same time some lectures by the faculty are done by using OHP-transparencies.
- Presently our college has educational CD's which are regularly screened for the benefit of the students. The students can watch these CDs.

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

- Our college proposes to organize computer training programmes for the staff and students. All members of staff will be asked and encouraged to attend such programmes.
- The programme focuses on the use of computer for developing material, either through down loading or through the use of guidelines as available on different websites for developing such material.
- Workshops on development of Audio- visual aids are regularly organized.
- Financial liabilities for such programmes are borne by the college.

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

Title of the publication	Authors	Name of the journal	Year	Volume	Pg. No.	ISSN. NO.
A STUDY ON SELECTED PERSONALITY TRAITS OF HIGH SCHOOL MATHEMATICS TEACHERS	Dr.A.R.Anandha krishnaveni Dr. S.Francisca	RESEARCHER'S TANDEM	APRIL – JUNE, 2010	01	44-53	2230-8806
INFLUENCE OF ATTITUDE ON ACHIEVEMENT IN MATHEMATICS OF HIGH SCHOOL STUDENTS	Dr.A.R.Anandha krishnaveni Dr. S.Francisca	RESEARCHER'S TANDEM	OCT- DEC 2010	01	16–22	2230-8806

APPROCHES AND TECHNIQUES IN DEVELOPING MATHEMATICAL VALUES IN THE AFFECTIVE DOMAIN OF STUDENTS	Dr.A.R.Anandha krishnaveni Dr. S.Francisca	RESEARCHER'S TANDEM	JULY – SEP 2011	02	9-15	2230-8806
DOES THE PERSONALITY OF A TEACHER INFLUENCE THE ATTITUDE TOWARDS MATHEMATICS OF HIGH SCHOOL STUDENTS?	Dr.A.R.Anandha krishnaveni Dr. S.Francisca	EDUCTRACKS	JUNE 2012	11	43-47	0972-9844
PROFESSIONAL ATTITUDE AND PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS	Dr.A.R.Anandha krishnaveni Dr. S.Francisca	JOURNAL OF COMMUNITY GUIDANCE AND RESEARCH	NOVEM BER 2012	29	396-403	0970-1346
A STUDY ON CRATIVITY DEVELOPING TECHNIQUES OF PROSPECTIVE TEACHERS	Dr.A.R.Anandha krishnaveni Dr. S.Francisca	THE INTERNATIONA L JOURNAL FOR RESEARCH AND DEVELOPMENT IN ENVIRONMENT AL EDUCATION	SEP 2013	02	40-47	2277-7571

| ATTITUDE TOWARDS INNOVATIVE PRACTICES IN TEACHING AND LEARNING MATHEMATICS IN SCHOOLS | Dr.A.R.Anandha krishnaveni Dr. S.Francisca | SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES   ONLINE ISSUE | JULY-SEPT,2013 | II/V | 46-54 | 2319-4766   2278-8808 |

By Dr.A.R.Anandha krishnaveni

Dr. S.Francisca

Title of the publication	Publisher Name	Total No. Pages	Pg. No.	ISBN No.
TOYS-AN EFFECTIVE MEDIUM FOR REINFORCING MATHEMATICAL CONCEPTS AMONG CHILDREN	V.O.C. College Education, Tuticorin	293	59-62	978-81-920761-1-9
INFLUENCE OF ATTITUDE ON ACHIEVEMENT IN MATHEMATICS OF HIGH SCHOOL STUDENTS	Bharathidasan university, Trichy	966	318-319	978-81-909565-7-6
WORKSHEETS"- AN INNOVATION IN TEACHING AND LEARNING MATHMATICS	ST. JOSEPH'S COLLEGE, Trichy	478	261-263	978-81-920622-0-7
A VIEW ON INTEGRATING	MANONMANIAM	364	51-52	978-81-909565-4-3

ENVIRONMENTAL EDUCATION AND MATHEEMATICS	SUNDARANAR UNIVERSITY, TIRUNELVELI			
ATTITUDE OF HIGHSCHOOL STUDENTS TOWARDS LEARNING MATHEMATICS	ST. IGNATIUS' COLLEGE OF EDUCATION, TIRUNELVELI.	94	6-13	978-81-920944-1-0
GENERAL BENEFITS OF ICT IN TEACHING AND LEARNING MATHEMATICS	MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI	302	246-253	978-93-81402-20-7
GUIDANCE IN HIGHER EDUCATION LEVEL	ST. XAVIER'S COLLEGE OF EDUCATION, TIRUNELVELI	417	12-15	978-81921328-5-3
AWARENESS OF ICT AMONG BED TRAINEES	MAHATMA GANDHI COLLEGE OF EDUCATION, SOLAISERI	163	6-8	978-1-4675-4600-5

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

   Some of our faculty got awards, honors like best paper presentation, sports achievements, cultural achievements etc.,

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

   No such projects have been done by our faculties during last five years.

3.3   Consultancy

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

   Yes consultancy services are provided to Practice-teaching Schools and other Social organizations.

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- Areas of competency are

   • Teacher training & interactive.

   • Learning disabilities.

   • Guidance & Counseling.

   • School administrative & discipline.

   Consultancy is provided through personal interaction at college, school level Relationship.

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?**

   Free consultancy is provided for the welfare of the organization & society as a whole.

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

   There is no revenue generated through consultancy.

3.4 Extension Activities

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

   Our college cannot be blind to the Society and involves itself in community service in the adjoining villages and habitations. Our college has a remarkable record of such Activities. Student teachers participate in many community works like making the nearby villagers aware of hygiene and importance of education. They also participated in various mass awareness programmes like environment awareness, Education awareness, and Health & Hygiene awareness. Students carry out activities like Blood donation, Adult literacy, Plantation.

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

   The community and the institute are mutual beneficiaries. Practice teaching is done with the help of schools of local community. Pupil teachers get opportunities to be placed in schools located nearby. Local community helps in organizing various programmes of social welfare.

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

   Our college proposes to develop a pool of community members who have expertise or special skills in any area of work experience. Our college has also a plan to organizing activities in collaboration with different social bodies. It plans to organize blood donation camps in association with Indian Red Cross.

