

Executive summary

Sri Ganesh College of Education – Highlights:

The Sri Ganesh College of Education, run by the Sri Ganesh Charitable Trust was established in the Semi-rural area of Ammapet of Salem District, Tamilnadu in the year 2006. The B.Ed course was recognized by the Southern Regional Committee, National Council for Teacher Education, Bangalore vide Order 9241 dated 15.11.2006 for an intake of 100 students. Further, the SRC, NCTE has granted recognition for Additional Intake of 100 students vide order No.1882 dated.28.05.2008 Now our institution is having total intake of 200 students in the B.Ed programme. The college is situated away from the city pollution with lush green surroundings. The teacher training programme is designed to develop overall personality of the students. Thus, Intellectual, Physical, Character and Social development are very important to develop their personalities and to evolve a complete man.

By the above programme, the college is fulfilling its mission and objectives to keep pace with the futuristic growing civilized world society. It intends to develop young student-teachers, who possess knowledge and confidence to adjust to the fast changing world of the competitive scenario without losing traces of humanity.

The institution is co-educational college. There are 15 faculty members for 200 students. The programmes are designed with direct career relevance. Though the curricula and syllabi are designed by the affiliating Tamil Nadu Teachers Education university and are required to be followed by the college, they are revised as and when required, at least once in every five years. The curricular structure provides ample scope for the Theory, Teaching Practice, Internal Assessment, Field Trip, Camp Activities, Art and Work Experience, Educational Technology, Information & Communication

Technology Education, Text book review, Action Research and Case Study in the programme as compulsory component. The student feedback on the curricula and other matters are obtained, analyzed and used for improving all facets of curricular, co-curricular and extra-curricular aspects.

AIM - institute aims to endeavor, encourage and fulfillment of the student need with latest educational facilities by providing qualitative environment education – industrial partnership to inculcation of the moral and ethical values, promotion of creative spirit and innovation of excellence.

VISION - Institute vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

MISSION- Institute Mission is to develop skill, dedication commitment orientation humanity, morality, ethics, and qualitative education for individuals, Institute make known all aims, vision & missions to the people through website, prospectus, annual publication and displaying.

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.)

- ❖ The following goals and objectives have been laid down by our College to realize the vision to fulfill the mission of the College.
- ❖ To help future prospective teachers to develop competence to each subjects of their specialization, on the basis of an adequate theory of learning and sound knowledge of the subjects.
- ❖ To enable the prospective teachers to use their skills in an intelligent manners.
- ❖ To enable them to receive quality education.
- ❖ To impart sound and all round education to the student teachers.
- ❖ To provide proper orientation to them, aimed at drawing their potentialities.
- ❖ To equip them with the futuristic outlook, suitable to the nation development.

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).

- The curriculum is designed and offered by the TamilNadu Teachers Education University. The same has been analyzed by our faculty members. Programs are integrated in the teaching-learning process based on the feedback from students, alumni etc. and the copy of feedback analysis report will be sent to TNTEU as a suggestion for curriculum revision.
- The university is organizing principals meet every year to get feedback regarding syllabus and curriculum. In this meeting the principal express his view and other suggestions made by the

stakeholders to revise or to carry out certain modifications in the existing programme. The university considers the suggestions received in the meeting and also from various representation of the affiliated colleges and accordingly the university do the needful for the curriculum development.

- The curriculum is also frequently updated by the TNTE University taking into account the needs of the society as advised by the experts from the Schools and academia. Due acknowledgement had been given by the University to the institution for the curriculum feedback.

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

An analysis of the existing curriculum reveals that it includes contents on:

- Liberalization
- Globalization
- Consumerism
- Mass-media
- ICT components
- Technology as the prime mover of social change
- Vision of the Indian education in the 21st century, which reflects the global trends in teacher education.

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

The institution ensures the curriculum bears some thrust on national issues through

Inculcating ethical values in faculty and students by invited lectures on ethics.
The different elective subjects like:

- ❖ Environmental education
- ❖ Human Rights Education
- ❖ Computer education
- ❖ Peace and Value Education
- ❖ Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace, National security and Disaster management

- ❖ Computer Lab, ET Lab, Language lab Practices for students.
- ❖ Celebration of national festivals to foster social, Cultural, religious and regional integration
- ❖ Training the students in contemporary social responsibilities and values and community services through extension activities.

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

- Yes, the college uses ICT for curricular planning in:
- Preparing annual plan
- Preparing course out line
- Preparing modules
- Preparing question bank
- Preparing Time table
- Preparing plan for evaluation
- Analysing feedback, self appraisal, proforma for evaluation among students.

1.2 Academic Flexibility

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

- Students are given practical and field trainings (practice training at school) so that learning becomes a deep and insightful experience.
- Presentation of papers in seminars
- Participation in competitions like quiz, paper presentation
- Conducting demonstrations/Book review
- Peer evaluation of student teaching

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

The college provides adequate flexibility by giving freedom to students to choose electives based on their own interest which are listed by TNTEU. As per the Tamilnadu Teachers Education University Curriculum, Faculty members are advised to provide varied experiences for students through

✓ Assignments,

- ✓ Lab practices,
- ✓ ICT usage,
- ✓ Field trainings,
- ✓ Self learning,
- ✓ Group learning
- ✓ Field Trip
- ✓ Physical and Health education based on their interest
- ✓ Students have the opportunity to write examination either in English or in Tamil medium
- ✓ Varied learning experiences are given by imparting microteaching skill training
- ✓ Practice teaching in urban and rural areas
- ✓ Students participation in various competitions and inter-collegiate sports which will provide them to have varied learning experiences in the campus and in the field
- ✓ Opportunities for slow and fast learners.

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..)

- ❖ Computer Application
- ❖ Communicative English
- ❖ Child Psychology
- ❖ Yoga and Health Education
- ❖ Information and communication Technology
- ❖ Personality development training
- ❖ First Aid Training
- ❖ CT Camp

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

- a. Interdisciplinary/Multidisciplinary approach**
- b. Multi-skill development**
- c. Inclusive education**
- d. Practice teaching**
- e. School experience / internship**
- f. Work experience /SUPW**

g. Any other (specify and give details)

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

I. Inter disciplinary /Multi disciplinary

- ❖ The student teachers with UG qualification can choose two different specialization, major subject and language.
- ❖ The college offers optional courses in the disciplines such as, Mathematics, Biological Science, Physical Science, Computer Science, History and Pre primary Education, Environmental Education, Human Rights Education, Computers in Education, Guidance and Counseling, Peace and Value Education, Library Information and Resource Management, Curriculum Development, and Special Education as elective subjects.
- ❖ The curriculum of the B.Ed course is framed with multidisciplinary approach.