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

Yes – Free medical camp, Tree plantation, Free Eye camp, medical awareness, Blood Donation camp awareness Rallies for environment protection etc.

S. No	Name of the Event	Date	Chief Guest
1	Eye Donation Awareness Programme	05.04.2012	Lion Dr. J. Ganesh avl
2	Eye Donation Awareness Programme	28.01.2013	Lion Dr. J. Ganesh avl
3	Eye Donation Awareness Programme	28.09.2013	Lion Dr. J. Ganesh avl
4	Blood Donation Camp	03.03.2014	Dr.M.Saroja, Primary Health Centre, Kunnoor

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

Social and citizenship values are developed through various ways, which include, Social values taught through hidden curriculum. Through talks by the Directors, seniors and faculty members. Showing CD's related to discrimination & women empowerment, Child labor, etc. Celebrating festivals like Science Day, International Women's Day, World Health Day, Teachers day, Independence Day, Republic Day, New Year's day, Deepawali, Eid, etc. The curricular and co-curricular activities are also instrumental in inculcating required values. There is inbuilt emphasis on democratic values, responsible citizenship, an awareness of human rights for inculcating these values.

3.5 Collaborations

1. **Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

   There are no linkages at national level organizations. We have linkages only with the organizations and institutions in the state of Tamil Nadu.

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 are no linkages at international level organizations.

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

- **Curriculum Development**

- **Teaching**

- **Training**

- **Practice Teaching**

- **Research**

- **Consultancy**

- **Extension**

- **Publication**

- **Student Placement**

   In Curriculum development, Suggestions regarding lesson plans, writing of objectives teaching aids, etc were incorporated. In Teaching, Enhancement in quality of teaching is made possible by guidance from national organizations. In

Training, Improvement in the quality of teaching by incorporating the suggestions given/methodology used and thus making teaching learning process interesting and effective. In Practice teaching, Linkages not only provided us with the schools for internship but also led to enhancement in quality level of the teaching by the use of latest teaching aids to which the student teachers were exposed during such visits. Interaction with the staff of these national organizations helped the student teachers to remove a number of doubts about 'How' and 'When' to use the educational technology, as and when made available to them. Improved efficiency of practice teaching, e.g. addition to basic knowledge by the use of screening various CDs on teaching of various subjects. In Student Placement, our college does effect the placement, directly as well as indirectly. Interaction with outside bodies/agencies/schools, etc. leads to communicating our credibility and absorption of our trainees. Besides, there is a well-placed mechanism that aims at placing students in suitable positions. Our college approaches Alumni who have been teaching at various educational organizations for help. Help of Alumni is sought regarding the vacancies available in their organization, etc.

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

   College has good linkages with a number of schools especially entering in to MOU with Schools, in the surrounding to accomplish the different activities as teaching practice, functions, games & sports etc and also has good networking with community personnel for community developments.

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

The faculty of the institute visits the practice schools and seeks cooperation of its Principal/Teachers/Staff in devising effective practice teaching by making discussions regarding curriculum, time schedule, discipline, and evaluation tools.

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

Institution collaborates with the school on behalf of inter action approach and to the other colleges of the university to fullfill the need of curricular examinations and expertise.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

The institute has well equipped ICT resource centre, Psychology resource centre and computerized departmental as well as central library enriched with quality books to enhance the quality of research. Extension activities are encouraged through adult education programmes, awareness campaigns etc.

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

Workshops on development of research tools and data analysis through computers. AIDS awareness related activities. Organized environmental awareness programme in nearby local areas to bring awareness among rural women regarding environmental issues.

CRITERION IV
INFRASTRUCTURE AND LEARNING RESOURCES

Criterion IV: Infrastructure And Learning Resources

4.1 Physical Facilities

1.   Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the institution has the Physical Infrastructure as per NCTE Norms.

- The institution possesses 0.86 Acres of exclusive well demarcated land out of which 2916sqmts is the built up area.

- Classrooms which are spacious, well-ventilated, having comfortable seating arrangements with well lightning system.

- Multipurpose Hall with seating capacity of minimum two hundred.

- Library and Reading Room.

- ICT lab, Language lab, Psychology lab, Science labs, Mathematics Resource Centre, Art and Craft Resource Centre,   Health and Physical Resource Centre and a Music Room.

- Principal's Office spacious and well furnished.

- Staff Room: Well equipped having comfortable seating arrangement with neat and clean attached washrooms.

- Administrative Office: Well equipped with communication facilities and sufficient storage area for official records.

- Canteen: Separate seating for staff and students equipped with proper furniture.

- Store Rooms.

- Toilet Facility: Neat and clean washrooms separately for staff and students with washbasins.

- Visitor Room

- Parking Place: Huge and spacious parking facility for four wheelers and two wheelers with covered shed.

- Open space for lawns, gardening activities, etc. is there for various eco-friendly activities.

- Guidance and Placement Cell.

- Sick Room. Girls Common Room.

- Grievance Cell Room.

- Safeguard against fire hazard is provided in various parts of the building.

- The institutional campus, building, furniture, etc. is barrier free.

- The institutional campus, building, furniture etc. is also friendly for the disabled ones too.

Annually Sufficient Budget is allocated for enhancement and maintenance of the building. Master Plan of the institution is enclosed in the annexure.

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

Maintenance and need for augmenting the infrastructure is carried out by the institute administration promptly as and when need arises.

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

The Institution is having following infrastructure facilities for co-curricular activities and extracurricular activities including games and sports, Spacious Play

Ground, Seminar Hall/ Multipurpose Hall, Chess, Carom & T.T Room, Basket Ball Court, Kho-Kho Facility, Space for Yoga.

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

Play ground, Hostel and canteen is shared with our sister concerns.

5.   Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

- College is situated with green and serene surroundings.
- Separate common room provides a place for relaxation to the students.
- Toilets and washbasins for students are well maintained with utmost care. Sufficient numbers of sweepers are engaged in this work.
- The staff room of the college is very well managed with two toilets and wash room facilities for men and women, well-sitting arrangement with ample space for work. Its proper cleanliness is ensured and is disinfected from time to time.
- Canteen and toilets. The college canteen is also a place where students feel like sitting and spending their lunch time. The environment of the canteen is neat and clean. For providing clean drinking water, water coolers are fitted with good quality of water filters.
- First aid facility is also available with the college. In case of any need students can take rest in sick room. Emergency cases are referred to Govt. Hospital.

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 hostel facility is available. It is shared with our sister concern. Our hostel has sufficient number of rooms. In our hostel there is a separate room for television watching.

4.2   Maintenance of Infrastructure

1.   What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

In total sanctioned Budget an average of 49.26% is spent on the salary of faculty, 08.01% is spent on the salary of non-teaching employees, 3.80% is spent on books and journals, 16.76%   spent on developmental activities (expansion of building), 3.21% spent on telephone, electricity and water , 5.45% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. 3.20%is spent on maintenance of equipment, teaching aids, contingency etc. 2.89% is spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.), 2.41% is spent on travel, 5.01% is spent on other miscellaneous

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

Our college has sufficient space for carrying out curricular, co curricular and extra-curricular activities. Every week activities are organized in Multipurpose Hall, Seminar Hall and practical works are done in respective labs.

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

The electricity and power are optimally used and saved. The Institute takes due care and pays due consideration to the environmental issues associated with infrastructure. The Institute organizes some multifarious programmes every year wherein pupil teachers participate. These programmes include poster making, extempore speeches, decorations, display of best from waste, plantation and free distribution of trees to the nearby villages of the Institute, etc. Pupil- teachers are sensitized about the harmful effects of excessive use of pesticides, insecticides and chemicals in the agricultural fields. As a part of SUPW, students are encouraged to exhibit their creativity in making items which are least expensive and very useful. This also provides the students the concept of making Teaching Aids out of waste material. The Institute motivates and encourages its pupil teachers to organize environment awareness programs, Celebrate Eco Day, Plant saplings.

4.3 Library as a Learning Resource

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

Yes, The College has well qualified and efficient librarian along with one assistant. Ms. K. Bagavathi, M.L.I.Sc, is the librarian. Computer, printer, photo copier machine has been provided to the library for technical support. National and International collection and Foreign journals are available in the library.

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.).

Books　　　　　------ 4126

Titles　　　　　------ 1984

Reference books ------ 126

Magazines　　　------ 10

Journals　　　　------ 14

CD's/DVD's　 ------ 35

Photo copier　 ------ 1

Scanner　　　 ------ 1

Printer　　　　 ------ 1

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.

The first priority to review and to take decisions is in the hands of Library Committee or Advisory Committee to Library. It is a regular feature of the library. It physically verifies each and every book in the stock. Principal has the authority to write off the books or other resources. Various decisions for removing the obsolete, outdated or moth eaten books are taken through Stock Verification Report. Relevance of intake of more books is also based on this report. The management of the college also plays a vital role in reviewing and decision making regarding the intake of library resources. It has its discretion in setting the budget, allocation of funds, setting the discounts and approval for the purchase.

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

Our library is computerized now. The name of the software is Modernlib TCSOFT. By using this software students and teachers can search the books by the title of the book, name of the author, place of the books, and the issue return of the books also has been done through the software.

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 institute library has Computer for students to access the catalogue of books directly into the computer. Library also has Internet and photocopying facilities to the students as well as staff.

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

 Yes. The institution is making progress to develop the library network

7.   Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The college library opens from 9 am to 4.00 pm at every working day from Monday to Saturday except the Sunday and other declared holidays. However the provision to open the library on Sunday & holiday is made for special circumstances such as examination preparations, seminar, workshop organization etc.

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

The Institute has a mechanism in place to keep the staff and students informed of the new arrivals. Thus, information related to new arrivals in the library comes to the notice of staff and students through display racks.

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

Many staff members and students have donated their personal books to make this section more strong. Applications are invited from needy and poor students for availing this facility. These are then scrutinized for need base preference. The books are issued to needy students for the whole session.

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

Library staff gives all possible help to differently able (physically challenged) students.

4.4   ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

ICT facilities are available in the Institute. These are Computers, OHP Projectors, LCD Projectors, Television, Music Recorder/player, Video camera, CD ROMs. Printer, Interactive Boards.

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

Orientation on ICT, on MS office, MS Word, Power Point, MS Excel and MS Access is being done during the session. ICT is used extensively for Curricular Planning. The Teacher Educators plan their lessons on computers. Power point presentations are given and records are prepared. This is a major consideration for curricular design and planning. Curriculum has the provision of imparting computer skills.

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

There is a central computing facility and the resources with this facility are available to staff and students. Both students and staff use this facility to access the internet and also for other computer work. Further the central computer facility is also used for training purposes. Student teachers prepare PPTs, Transparencies and give presentation. Faculty too uses these technologies like Computer, LCD projectors, Internet, OHPs in daily teaching. Various activities are organized in the dept. with the use of these technologies.

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

The pupil teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching. The pupil teachers take help of the Educational Technology Lab for using ICT technology for preparing their practice teaching lessons. The pupil teachers prepare power point presentation of their lessons at the ET lab to be delivered during practice teaching. The pupil teachers prepare slides related to the curriculum, which is to be transacted in the classroom. They use technology of information communication in making different kinds of

teaching aids. The pupil teachers prepare teaching models in the Teaching Aids Workshop to include in the practice teaching.

4.5 Other Facilities

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

The spirit of sharing is prevalent in the college. Teaching learning materials including teaching aids are offered to the practice teaching schools. Various technological resources like projectors, CD's, etc. are shared with community during Festivals, Elections, Private or Govt. Examinations, etc. College premises and other instructional material are also shared with community for various purposes. Library is also used by many students from other institutions and our alumni for consulting books, reference books and for their research work.

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

Audio cassettes, CDs, DVDs, Slides, Transparencies, and various audio-video facilities are available with the institute. Student teachers are motivated to use these aids during micro teaching, simulation teaching and practice teaching. Student teachers are encouraged to use audio-visual materials to develop lesson plans, teaching aids, instructional strategies, etc., Student teachers use audio- video

materials during practice teaching. They learn or try to adopt the expertise in teaching methods displayed in the C.Ds and D.V.Ds.