II. Multi skill development

- ❖ In addition to training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:
 - ICT skills
 - Communication skills
 - Leadership skills
 - Community participation skills

III. Inclusive Education

- Adequate supports and services for the student
- Well-designed individualized education programs
- Professional development for all teachers involved, general and special educators alike
- Time for teachers to plan, meet, create, and evaluate the students together
- Reduced class size based on the severity of the student needs
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum
- Collaboration between parents, teachers and administrators

- Sufficient funding so that the college will be able to develop programs for students based on student need instead of the availability of funding

IV. Practice Teaching

To gain intensive training in actual teaching skills, student teachers take up a 40-days practice teaching in High Schools and Higher Secondary Schools in rural and urban areas in and around District. Practice of Micro teaching skills like:

- Stimulus Variation
- Introducing the lesson
- Explaining
- Reinforcement
- Probing Questions
- Black board usage

As a preparatory work for practice teaching, the student teachers go for observation classes in High Schools and Higher Secondary Schools and record 5 observation lessons pertaining to each optional. Student teachers attend the demonstration classes of the teacher educators and 2 demonstration lessons, focusing the following steps in teaching:

- Motivation
- Development of the Content
- Use of Teaching Techniques
- Use of instructional supportive materials
- Use of blackboard and
- Review
- Guidance for the preparation of Lesson Plans.
- Demonstration for the preparation of instructional aids
- Exposure to test and measurement:
- Preparation of blue print
- Construction of achievement test

V. School Experience / Internship

In addition to the regular teaching practice, testing, evaluation and supervision of the student teacher are conducted in following school based activities:

- Conducting morning Assembly
- Organizing Science Exhibition
- Conducting Competitions like quiz, debate, essay writing etc.
- Doing Action Research
- Carrying out Case Study
- Celebrating the festivals of national and global importance
- Tree Plantation
- Organizing games and sports activities.
- Supervision by the Teacher Educator giving academic guidance and evaluating student teachers using teaching evaluation profile.

VI. Work Experience / SUPW

Socially Useful Productive Work(SUPW) is one of the major co-curricular components of B.Ed curriculum and all the students of the college involve in making SUPW items. Each student submits a minimum of 10 articles in accordance with the requirements of the University syllabus. The articles are prepared in the areas like:

- Painting
- Hand work
- Doll making
- Handicrafts
- Wealth from waste
- Vegetable carving
- Preparation of ink, liquid blue, cleaning powder, phenyl

- Book Binding
- Preparation of food items and preservation
- File Making
- Office Cover making
- Participation in YRC & RRC activities.
- Science exhibition

The student teachers exhibit them in the college and the students of local schools are given an opportunity to visit the exhibition.

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?

- Students gave feedback on teacher educators and curriculum atleast twice in a year.
- At the end of the academic year, each student gives a written feedback in the form of exit evaluation regarding curricular activities and the performance of the teacher
- Feedback from Alumni is obtained through Alumni meeting.
- Collecting written feedback from the employer about the employed Alumni.
- Feedback from the community and other stake-holders is also obtained through interaction with the community and Headmasters/Headmistress of the practice teaching schools.

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

Yes. Feedback from the students, alumni, employers were analyzed and discussed with the Principal. Actions are initiated in terms of add-on programs, internships, sending feedback to the University, etc.

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

The Institution sends its observation on curriculum to the University. The Principal and senior faculty members who attend University meetings, voice their opinions regarding curriculum development.

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).

- An elective paper titled as “Professional Course for teacher proficiency” (TET) has been included in the B.Ed. syllabus.
- To include theory marks and practical marks separately for the purpose of ranking and classification in B.Ed. course.
- Educational Innovations and Management paper is renamed as “Educational Innovations and Curriculum Development” .
- The Existing elective paper “Curriculum Development” is dropped.
- The new elective paper “Educational Administration and Management” is introduced.
- The weightage for the components of practicum is changed from 600 marks(2008) to 400 marks(2010 onwards).
- Action Research is deleted
- Observation and Demonstration are combined in such a way as Demonstration and criticism Record

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

- ☐ Assessment by various sources
- ☐ Feedback from Students , Alumni, Academic peers and stake holders
- ☐ Head of the institution subject Teachers opinion from practicing schools

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?

- Organizing seminars, , expert lectures for the core papers
- Integrating ICT components in teaching theory and Practical.
- Participation of staff in National and international seminars, workshop and conferences.
- Developing communication skills through student seminars and Language Lab.
- Developing civic and political values and responsibilities through the citizenship training camp
- Doing community work for developing dignity of labour
- Effective use of library and book review.

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

- Educational weblinks on core subjects are available for self learning through our college websites.
- Student teachers and Teacher educators can access e-journals in the College digital library.
- Special lecture have been arranged for core subjects.
- Value added courses have been conducted such as
- Computer Application
- Child Psychology
- Yoga and Health Education
- Communicative English
- Using ICT in the delivery of lecture and preparation of instructional material.
- Curriculum feedback has been sent to the TNTEU and acknowledged.

Additional Information to be provided by the Institution opting for Re - accreditation / Re-assessment

1. What are the main evaluative observation / suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Observation:The syllabus has the provision of 14 electives.

Action Taken: The college offered Eleven electives and the students have chosen nine electives, twelfth elective has been included on November 2012 by TNTEU.

Observation: Curriculum is not in tune with the UGC AND NCTE.

Action Taken: Curriculum is tuned with the UGC AND NCTE by the inclusion of additional programmes

Observation: The college is yet to plan and implement Enrichment programmes

Action Taken: The college conducts “Talent Search” and content Knowledge Tests and some more enrichment programmes have been included.

Observation: Feedback on curriculum from students and other stake-holders is taken but yet to be used for curriculum improvement.

Action Taken: Feedback from students and other stake-holders have been analyzed and the suggestions were taken in the consultation with management and same is reported to the University for Curriculum Updating.

Observation: : National curriculum modules are yet to be referred for curriculum updation

Action Taken: National curriculum modules are referred for curriculum updation.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

- Formation of IQAC
- Introduction of Smart class room
- Using ICT component in teaching and preparation of instructional materials.