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

The various laboratories are:

Physical science lab

Biological science lab

Psychological lab

Computer lab

Educational Technology Lab

Language Lab

Art, craft, SUPW and music resource centre.

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

The college has multipurpose hall for organizing various competitions, common class and functions etc., is well maintained with the provision of various gadgets. The college has an Art and craft resource centre serve as a workshop for drawing and painting items, clay modeling items, decorative candles, collage making, poster preparation, etc. Various musical instruments are available and are kept well maintained in music room like Harmonium, Tabla etc. These are often used during Youth Festival, College Competitions and other cultural programmes. The sports room has provision for indoor games such as table tennis, carom, chess and badminton etc. Students are also taught the skills in outdoor games, such as kho-kho, volleyball, short put, discus throw and athletics, etc. in the college time.

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.

All classrooms have the facility for using equipments like mikes, projectors, OHP, screen board, etc. needed for use in teaching. These equipments are not fixed in the rooms as permanent fixtures. Our college has a plan to equip all the classrooms with permanent fixtures.

4.6   Best Practices in Infrastructure and Learning Resources

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

The faculty seek to model and reflect best practices in the diversity of instruction by using LCD, OHP etc in the programme of classroom discussions, question-answer sessions, Brain Storming and seminar based study material prepared by faculty. Faculties are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD player, OHP in pedagogy. The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners.

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

Workshops on ICT Skills are organized for students from time to time which enhance computer efficiency of the students. Students use new technology to make

their Lesson Plans effective and informative. Institution also organizes Faculty Development Programmes from time to time to enhance and promote the knowledge of ICT among the faculty. Institution also provides to the staff and students the facility of browsing engines facilities and internet. The students and staff are free to use internet.

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

Students are encouraged to present news, thought for the day and speak on any current socio-political issue in the assembly. They are sent to different schools such as Govt. aided and Public schools to analyze the difference in working conditions and to adapt to the ever changing needs of the society. Self assessment situation are provided to the trainers. They assess other peers and in turn get their own assessment.

CRITERION V
STUDENT SUPPORT AND PROGRESSION

Criterion –V Student Support and Progression

5.1 Student Progression

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

The Institute conducts orientation programmes and assessment test in various skills which is more important for teacher training to ensure that the students are receiving appropriate academic and professional advice from time to time.

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

The management ensures that the students get appropriate academic atmosphere in the campus. Special lectures on the duties and responsibilities of student-teachers and nobility of the teaching profession are arranged. Opportunities are given to the students to participate in inter collegiate competitions. The proformance of the students will be monitored throughout their stay in the campus and proper guidance and counselling will be given to the students for the improvement of their performance.

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

Yes. The students dropped out from the course due to the reasons like getting government job and ill health.

4.   What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The Institute provides additional services to B.Ed. students enabling them to compete for the jobs and guidance for higher education. There is also a placement & guidance cell, which helps the students in seeking jobs.

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

For the last three years at an average of 26% students take the opportunity for doing higher studies, an average of 41% students got employment. At an average of 33% of students took teaching as their career.

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

Yes, students are allowed to utilise the library for taking up the reference book in NET / SLET and other competitive examinations. They are also permitted to download materials from the websites at free of charges on permitted hours only.

7.   Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution provides carrier guidance and counselling services and placement services to support students. The institution formally established a placement cell under the supervision of the principal and with placement officer in the college premises. The placement cell was established to provide all possible assistance to its students to find employment. The placement service has been given in two ways. The schools will be communicated by our college and asked to participate in the on campus placements and another way is the interested schools will contact us and asked us to send the student teachers in the particular department to their schools for an direct interview. An average of twenty students get placed in our institution every year.

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

The Placement & Guidance Cell face lot of difficulties like results is declared for B.Ed students in the middle of august whereas school academic year starts during June Month. The Institute overcomes the difficulties by assessing the students during the course of study and recommend to Recruiters. The eligible teacher students are provisionally selected subject to the results and offered employment.

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

Yes the placement cell have constant touch with the schools where our students go for teaching practice. And those schools also participate in the on campus as well as direct interview of our students in the premises of their campus.

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

The Institute has established a Placement Cell and has provided financial, personnel and ICT facilities for the same.

5.2. Student Support

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

An academic calendar is prepared at the beginning of every year, reviewed and alterations effected in consultation with the faculty. Every staff prepares their own year plan, monthly plan to meet the curricular activities based on the calendar and time table of the year. This is lead and guided by the principal with the view of objectives and effective implementation of the curriculum. Though the Co-curricular activities are planned in the calendar and time table, a separate plan is also maintained.

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

No different planning is done for physically challenged students for theory classes. However, they are provided adequate assistance during practice teaching.

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

The college has a very effective mentoring system. Students are divided according to their optional groups and entrusted with teachers. A mentor's record is maintained and the mentors meet with mentees on a regular basis and when there is a need, the mentor conducts house visit.

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

The Institute follows tutorial systems and the faculty members identify the personal problems of the teacher students and help them in their academic activities.

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

The college has its own website. The following details of information such as mission/vision statement, and objectives of the institution; programmes offered; eligibility criteria for admission; admission policy and process; academic calendar; examination and other assessment schedules and procedures; infrastructural facilities available for teaching/learning, sports, research and recreation; scholarships given by the state; and the fee structure; social welfare activities are posted it is updated for every academic year.

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

Yes. Students' performances in the test are continuously monitored and counseling is done wherever necessary by the mentor teachers. Tutorial classes for weaker student teachers are organised by the Institute.

7.   What specific teaching strategies are adopted for teaching

 a) Advanced learners and (b) Slow Learners

The faculty members keep in mind for both types of student teachers, Advanced Learners & Slow Learners while deliver the lectures in classrooms. Advanced learners are assigned with lot of opportunities to share the knowledge and encouraged. Slow learners are grouped along with advanced learners and bring them at par normal one.

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

A Guidance and Counselling cell is actively participating to guide the students in their studies, job opportunities and personal development. Educational, vocational and personal guidance services are preferred. Guidance is given by our staff members.

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

The Institution has Grievances Redressed Cell. Periodic meeting is conducted and any minor issues arises it is addressed then and there. There are no major grievances in the last two years.