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?

- ✓ Students are admitted on the merit of marks obtained by the candidates in major and allied subject including practicals alone.
- ✓ For OC candidates the minimum percentage of marks required for admission is 50%. For reserved categories, there is a relaxation at the entry level qualifying marks (Backward Community: 45%; Most Backward Community:43%; SC/ST:40%).

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?

- ✓ Advertisements will be given in the leading newspapers.
- ✓ Advertisements will be displayed in the Notice boards.
- ✓ College website is accessible to all and information regarding facilities available in the college like lab facilities, digital library, hostel, amenities, infrastructure, faculty, placements.

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

Merit list is prepared and displayed on the notice board. Admissions are given strictly on merit.

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)

Admissions are made as per the reservation policies of the Government of Tamilnadu with prescribed allotment for different sections of the society. Efforts are taken to cater the need of socially deprived sectors

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 students are assessed during Bridge course through

- ☐ Stress Coping Management
- ☐ Transactional Analysis
- ☐ Communication Skills Development
- ☐ Self Awareness and Self Motivation
- ☐ Positive – thinking
- ☐ Emotional Intelligence
- ☐ Time Management
- ☐ Empowerment

2.2 Catering to Diverse Needs

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

- By providing peaceful atmosphere inside the college premises, Discipline committee monitors the students activities regularly. Physical Directress is actively engaged for the same with utmost care and concern.
- Students are taken to various facilities like library, Computer and language labs, seminar hall, class rooms, gym, indoor/outdoor facilities etc., at the beginning of the programmme, giving them an exposure to the conducive environment available for learning and students development.

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

- ✓ Remedial Teaching was conducted periodically for slow learners and Modules were given for self-study, weblinks facility is available for higher achievers
- ✓ Students profile can be assessed based on the merit list and slow/fast learners are identified. Bridge Courses, mentoring/counseling etc cater to the diverse needs of students.
- ✓ ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.
- ✓ Bilingual method of teaching learning process is used in the class. Study materials are provided according to their needs in bilingual.

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

The Institution undertakes the following activities:

- ✓ Bridge courses were conducted like English Communication and management studies.
- ✓ Value added courses were conducted.

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

Teacher Educators are made knowledgeable by the following activities:

- By deputing them to various external seminars/conferences.
- By participating in Workshop.
- By participating in Seminar.
- All the staff members are well trained and well experienced.
- Besides, the teacher educators are given opportunities for research and development initiatives in teacher education.
- Organizing programmes by inviting experts on different optional subject to cater to the diverse student needs.
- Different methods of teaching are employed to cater the diverse student needs.

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?

- Preparing working models and exhibits.
- Present papers at national / international level conferences.
- For slow learners, remedial classes are conducted.
- Tutorial system followed by the faculty along with counselling sessions encourages slow learners.
- Modules are prepared for slow learners..
- Fast learners are encouraged by giving assignment and projects of advanced levels.
- Practice on micro-teaching skills
- Charts, models preparation for pre-teaching practice
- Exposure to psychology practical's on learning, motivation, intelligence, personality, attention, perception etc.,
- Optional subject-wise practical's
- Vocational training like SUPW
- Preparation of AV Aids

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 by the following methods:

- Web Based Learning is possible through college websites.
- Exclusive library hours allotted to have best access to books, educational video, audio and internet facilities
- Project based learning is made possible through visit to special schools, Hospitals, A/C Refrigeration unit.

- Computer assisted learning is through the use of application software, internet and preparation of course materials (content development).
- Literacy Associations/clubs are formed to engage students in „active learning“.
- Simulated teaching like Micro teaching.
- Doing psychology experiments
- Doing Science experiments
- Active participation in Power point competitions
- Exclusive hours for Educational Technology Lab, Computer Lab and Language Lab.

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?

- ✓ By involving students in tutorials, laboratories and seminars.
- ✓ Life skills courses are imparked as given in TNTEU.
- ✓ Knowledge and skills are inculcated by inviting students“ ideas and concepts in projects.
- ✓ By encouraging them to use the institutional facility like digital library and educational gadgets
- ✓ By encouraging them to present papers in National/International conferences registration fee and Transport allowance on sponsors by the management.

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.

- ✓ Video feedback teaching practice helps the students to correct themselves from the feedback given by the experts.
- ✓ Teaching Learning process through Smart Class Room.

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.

Additional training in models of teaching like

- ✓ ABL Method and
- ✓ ALM Method are given to the students.

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.

Students are asked to prepare 5-10 minutes lesson sessions focusing one or more of the teaching strategies, for a small group of peers as part of micro-teaching. The episode is recorded using a coding sheet and students re-teach based on feedback. Teaching skills like

- ❖ Skill of Introduction
- ❖ Skill of Stimulus variation,
- ❖ Skill of explaining,
- ❖ Skill of reinforcement,
- ❖ Skill of probing questions
- ❖ Skill of blackboard

are practiced. As per TamilNadu Teachers Education University 5 skills are to be practiced and 10 lessons have to be trained both optional I and optional II.

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.)

- ❖ Training and guidance are given to the student teachers on micro teaching, preparation of lesson plan, preparation of blue print and question paper, case study, achievement test and model preparation before extending in school for teaching practice.

- ❖ Student Teachers are required to do a teaching practice for 40 days which includes ten days of observation.
- ❖ They are deputed to schools in accordance with the approved list given by the Chief Educational Officer.
- ❖ This practice teaching covers 40 lesson plans both for optional I & II along with relevant teaching models and charts.
- ❖ Diagnostic test and Achievement test for students are conducted by the trainees during and at end of the internship to evaluate their performance.
- ❖ Slow learners are identified and special classes are conducted by the student teachers are recorded.
- ❖ They are required to do case study (Identifying fast or slow learners or problematic students) and Action Research at school level.
- ❖ They suggest recommendations for the improvement and submit a record on this.
- ❖ The trainees are evaluated by their respective guide teachers. They are asked to submit this evaluation sheet to the college Lecturers.
- ❖ The concerned Lecturer of our institution visits the school and assesses the performance of student teachers periodically to guide and assess their performance.
- ❖ A feedback on the performance of the trainees in general is collected from the concerned Guide Teacher.

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

- ❖ Getting prior permission from Chief Educational Officer,
- ❖ Informing well in advance about the period of practice teaching to the Headmaster / Headmistress of high / higher secondary schools.
- ❖ Getting syllabus and time table well in advance from the respective teaching practice schools.
- ❖ Sending student teachers for intensive teaching practice as per schedule.
- ❖ Evaluating teaching performance by guide teachers, teacher educators and peers.
- ❖ Establishing professional links with the teaching practice schools.
- ❖ Student teachers participating in all school based activities.

- ❖ Conducting achievement test and evaluating the school students by student teachers.
- ❖ Conducting case study, action research, etc.,

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

Yes. School staff and mentor teachers are cooperatively involved at every stage of practice teaching. Under the guidance of teaching practice in charge and the subject teacher educator along with the students, individually contacts the school for practice teaching. The teaching practice in charge in collaboration with the Headmaster/ the guide teacher plans the forty days intensive teaching.

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

Students Teachers are trained to conduct special classes for slow learners after school hours if necessary. Our trainees are trained to conduct slip test for students during break.

They also trained on counseling and motivating the weak students.

Training is given to the student teachers to identify the diverse needs the students by observation, case study, informal discussion with students and guide teachers, and individual talk with students.

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

Appropriate Training to use Smart Class Room.

Students get exposed to Computers, LCD Projectors and OHPs during their tenure at the learning place and tend to use the same during their practice training at schools.

Students Teacher prepares minimum five slides and OHP sheet and one power point presentation for each subject.

At the same time effective black board usage is also judiciously practiced.

2.4 .Teacher Quality

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

40 Schools have been identified for practice teaching and the ratio of student teachers vs. schools for practice teaching is 5:1 (Five Students per school for practice teaching). This decision is based on the advice of the Head Masters and availability of the Guide Teacher of the teaching practice schools concerned and the list finalized by Chief Educational Officer.

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

- ❖ Student Teachers get periodic feedback on practice teaching training, on their performance.
- ❖ The feedback and suggested corrective actions help students to fine-tune their performance by means of Evaluation sheet given by the guide teachers.

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

As per the university syllabus the trainees used to prepare text book review for high school and higher secondary school text books.

Group discussions on current policy directions are done. Our student trainees participated in the seminar conducted on the introduction of four years integrated course organized by the J.J. College of Education and TamilNadu Teachers Education University, Chennai.

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

Faculty members keep track of the syllabus of various teacher education boards/ Universities on recent developments in the school subjects and teaching methodologies.

The college arrange workshops/ seminars for both teachers and students on recent developments in teaching methods by inviting experts.

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

Management provides the following opportunities for faculties to ensure professional and personal development:

Financial assistance for doing M.Phil and Ph.D Programs.

Sponsorships for In house Faculty Development Programs.

Sponsorships for attending workshops/seminars/conferences.

Incentives/Rewards for Publications, Research, Consultancy & Extension.

Well structured, transparent salary.

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

The Institution has transparent policies on faculty incentives and rewards.

Yearly faculties performance appraisal is based on students feedback, students performance in University Examinations, Faculties Self Appraisal etc are arrived and teachers with best performance are rewarded.

Teachers producing 80% and above pass percentage paper wise are regularly awarded.

Teachers are motivated to undergo higher studies by fees reimbursements.

Teachers are motivated to present papers in conferences/seminars/workshops.

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.)

- Day to day interaction between teacher educator and student teachers in the class room teaching.
- Periodically feed back from the students for teachers.
- Feed back from the students regarding course content and other

activities.

- Feed back from guest faculties for distinguish field.
- Consideration and conjunction of conceptual back grounds regarding course design.

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

- Unit test after completion of every unit.
- Unit wise assignments are given to students in each subjects.
- Inter house competition are done as extempore quiz. etc are done.
- Pre university examination systems before the final examination.
- Final examination and evaluations are under the control of university.

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

After the assessment marks are showed to the students as well as the copies of the subjects. 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 out comes. All the remedial and tutorial classes are arranged as per the requirements.

4 How is ICT used in assessment and evaluation processes?

Use of ICT is in practice in evaluation process through gathering, collecting and analyzing of data about teaching and learning which make us capable to diagnose the students program more accurately.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Several college level workshops has been organized by the institute to introduce new dimensions / parameter in teaching learning situation especially in skill developments , lesson planning , evaluation, Techniques , suggestive measures has been send to the regularity bodies for necessary implementation.

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

Regular teaching aids are used , continuous evaluation, adequate faculty, proper classes, provision of feed back and remedial classes etc. are used as the best practice in teaching learning situation.

Slow and advanced students are identified and appropriate measures taken to fulfill their desire and needs.

Additional information to be provided by institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations / suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

Observation: The college is yet to develop strategies for advanced learners. **Action taken:**

- ❖ The college has developed strategies for advanced learners.
- ❖ Advanced learners are given competitive test material in addition to Teacher Eligibility Test (TET) materials given to other students.
- ❖ Challenging Assignments are given to advanced learners
- ❖ Advanced learners are given opportunity to prepare remedial teaching and modules for slow learners.
- ❖ **Observation:** Mostly lecture method is used for teaching
Action taken:
- ❖ Using lecture method is minimized and appropriate methods are employed in the teaching learning process.

- ❖ To enrich the knowledge of methods of teaching faculty development programme was organized.
- ❖ Teaching by using Interactive board is introduced and encouraged
- ❖ **Observation:** No staff member holds doctoral degree **Action taken:**
- ❖ Two staff with doctoral degree are employed
- ❖ Two staff members cleared National Eligibility Test (NET) in Education.
- ❖ **Observation:** Library resources are yet to be used effectively to augment teaching learning process **Action taken**
- ❖ Student study circle has been introduced for effective teaching learning process.
- ❖ Staff members are using resource like e-book, e-journals, periodical and subject related references and text book for preparing course material and hand out.
- ❖ **Observation:** Tutorial system is only present in the time table **Action taken**
- ❖ Tutorial system is implemented and carried out for all the papers effectively.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

- ❖ After the admission is over talent search test are conducted for knowledge and skills and suitable programs are designed to improved them.
- ❖ More focus on power point supported lectures.
- ❖ Enrichment program is designed for advanced learners.
- ❖ Training the students in Behavioral modification model.
- ❖ Involving Headmaster and guide teachers for planning the

teaching practice programme.