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

The college conducts periodical tests, regular assignments and also maintains attendance register. Erring students are contacted by mentors and if needs be, referred to the counsellor.

11.   How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Micro teaching skills are demonstrated by teacher educators and practised by students. Following micro-teaching, demonstration classes are taken by teacher educators and classes of senior teachers are also observed by students. The students handle classes with peer evaluation. Evaluation by teacher educators is done before sending the students for practice teaching. When students undertake practice teaching, teacher educators observe students. Teachers give feed back to enhance teaching competency. They meet with guide teachers and obtain their comments and feedback on student teachers teaching.

5.3 Student Activities

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

(i)   List the current office bearers

(ii)   Give the year of the last election

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

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

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

The Institute has an Alumni Association and the office bearers are S.Prabakaran – President, P.Kaaleeswari- Vice President, R.Vijayaraj – Secretary, T.Jeyabarathi -

Treasurer. Alumni help the Institution in organizing workshops for development of the B.Ed. Course. Important suggestions are implemented by the management of the Institute.

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

Students proficient in sports and extracurricular activities are identified at the time of admission itself and circular to this effect is issued to all the classes and interested students are motivated to practice in different events. Based on the interest and talent, students are selected to represent the college in the inter collegiate sports and cultural activities. The selected students are given intensive practice by the coach / physical director in the evening hours. They are given good nourishment by the college.

Sports Achievements of the Students			
2011-2012			
S. NO	**Men Events**	**Prize**	**Name List**
1	100 M	I	G. Ayyanar
		II	M. Chellapandi
		III	M. Gokulkumar
2	400 M	I	M. Gopalakrishnan
		II	G. Govindarajan
		III	T. Guvendran
3	800 M	I	G. Ayyanar
		II	M. Chellapandi

		III	G. Govindarajan
4	1500 M	I	V. Jeyaganesh
		II	M. Jeyasurya
		III	C. Muthuselvam
5	Shot Put	I	P. Muthuselvam
		II	P. Pandi
		III	I. Ponraj
6	Javelin Throw	I	I. Ponraj
		II	C. Muthuselvam
		III	A. Prabhu
7	High Jump	I	M. Ramkumar
		II	A. Prabhu
		III	V. Ramesh
8	Long Jump	I	S. Rajesh
		II	M. Rajkumar
		III	D. Ramesh
9	4X100M Relay(I)	I	G. Ayyanar
		II	M. Chellapandi
		III	N. Gokulkumar
		IV	M. Gopalakrishnan
Sports Achievements of the Students			
2011-2012 (Women)			
S. NO	**Women Events**	**Prize**	**Name List**
1	100 M	I	S. Sumathi

S.NO	Events	Prize	Name List
		II	M. Susheela
		III	B. Shanthi
2	200 M	I	R. Rajeswari
		II	S. Sumathi
		III	D. Priya
3	400 M	I	S. Ishwarya
		II	R. Kalaiselvi
		III	S. Kavitha
4	Shot Put	I	R. Mahima
		II	S. Menaka
		III	M. Nithya
5	Javelin Throw	I	N. Ponmalar
		II	V. Kanmani
		III	K. Kalavathi
6	Long Jump	I	P. Malarkodi
		II	K. Selvameena
		III	K. Ramya
7	4X100M Relay(I)	I	S. Sumathi
		II	M. Susheela
		III	B. Shanthi
		IV	R. Rajeswari

Sports Achievements of the Students

2012-2013 (Men)

S. NO	Men Events	Prize	Name List
1	100 M	I	V. Ponirulappan

		II	S. Prabakaran
		III	K. Suriyan
2	400 M	I	S. Prabakaran
		II	V. Ponirulappan
		III	R. Vijayaraj
3	800 M	I	M. Vijayaraman
		II	M. Shanmuganathan
		III	K. Manimaran
4	1500 M	I	A. Kumarasamy
		II	M. Muthu Pandi
		III	M. Shanmuganathan
5	Shot Put	I	J. Terrance
		II	C. Ramachandran
		III	A. Tharmendran
6	Javelin Throw	I	M. Vijayaraman
		II	R. Vijayaraj
		III	M. Shanmuganathan
7	High Jump	I	M. Vijayaraman
		II	V. Ponirulappan
		III	A. Kumarasamy
8	Long Jump	I	S. Prabakaran
		II	R. Vijayaraj
		III	K. Suriyan

9	4X100M Relay(I)	I	V. Ponirulappan
		II	S. Prabakaran
		III	K. Suriyan
		IV	M. Shanmuganathan

Sports Achievements of the Students

2012-2013 (Women)

S. NO	Women Events	Prize	Name List
1	100 M	I	R. Ananthapriya
		II	M. Anitha
		III	P. Kalaivani
2	200 M	I	R. Ananthapriya
		II	S. Deepa
		III	K. Elakkia
3	400 M	I	K. Hemalatha
		II	R. Inimaikani
		III	T. Jeyabharathi
4	Shot Put	I	K. Kalaiselvi
		II	S. Chellamari
		III	J. Avilarani
5	Javelin Throw	I	P. Kaleeswari
		II	M. Kalpana
		III	K. Jeyachitra
6	Long Jump	I	S. Kohila
		II	V. Malarvizhi

		III	R. Muneeswari
7	4X100M Relay(I)	I	M. Mekala
		II	P. Muthumari
		III	T. Pandiselvi
		IV	R. Pradeepa

Sports Achievements of the Students

2013-2014 (Men)

S. NO	Men Events	Prize	Name List
1	100 M	I	S. Karthik
		II	K. Karthik
		III	R. Rajkumar
2	400 M	I	S. Ranjith
		II	P. Periyasamy
		III	A. Gowri Sankar
3	800 M	I	K. Karthik
		II	C. Panthan
		III	S. Vijay
4	1500 M	I	S. Nagamani
		II	S. Karthik
		III	P. Periyasamy
5	Shot Put	I	A. Gowri Sankar
		II	S. Ranjith
		III	S. Nagamani
6	Javelin Throw	I	S. Ranjith