- ❖ Encouraging all faculty members to actively participate in state, national, international seminars / conferences.
- ❖ Evaluating student teachers by teacher educator, guide and peer group.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

To promote research, the college gives teachers the opportunity to participate in various seminars, workshops and orientation programmes regularly. Apart from this, college encourages them in many ways as given below:

- Special lectures series and workshops on research for faculty are arranged
- Research ideas through normal teaching and generation of innovations are encouraged.
- Teachers are conducting action research *for* remedial purpose
- Faculty members are encouraged to undertake individual minor research projects in various thrust areas, and publish their research papers in referred
- College has provided seed money for the research projects, secretarial support such as typing both Tamil and English, Photo copying, binding etc.
- Institutional projects are designed and executed by the teacher educators.

3.1.2 What are the thrust areas of research prioritized by the institution?

Major thrust areas of research are:

- ICT in education
- Teacher education
- Environmental Education
- Social problems
- Educational Psychology

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

impact.

Yes, the institution encourage action research for diagnostic and remedial action. Action research in the college covers academic problems, learning difficulties and psychological problems etc. Teacher educators meet regularly to discuss various problems encountered by them in their classrooms. Action research projects are normally based on the outcomes of such discussions as well as their observations in the classrooms.

Some of the action research problems are:

- Lack of communication skill
- Written skill
- Late comers
- Identifies The psychological problems of students teachers
- Learning difficulties

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

The college faculty members have attended and organized various programmes in last five years:

- Research colloquium
- Seminar attended/ organized
- Workshops attended/ organized
- Conferences attended/ organized

3.2 Research and Publication Output

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

The college has a tradition of acquainting the student teachers of all the programmes with the development of

various teaching aids and teaching learning materials like Interaction board, LCD, OHP, Slide projectors etc. The college has developed number of Audio-Visual aids for enhancing the quality of teaching learning process, which are used during classroom interaction during Micro teaching with simulation sessions respectively for enhancing teaching effectiveness and skills of students.

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

The college provides the trainees with computer systems, Internet, Printers, Scanners, Camera, Photocopier, and necessary things of preparation for the instructional material.

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

Our teacher educators have developed ICT based instructional material in the form of Power Point presentation, website evaluation and Transparencies for teaching B.Ed. classes. They have also developed various types of charts, models, flash cards on various school subjects to use in teaching learning process.

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

Organised by the institution

Our college has organized computer training programme and use of interaction board for the development of skills needed to use teaching learning resources.

Attended by the staff:

The faculty members had attended the computer training programme (INTEL, HCL and SPSS packages) and psychology practical workshops organized by other educational institutions to develop their skills.

Training provided to the staff:

The faculty members gain knowledge and skills from the workshops and computer training programme to develop their ICT skills and psychological practices. They apply their skills in real classroom teaching.

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

The faculty members have published their theoretical papers and research papers with ISBN. The following faculty members have published papers in ISBN. The details are given below:

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

Our faculty members Dedicated Teacher award from the management for producing 100% results in the academic year 2012-2013.

Principal has received the award from Rotary club for conducting Eye and Blood donation camp in our college campus.

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

No majors projects have been taken by the staff. Now steps to be taken to get major/minor projects from the university or the state government.

3.3 Consultancy

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

Our college provided consultancy to our students in many areas. The areas are given below:

- Guidance and counseling
- Placement opportunity

- How to face the interview
- Spiritual development
- Create self confidence, Problem solving skills and critical thinking among the students
- Family adjustment

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

Yes, the areas of competency are:

- Teaching training and interactive techniques
- Identifying the learning disabilities
- Guidance and counseling
- Administration and classroom management and discipline.
- Effectively use the interaction board in teaching learning process
- Consultancy is provided through personal interaction.

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Our institution provides free consultancy to rural community students (adopted school) and community people with regard to personal hygiene, learning techniques, awareness programmes and educational consultancy for all the people free of cost.

3.3.4 How does the institution use the revenue generated through consultancy?

The college provides the educational as well as awareness consultancy to the adopted villagers and adopted school students. They gain knowledge through the consultancy like

- Awareness of AIDS, Eye donation and Blood Donation,

- Tree plantation, personal hygiene,
- Education for all the students

3.4 Extension Activities

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

- Health care camp, blood donation camp with GO or NGO
- Eye donation camp with Lions club NGO
- Fire safety and disorder management with NGO
- AIDS awareness programmes and polio awareness with Lions club
- Extension services of teaching and tutorial to adopted school

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

Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community (Building Approval, Participating in the camp activities). The college donates teaching aids and teaching learning materials to the adopted school (Chart, Model, Flash card) and instructional materials such as tables and chairs. Also provides academic help (Tutorial and special lectures) and guidance & counseling in adopted school. This help of guidance is in form of issuing library books, helping in carrying out research works and guidance in preparing and using of Teaching Learning Materials. The college also organizes special lectures by the experienced school teachers and College professors for providing better educational experienced to the student teachers. Due to the involvement of school teachers (ALM and ABL)in the

development of lesson plans provided to the student teachers at the time of lesson plan writing, the college has succeeded in providing better training to the teacher educators.

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

- One week teaching workshop to the nearby school students using ICT devices and use different models of teaching.
- Community development works such as cleaning, personal hygiene, awareness programmes.
- Conduct programme in regard to Importance of education and need of education for the future generation, eradicating child labour, wastage and stagnation management and enroll the students in school.
- Create awareness of free and compulsory education for children up to the age of 14.

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

Yes, The institution conducted the survey of the nearby adopted village with regard to enroll of students in school, child labour, wastage and stagnation. Also awareness of personal hygiene like AIDS, polio, eye and blood donation etc. are given.

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

The institution develops social and citizenship values and skills among its students through cultural activities, Independence day and Republic day celebrations, games and sports, community awareness programmes, seminars and workshops (internal), participating in debate, Interacting with other students, morning assembly, social speech,

attending various programmes all these programmes develop social and citizenship values and skills among its students .

3.5 Collaborations

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

Efforts are being made to have a linkage with Rotract Club of Salem and organized Eye camp programme in surrounding Primary, Secondary Schools. Around 35,000 students eyes are examined and free treatment was given with the help of Rotract club.

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

NIL

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

- **Curriculum Development**

Faculty members from various institutions are gives valuable suggestions to improve the curriculum in the teacher education programmes.

- **Teaching**

New innovative teaching techniques are introduced and have received good feedback from the student teachers.

- **Training**

The senior professors give various training programmes to our college faculty members for enhancing the teacher education programmes.

- **Practice Teaching**

Linkage institution gives the information about the intensive teaching practice commencement and identifying the schools etc.