		II	C. Panthan
		III	K. Karthik
7	High Jump	I	C. Panthan
		II	S. Vijay
		III	S. Alaguraja
8	Long Jump	I	R. Rajkumar
		II	G. Kanthavel
		III	V. Ramkumar
9	4X100M Relay(I)	I	K - Group
		II	L - Group
		III	M - Group

Sports Achievements of the Students

2013-2014 (Women)

S. NO	Women Events	Prize	Name List
1	100 M	I	R. Anusuyadevi
		II	C. Shanthi
		III	S. Sathyapriya
2	200 M	I	C. Shanthi
		II	R. Anusuyadevi
		III	S. Shanmugapriya
3	Shot Put	I	S. Sathyapriya
		II	M. Malathi
		III	J. Renugadevi

4	Javelin Throw	I	J. Renugadevi
		II	S. Shanmugapriya
		III	K. Velkani
7	4X100M Relay(I)	I	J - Group
		II	I - Group
		III	K - Group

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

The students are encouraged to publish their work in Institute Magazine and they are also involved in the Editorial Board of Institute Magazine / Souvenir which are published at Institute's level.

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

No. only student representatives system is alive.

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

The Institute has various bodies which have student's representation. The names of the bodies Committees are Library Committee, Extension Activities Committee, Co-curricular Activities Committee, Sports Committee.

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

Feedbacks are obtained from student teachers, on the staff proformance in the form provided to them and the Principal does a critical observation of evaluation of the filled proforma.

5.4   Best Practices in Student Support and Progression

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

The Institute conducts best practices in Student Support and Progression. Remedial teaching and Guest Lectures are organized for student teachers. Fee concession to selected students, Top scorers is honored, Giving full support and equal opportunity to all the students.

CRITERION VI
GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

   Our College aims at the integral formation of prospective teachers and trains them to adopt students' friendly pedagogy, reading the signs of the time and needs of the society towards establishing a humanity of compassion and justice in India.

   VISION

   To help mould inspired teachers as to bring about a sea change in their wards abilities and thinking.

   MISSION

   To produce highly competent, socially committed teachers and administrators through quality Teacher Training with the challenging needs of the fast changing society.

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's mission reflects wide coverage of value and skill based specific programs and activities with a view to enhance the capabilities of trainees.

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.)

Management's Commitments are, to create and provide the environment conducive to the attainment of institutional goals focusing on a clear vision and mission, to impart quality teacher education, to develop intelligent, well informed, disciplined and socially responsible teachers, to inculcate the spirit of service to the society among pupil teachers, to elicit the cooperation of all stake holders. The College has established a number of cells, Committees, Board for effective and efficient transaction of teaching & learning process of B.Ed. Students, such as; Admission Committee , Library Advisory Committee. Extension Activities Committee, Extracurricular Activities Committee, Editorial Board, Sports Committee, Placement cell, Grievance Redressal Cell.

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

   Through regular staff meetings, the Management and the Principal of the institute apprise the faculty members about the responsibilities to be undertaken by the staff. In specific cases, office orders are issued to the concerned staff to shoulder the responsibilities as specified in such orders.

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 Principal of the College provides valid information through feedback and personal contacts to Management of the Institute from time to time to review the activities. The proceedings of the staff council meetings and various other committees are forwarded to the management. The management also gets the valid

information through personal contacts with faculty members, pupil teachers and their parents and community members during institutional functions and various extension activities.

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

The institute addresses the bottleneck in respect of implementation of the various interventions well in advance.

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

The Management encourages and support involvement of staff in various working Committees of the College for improvement of the effectiveness and efficiency of the institutional process. During the meetings between management and staff members the management considers the suggestions of the staff members. The Management actively involves in professional growth of the faculty members through organizing extension lectures, seminars, Personality Development Programmes and workshops in the college and also encourages the faculty members to participate in various seminars, conferences, workshops organized by other institutions. On duty leave and T.A. is also provided by the management for attending/participating in various academic development activities organized by other educational institutions.

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.**
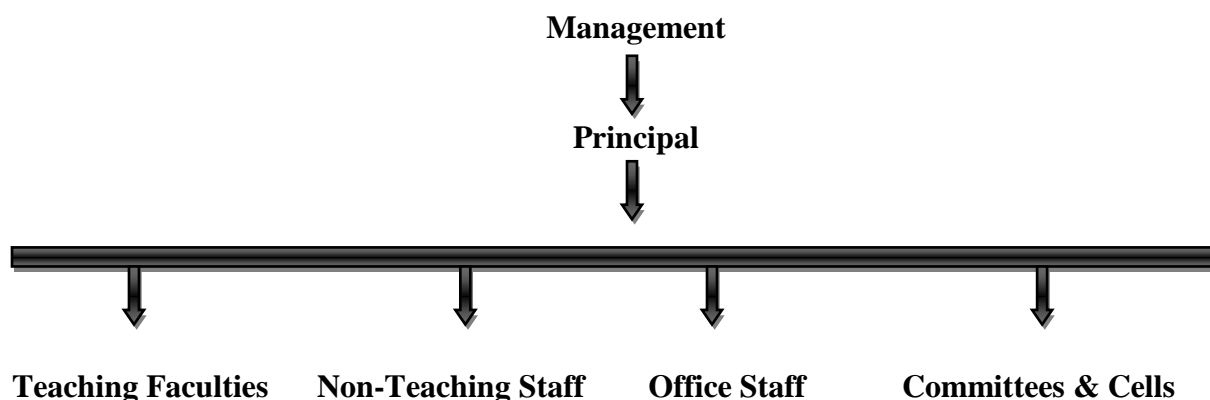
The Head of the institution under the supervision of the management shoulders the responsibility for the smooth running of the college. He is also responsible for correspondence with the Government of Tamilnadu, NCTE, TNTEU, and other stakeholders of the college. The principal receives reports from the different college committees, which offer advice to him in matters defined in term of their functions.

6.2 Organizational Arrangements

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

   The institute has constituted different committees such as admission committee, library committee, extension activities committee, extracurricular activities committee, sports committee, infrastructure committee, staff council, placement cell, grievance redressal cell, editorial board etc for devising work plans and incorporating the same into the institutional strategic plan. The members of above mentioned committees play an important role in the planning and implementation of activities in different spheres of institute's functioning.