- **Research**

Experienced faculty members are conducting the research colloquium in our college campus faculty and student teachers are benefitted. Also give tips for selecting the problems for minor research project and action research etc.

- **Consultancy**

Some of the faculty members give consultancy in conducting seminars, workshops and camp etc.

- **Extension**

Other educational institutions help in extension activities and outreach programmes conducted by our institution.

- **Publication**

Linkage institutions publish college calendar, magazine and News letter regularly. These are exchanged periodically.

- **Student Placement**

Some of the other institutions are offering Master Programmes. Skilled students from those institutions are appointed as faculty members in our college.

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

- The college has good linkage with neighboring schools.
- The schools willingly offer their co-operation in accepting the student teachers of our institution for internship.
- The neighbouring schools invite the members of our faculty and the student teachers for delivering special address and for participating in their functions.
- Good networking with community personnel for community development.
- The parents of the students of neighbouring schools willingly send their wards to participate in the cultural programmes organized by the college.

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate

and deliver practice teaching. If yes give details.

Yes, our faculty members are actively engaged in schools. As per the Tamilnadu teachers Education University, Chennai norms macro teaching is compulsory for all B.Ed. student teachers and with the help of Chief educational officer (CEO) we plan for this event. Teacher educators visit the practice teaching schools before the beginning of internship, the teachers of the schools discuss matters related to the entire practice teaching.

Our student teachers continuously go for practice in identified schools escorted by the mentor and teacher educator. The student teachers report in the school as per the time-table of the school. The faculty member design and prepare the teaching competency assessment schedule (Minimum 30 days).

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

The faculty collaborates with school on behalf of assessment of the student teachers and gives guest lectures to the school students etc. Collaborate with other college faculty members and university faculty to fulfill the need of the curriculum, examination, selection of faculty members. The other faculty members are invited for various guest lectures in our college.

3.6 Best Practices in Research, Consultancy and Extension

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

Library with digital sections, internet facilities, e-learning facility are available for the improvement of research work. Sufficient research journal in national and international level are available in our library. The college is providing special secretarial support like typing, internet, photo copier and financial support, Special leaves for

research work and recognition is allowed.

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

- Conducts research colloquium periodically
- Analyses the research problems in the research colloquium
- Consultancy available for minor and major research work done by teacher educators
- Action research as well as minor research project done by student teachers
- Guidance and counselling are given.

Additional information to be provided by Institutions opting for Re-accreditation /Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research, consultancy and Extension and how have they been acted upon.

Observation

Research culture is not visible.

Action research is absent.

Action taken

- Research culture is encouraged.
 - Financial aid for attending seminars and presentation of papers
 - Additional increments for staff who have completed their research projects on time
 - Cash award for best presentation
- ❖ Staff are encouraged to engage in atleast one Action research project.

Observation

The Faculty is yet to publish papers

Action Taken

Faculty submit the Research paper to the Journals for publication.

Observation

The effective extension activities are to be evolved

Action taken

- The extension activities are implemented effectively.
- Cancer Awareness programme
- Eye camp
- Rally on Road safety awareness
- Blood Donation camp
- Children"s day celebrations
- Awareness programme for voting rights

Observation

The college is yet to develop culture of collaboration with other institutions of repute.

Action taken

The college has developed culture of collaboration with other institutions of repute.

- Staff exchange programme
- Utilization of library and labs
- Sports facilities
- Cultural activities

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- Feedback mechanism is fully implemented and appropriate actions were carried out to implement effective teaching learning process.
- More Research works are carried out and staff are submitting papers to respective journals for publications.

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 college has all physical infrastructure facilities as per NCTE & other regulatory body norms.

The details of infrastructural facilities are given below :

- Land area - 6396 Sq.mt.
- Buildup area – 4348.12 sq.mt
- Class rooms -68.71 sq.mtr(each-8)
- Office – 68.71 Sq.mt.
- Staff Room – 68.71 Sq.mt.
- Women's Common Room – 68.71 Sq.mt.
- Physical Science Lab – 68.71 Sq.mt.
- Life Science Lab – 68.71 Sq.mt.
- Work shop – 68.71 Sq.mt.
- Library and Reading Room – 102 Sq.mt.
- Educational Technology – 36 Sq.mt.
- Computer Lab – 36 Sq.mt.
- Language Lab.-30 Sq.mt.
- Multipurpose Hall – 108 Sq.mt.
- Seminar Hall – 138.78 Sq.mt.
- Psychology Lab.- 68.71 sq.mt.
- Social Science Lab.- 68.71 sq.mt.
- Girls & boys facilities- 20 sq.mt

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

College has proper maintenance and enhancement policy as per the academic growth as whole.

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

The college has well equipped infrastructure facilities for co-curricular and extra curricular activities. Sports outdoor, indoor sports activities hall, multi purpose hall, TT. Room, Badminton court, Basket ball court, volleyball court, football court, open stage, khokho facility, work shop and seminar hall and space for yoga. Transport facility for out site Excursion Activities.

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

The infrastructural and instructional facilities are used exclusively for B.Ed courses only.

- 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 has appointed a residential doctor for 24 hours services, R.O. plant in campus for purifying the water, proper checking of food. College has arrangement of guest house rooms for girls and boys, canteen facility for all the students, wash rooms for men and women separately.

- 6 Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

Yes, we do have hostel facilities for Boys. The Gents Hostel is available in the college campus itself. They are 20 rooms and around 40-50 students can accommodate in this hostel. The periodical health checking for residential doctor. Indoor and out door games are available for hostel student recreation purpose. The Hostel building for women is being constructed by the management for future requirement. The Women hostel building construction is going on. It may be completed with in few months. Our management arranged private ladies hostel nearby the college

for the time being.

4.1 Maintenance of Infrastructure

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

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

The college has spent funds for infrastructural facilities and maintenance. The details of amount spent for maintenance and Infrastructure of the college:

Particulars / Year	2011-2012	2012-2013
Building	75000	50500
Laboratories	70000	48000
Furniture	590000	730000
Equipments	55000	59500
Computers	205000	160800
Transport	155600	75900
Library	150080	159000

The college has faith and policies in building and expanding its infrastructural facilities continuously, which is the index of progress. The college focuses on the upkeep and maintenance of its infrastructure on priority basis, which is one of the indicators of its vision and commitment. The college has been spending funds on the maintenance of physical infrastructure according to details given below:

- Regular white washing of building
- Cleaning blockage in drains
- Cleaning of roofs before the start of rainy seasons
- Regular check up and repairs of electric points
- Regular check up and servicing of computer lab cum Language lab (fully Air Conditioned),

- Regular servicing, of fax machine, Photo copier, Printers and scanners etc.
- Regularly monitoring generators (two)
- Regularly check all the fans
- Regular maintenance of the greenish garden
- Regular maintenance and refilling of fire-extinguishers.
- Cleaning and chlorination of water tanks
- Regularly checking the stocks of all the laboratories in every academic year
- Maintenance of the furniture (painting and repairs)
- Replacement of old furniture and so on.
- Use of naphthalene balls.
- Periodical purchase of the new books, journals and encyclopedia etc. in the library.
- Periodical check up of the transport vehicles like Insurance, FC, Painting and other maintenance of the vehicle.

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

The college timing is from 9.30 am to 4.30 pm. Throughout the day each room is used for an activity. The multipurpose hall is used for holding functions, internal examinations of the college and morning assembly, various competitions and special lectures, workshops, seminars, Conferences, guest lectures and cultural activities etc. Seminar room is used by teachers to take special lectures involving use of interaction board with electronic equipment.

4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The college gives adequate attention to the environmental issues. There is a garden in the college campus, in which different varieties of plants have been planted. Also herbal plants are cultivated in pots inside of the college campus which is called as “M Garden”. Beautiful flowering plants are maintained in front of the college.

4.3 Library as a Learning Resource

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

Yes, the institution have a qualified librarian has finished M.L.I.Sc., with first class as per the NCTE norms. The college library has one computer installed with Modern Lib software, Photo copy facilities, one computer with internet facility for assessing the information through internet. There is a corner for stocking and cataloging of new books (both hard and soft copy), to easily find out the books under the category.

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

Sl.No.	Particulars
1	Total No. of Books
2	No. of Title of books
3	Encyclopedia
4	National level Journals
5	International Journals
6	Magazines
7	Audio-Visual teaching learning resources
8	Software
9	Internet access

4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes, the college has a Library Advisory committee. It has six members in advisory committee, which meets twice every academic year. All the books are entered in the computer data base.

The committee requests the teachers to give detailed lists of educational and other books for the library. The committee takes decisions regarding upgrading and extension of the library. Every year new books and journals are added in order to enrich the library with latest reading material. The college library is partially computerized and has internet facility, both for students and teachers.

For drawing out new knowledge and ideas from various resources (reference books, encyclopedia, research abstracts etc.) and developing reading habits and skills of information processing, the library is richly equipped and

updated from time to time. There is a book-Bank in the college library for needy and deserving students. Book-Bank is maintained with the active co-operation of students and teachers of the college.

Every year college conduct a book exhibition in our institution and our college gave best user award for student teachers in end of the every academic year. Suggestion box is available in the library for getting suggestions from the student teachers. These suggestions are implemented in the library after the advisory committee decisions.

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

The library is partially automated. All the activities like issue and return of books, stock entries, stock verification, e-resources are digitalized and operated through software. Different reports can be generated through the use of computers and orders can be placed for new books.

4.3.5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, The college library is computerized (software

installed) with computer systems, internet connection and Photocopy facility. On an average, approximately 60 students and all the 10 teachers use library resource daily.

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

Delnet Available.

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

Timings of the Library

Sl.No.	Days and particulars	Time
1	Working days	210 days
2	Working hours	8.00 hours
3	During Holidays	10 am to 3 pm
4	During examinations	9 am to 6.00 pm

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

The list of new arrivals is displayed on the library bulletin board. The new arrivals are informed to the teacher educator and they in turn inform to the respective students teachers. The new arrivals are displayed visibly for a reasonable period of time.

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

Yes, There is a book bank facility in our library. The books are donated by the alumni, teacher educators and well-wishers of the institution. Further the management is also purchasing books for the book bank.

The economically weaker student teachers can make use of this book bank and they can have these books for the whole academic year. At the end of the academic year they have to return it to the library book bank.

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

The college, Principal and library committee has planned the following facilities to offer to the physically and visually challenged student teachers:

- They are given priority in issuing books
- They need not stand in queue and wait for their turn.
- They need not go to the book shelves to search. The librarian will assist them.
- Books renewal is extended 7 to 10 days.

4.4 ICT as Learning Resource

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

The institution has ICT facilities for instructional purpose. It has a well equipped Computer cum Language Laboratory (Fully Air Conditioned). The college has internet connection and all the Personal computers are networked through Local Area Network (LAN).

Software in the form of CD's related to ICT, Psychological Practical's (VCD), Core papers (VCD), Environmental educational CD's, Science Experiment CD's, CD's related to Special education, CD's related to communication skills (Spoken English) and 15 Kv Power pack up available.

Proper attention is paid to the use of ICT in the curriculum. Entire staff of the college is computer proficient, workshops, seminars and practical sessions are organized from time to time to enhance and update the knowledge of the staff about computers. Adequate time is given for computer education and computer applications in the college time table.

The details of the distribution of computer systems are as follows:

Sl.No.	Places	No. of Computers
1	Principal's office	1
2	Administrative office	1
3	Gents staff room	1
4	Ladies staff room	1
5	Multipurpose hall	1
6	Seminar hall-I	1
7	Seminar hall-II	1
8	Library	5
9	Computer cum Language Lab	40
10	Educational Technology room	1
11	Placement cell	1

The entire computer terminal has internet connection.

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

Yes, The college has fully furnished computer cum Language laboratory, with latest configured computers and having internet facility and access on each system. All the students of the college are permitted to use the computer cum language laboratory during working hours of the college and assistance is provided to those students who need it. Basis of computer skills such as using MS office and working on Internet and Communication skills, are the areas in which students take active and keen interest.

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

➤ Faculties are well trained and encouraged to

PowerPoint presentation through Impressive Interaction Board.

- Faculties prepare lesson presentation through ICT devices.
- Faculty to update their academic up gradation through internet.
- Lesson plan material prepared in the form of CD's.

4.4.4 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)

- Student teachers use the OHP projector in teaching learning process through the transparencies.
- Student teachers use the LCD projector in teaching learning process through the Power Point presentation.
- Student teacher use computer for statistical point of view like marking, graph, calculation etc.
- Use the ICT devices for preparation of teaching aids.
- Use internet for web site evaluation and update their knowledge periodically.