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

Management

↓

Principal

↓

Teaching Faculties   **Non-Teaching Staff**   **Office Staff**   **Committees & Cells**

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

Administration of the institution is totally decentralized. The college has maintained an administrative setup in which the principal is given full freedom mainly taking care of administration and financial responsibilities for the development of the institution. As shown various positions in the Organizational set up of the Institute and also the Committees which help in decentralizing the powers and responsibilities to accomplish the work are delegated according to this hierarchy of the organization. The function of each committee is well defined to ensure their administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decisions. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees.

Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure their functional accountability of the system.

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

There are frequent inter-unit discussion sessions to pursue quality concern & evolve suitable parameters in this regard.

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 College uses the various data and information obtained from the feedback in decision making and performance improvement. The institution welcomes all the meaningful and relevant information for decision making and proformance improvement. The concerned data for feedback is obtained from the faculty members, pupil teachers, heads of the practice teaching institutions and their staff. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, and relationship between institution and social sphere are taken for performance improvement.

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

The institution is always encouraging and supporting the involvement of the faculty members and other staff for the improvement of the effectiveness and efficiency of the institutional process. The secretary through the principal of the institution involves the faculty members and staff in various activities related to the

development of the institute. The faculty members are involved by way of association in various committees. The institute organizes inter-committee meetings to promote co-operation, sharing of knowledge, innovations and empowerment of the faculty.

6.3 Strategy Development and Deployment

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

   The College has got well established mechanism to select, collect and integrate data and information on academic and administrative aspects for analysis. The institute has created an MIS for connectivity with various apex level institutions such as NCTE, UGC, NCERT and SCERT. In addition to these other academic and administrative matters are dealt with through MIS by setting up linkages with relevant agencies/departments.

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

   The institute has a firm plan for allocation of resources both human and financial. The human resources are deployed for purpose of academic exposures to students and other relevant categories of stakeholders who need help. The financial resources are handled by estimating the annual plans projected from time to time.

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

The planning of human and financial resources is accorded based on the existing intake of students. This takes care of the faculty and other staff for implementation of the mission and goals.

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

The academic plans are developed by a team of faculty members with nominees from the management and outside experts. In such academic plan, the Principal and Teachers of the practicing schools are invariably associated.

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

From the very beginning the college Management has been a very strong supporter of team culture where the goals are fulfilled from macro to micro level and whereby each member of the team of different specializations is communicated about his deliverables and not only feels attached with the main stream of development but also contributes effectively.

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

The vision, mission and implementation plans are monitored regularly at least once in a month and the outcomes are evaluated and revisited, if necessary, every alternate month.

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

The College is fully equipped with modern technical aids like computers, Internet facilities, LCD, OHP etc. This state of establishment enables the institution in deploying the new technology successfully.

6.4 Human Resource Management

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

   The needs of the faculty development are identified through group discussions, personal reflections by the faculty members and the record of performances of the faculty members. The Faculty members apply for attending the required faculty development programmes through the Principal and approval of the management. The others like career development programmes are undertaken by the faculty members as per their due requirements.

2. **What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

   The College evaluates the faculty and staff on their Self- appraisal Reports submitted by them every year and students' feedback on faculty members and also by observing their sincerity, dedication towards work. In connection with the development of the research aptitude among faculty members, the annual assessment is done by the submission of progress report of individual teacher with special reference to their research publication and participation in seminar and conferences. So far the work and conduct of faculty and other staff members is

concerned, annual confidential report is taken into account on the basis of which their service conditions are regulated.

3. **What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**
   - Providing good working atmosphere
   - Financial assistance for up gradation, participation in refresher programmes/orientation programmes/ related seminars etc. on academic leave basis.
   - Organizing sports and cultural activities, field trips etc.
   - Free transport.
   - Interest free loans.
   - Free education for their children in the institute and other Sister Institutions.
   - Free accommodation for outstation staff.
   - Financial assistance for doing higher studies and research programs.
   - Free lunch.
   - Free health checkup.

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.**

   The Institution persuades faculty members to enable them to participate in various types of activities/ programmes related to the staff development in the direction of improvement of staff and their well being like refresher course, orientation programme. College provides various faculty development and career development programs. Every year the college conducts computer training programs, training to

use the ICT equipments optimally. Our college has linkages with the competitive exams training centers; the faculties also have used these training programs from competitive exam training centers in order to enhancing their career.

5. **What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

   The management assigns high priority to recruitment and retention of teaching as well non teaching staff as per norms of UGC. The endevour is made for filling in the vacancy in teaching positions within a period of less than three months from among the competent professionals applying for the positions.

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

   Part time faculties are recruited when the regular faculty takes long period leave. The salary and workloads distributed as per the norms of affiliating and regulatory bodies.

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).**

Faculty members are supported for advanced study, research as well as participation in seminar, conferences and workshops by providing them study leaves as per their requirement. The College always supports faculty members to grow professionally, although there is no fixed allocation of budget for this purpose but institute bears a good amount of expenses for staff development. Staff members are actively encouraged for participation in seminars, conferences and workshop. Registration and conveyance expenses are borne by the Institute. Well-equipped library and Internet facilities are provided to help in research work. Members of advisory committee actively help in preparation and publication of research work.

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 faculty members are provided all amenities and needed facilities as required for their professional deliverance including well furnished office with common computer access in the staffrooms.

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

The College has mechanism for faculty and other stakeholders to seek information. The information is given through Notice Board, Brochure, News Letter, Magazine, College website, direct interaction. Faculty members get information from the Principal through circulars. A transparent system is there in which every teacher plays a significant role. They feel free to have any information required from and complain to the head of the institution.

10. **Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

The workload in respect of various policies and practices of the institutes is regulated in terms of the specific talents and potentials of the faculty members. However, due care is taken to avoid situations of over workload to a few faculty members only. For this, each faculty member is required to interchange the convenership of various committees and programmes much before the launch of the academic session every year. The Principal of the Institute is empowered to rationalize the workload in consultation with the management of the Institute.

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

Yes, the institute's managing council makes an evaluation of staff members based on their performance. The proformance is evaluated on the basis of student's score in terminal examinations and also teacher-educator's achievements during the sessions on individual basis. The institute has a provision for awarding out of turn increments in their salary on major achievements or accomplishments and incentive, awards etc.

6.5   Financial Management and Resource Mobilization

1. **Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated**

As we are self financed institute our college does not get financial support from the Government. The revenue is generated through fee only.

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

   No, we do not receive any donations.

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

   Yes, the operational budget is almost adequate to cover the day to day expenses. Even if any deficit arises, the management provides its worthy financial support by diverting funds from other heads of the organization.

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

   The budgetary resources to fulfill the missions and offer quality programs are based on Fee realized from educands, Bank Interest on deposits and inter-head funds diverted by the college society.

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 of the institute are subject to audit by an external qualified Chartered Accountant.

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

Only the partial computerization of finance management has done. It is our future plan to develop the fully computerized finance management.

6. 6 Best practices in Governance and Leadership

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

The institute believes in empowerment of its faculty members and other functionaries so as to assimilate the philosophy of self governance and self evaluation; hence, the policies reflect encouragement of pro-active moves and proposals even at the level of lowest level of functionaries and stake holders. The leadership provided in this regard draws its support and sustenance from democratic governance and showing of concerns. There is perceptible a definite trend towards ownership of responsibility and the fulfillment of targets which coincide with the mission and vision of the institute.

CRITERION VII
INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, institution has established Internal Quality Assurance Cell for providing Quality Education. Instead of being assessed by a team of Experts drawn from other institution/ universities, it is done the assessment internally by a peer team of course by seeking the prerequisite support from the society. The cell comprises the chairperson as chairman of the institution, principal as the coordinator, and the two senior faculties as members. The mechanism for internal quality checks in an educational institution plays a vital role for enhancing its efficiency, effectiveness and productivity. It ensures the development and application of quality benchmark as well as quality parameters for the various academic and administrative activities of the institution.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The Board of Governors, Academic and Administrative committees critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching schools, alumni members, parents of the student-teachers, well informed community members and faculty members. All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives.

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

   For continuous assessment of student's performance various techniques such as seminar, panel discussion, group discussion and quiz competitions are organized. Workshops are organized for developing pedagogical practice through micro teaching and macro teaching. Institute sponsors faculty members to participate in workshops, conferences at state and national level. To ensure the quality of academic programmes institute organizes various seminars, workshops at local, state and national level

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

   Regular staff meetings with management are held to create a good rapport and smooth functioning of the administration. Different responsibilities are distributed among the staff according to their interest and ability. The finance of the college are diverted on priority bases to those thrust areas which are directly related to institutional, growth such as infrastructure, library, labs, and ICT equipments. The management and principal ensure the quality of financial management process by providing the required funds for the entire department as per the need of the institution. The accounts of the institution are audited by the qualified professional.

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

   The students are best evaluators. Students give their feedback at the end of academic year through feedback Proforma and the feedback is shared with teachers. To inspire the students and staff to donate blood and such other initiatives are well recognized and appreciated. For organizing an activity man power and

physical facilities are shared and used. Duties are assigned to the teaching and non-teaching staff members according to the need of the situation.

7.2 Inclusive Practices

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 follows the directions of university curriculum on the issues related to inclusion. Teacher Educator taught to the students in the form of inclusive education, to sensitize the students and the teacher educators regarding various policies and programmes on special education.

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

The institution follows Tamilnadu State Government's Merit cum Reservation Policy in matter of admissions. In the syllabi the B.Ed. courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning.

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.

Our college has established extensive contacts with sister institutions, local educational institutions, practicing schools, colleges and social service

organizations for taking and giving them the benefit of their professional expertise and knowing the emerging need of the society. Classroom activity, teaching skills, Macro-teaching. Giving assignments. Institute offers variety of work experiences to make competent students. Group Discussions, Debate, Seminars etc. To make the students more active and alert, the students are taught through power point presentations.

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

During the classroom teaching pupil teachers are told about the various characteristics of children with diverse backgrounds and exceptionalities. Students are given theoretical knowledge about the problems of exceptional children, their emotional, intellectual, personal, social, and educational needs. Special emphasis is given to the pupil teachers to help these students for their adjustment with other normal students and society. Apart from this pupil teacher conducts a case study and action research in the schools through which they becomes aware about the different needs and problems of students with diverse backgrounds and exceptionalities.

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

The institution provides required facilities for physically challenged students. Teaching faculty is also acquainted to address the individual needs of physically challenged and disable students enrolled in the institution. Institute encourages those students to participate in curricular and co-curricular activities with normal

students. Providing remedial teaching as per their need. Provision of extra classes as per their requirement.

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)?

A women cell is established in the college to cater the needs of the girl students and the problems related to gender issues. Various activities like women day celebration, speech and debate competitions on the issues related to women, gender discrimination, women empowerment are held under the patronship of this cell.

7. 3 Stakeholder Relationships

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

The institution ensures the access to the information on organizational academic proformance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspapers, through its website also. The URL is updated from time to time about the new developments in the institution.

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?

Every student is provided with equal opportunities to put forward their demands and issues for the welfare of the institution. Internal Quality Assurance Cell has also established with the objectives of not only maintaining but enhancing the quality of academic and administrative activities. Various programmes are revised as per feedback from students and stakeholders. To develop the personality of students harmoniously, there is a provision of co-curricular activities in the institution. Guidance and Counseling is given whenever students are needed. Students are dissatisfied because the Mobile phones are restricted inside the institution.

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?**

The institution has a provision of collecting information and suggestions from the students through feedback Proforma. Alumni Association has been formed and meetings are organized in which college's achievements are discussed and suggestions for further improvement in the functioning of institution are welcomed to bring overall improvement in the overall environment. During real school teaching practice the feedback is also taken from the staff of practicing school regarding some qualitative modifications in the process of teacher training. Further the institution has the provision of suggestion box in the campus.

Mapping of Academic Activities of The Institution

Month	August				September				October				November				December			January				February				March					April				May			June			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
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 Activites																								▨					▨				▨	▨									
Working With community/project work																		▨																									
End-Term Examination																		▨								▨											▨		▨	▨	▨	▨	▨

150