4.5 Other Facilities

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

Working of the college is scheduled from 9.30 am to 4.30 pm. All the students and staff of the college use each and every resources of infrastructure to the maximum extent. Laboratories play grounds, canteen, transport and instructional inputs etc. are optimally used during the college hours. All the students are encouraged to use library and computer laboratory work any time when they are free.

- Audio Visual aids, prepared by the student teachers of this college, are gifted to the practice teaching and

adopted schools.

- The available facilities are exclusively used by teacher education courses only.

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

The following audio –visual facilities are available with the college provide varied learning experience and practical training to the students of all the papers.

Interaction Board	LCD Projector	Colour tv
CD player	Video camera	Digital camera
Computer systems	PA systems	Tape recorder
OHP	Slide projector	Audio CDs
Audio-visual CDs	Slides	Audio cassette
Transparencies	Radio	

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

The college has Laboratories for demonstration and conducting experiments. List of laboratories is given below:

- Educational technology lab
- computer cum language lab(Fully air conditioned)
- Psychology lab
- Mathematics lab
- Biological science lab
- Physical science lab

Proper emphasis given to the use of laboratories in time table .every laboratory is managed by an Assistant Professor or in charge of the lab who looks after the maintenance of the equipment .They ensure the optimum and care full use of equipment of laboratories as well as take care of the requirements of the laboratories.

For the purchase of equipment for laboratories and the college, a purchase committee has been formed in which decisions regarding purchase of things are taken.

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

The following facilities are available with the institution:

- Multipurpose hall
- Seminar room
- Work experience room
- Sports transports

These facilities are well equipped with necessary requirements.

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

Yes the college has two seminar halls and an educational technology room. One seminar room has impressive interaction board with computer for using special lecturing; another seminar room has well equipped technology devices such as LCD, OHP with computer. Educational technology room has colour TV, video recorder and other audio visual aids etc.

4.6 Best Practices in Infrastructure and Learning Resources

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

The well equipped classrooms and laboratories, separate multimedia hall, well equipped library cum reading room, separate seminar hall with impressive interaction board, well equipped educational technology room etc are

used to the maximum by the faculty members and trainees.

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

The following are best practices related to the use of ICT, which contribute the quality enhancement:

- Partially automated library with e-resources internet access etc.
- Well equipped computer cum language lab(Fully air conditioned)
- Use of impressive interaction bored LCD, slide, OHP projectors for delivering lectures in innovative way.
- Well equipped educational technology lab for special lecturing.

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

- Well spacious methods rooms and laboratories, multipurpose hall, seminar hall, and principal's office, administrative office etc.
- Excellent indoor and outdoor sports facilities, fields and materials etc.
- All the class rooms are well ventilated and well lighted with electric tubes.
- All the labs are well furnished.

Well spacious campus for teacher education programme.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

Observation: A ramp for disables is available only on ground floor.

Action Taken: The institution is planning to construct the ramps

in all floors

Observation: ET and Language Lab are common

Action Taken: Separate Educational Technology Lab and Language Lab has been established.

Observation: All brand new computers are available in the lab without the identification mark of Sri Ganesh College of education on them.

Action Taken: All computers in the lab are made with identification marks. **Observation:** Playgrounds are not maintained properly.

Action Taken: Action has been taken to maintain the playground properly by cleaning the ground frequently and not allowing the students to walk on the playfield except the time of the playing.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The quality sustenance and enhancement measures undertaken are

- Guest lectures are arranged on Health and Hygiene.
- RO plant is installed.
- DTH connection is given.
- 550 library books have been increased.
- Purchased steel chairs and furniture for seminar hall.
- Provision of internet facility in the staff room.
- The seminar hall is renovated
- Separate Language Lab has been provided

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

Talent test, Quiz programmes, Bridge courses and career guidance programmes conducted by the institution to create the preparedness in students for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme.

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

The campus environment is very congenial and comfortable as it takes care of the students' needs. The campus has airy classrooms and an ideal library, computer room, rest room and canteen. The institution overall maintains a humane environment in its dealings with the student teachers. Tutorial groups are formed comprising of 14-15 student teachers under each teacher educator. The student teachers are constantly monitored with respect to their progress. Student- teachers problems, difficulties and grievances are handled by the respective tutorial teacher educator. They are motivated by words of praise and appreciation which leads to the development and performance improvements amongst them.

Student teachers work is supervised regularly by checking of notes, making them write answers, conducting discussions on difficult topics. Feedback on a regular basis is given to help them realize their strengths and weaknesses. The system of tutoring further branches out to mentoring for those with academic impediment. Mentoring is a one- one constant interaction which

helps to solve problems both at the personal and professional level. Alumni Meet is held once every year. However, student teachers are encouraged to maintain contacts with the alumni so that a comfort zone is built and the stress levels if any are brought down. Grievances are also tackled through the students council who help and motivate the student teacher, resolve their problems and ensure performance improvement.

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 ?

There was no dropout during the last 5 years in B.Ed.

Mechanism of Controlling Dropouts

- i. The institute is student friendly.
- ii. The college makes the teaching interactive and interesting and solves the problems of students.

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 institution encourages and provides support in helping the student teachers secure jobs and motivating them to pursue higher education. Student teachers are encouraged to learn new skills methodologies like co-operative eg. team teaching through workshops conducted and be updated with the latest developments in the field of education. The institution has taken efforts in starting a study skill centre which helps in learning various effective ways of studying and retaining the same. Another major focus is the subject tutoring centre, here special attention is given to content knowledge through the formation of study groups and with the help of self learning materials. Hands on computer training are provided to student teachers through the share and care project. The students are provided with different

opportunities to make use of technology during their teaching and presentations.

Experts in the field of latest trends in education are invited to give valuable inputs to student teachers.

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

	2010-11 (%)	2011-12 (%)	2012-13 (%)
Higher studies	41%	37%	44%
Employment (Total)	43%	51%	47%
Teaching	73%	69%	65%
Non teaching	27%	31%	35%

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, the students are provided training to access to library and also they make use of audiovisual resources like Interactive Board, OHP, slide, multimedia presentation, TV and Tape to make presentation and to take seminars related to their subject areas. Download websites related to their subject. After the inaugural day students are taken to library for training them in using the reference books and to make the maximum use of the library. Classification methodology is informed to them. Computer skills are also developed.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the

number of students who have benefited.

Yes, institution has a placement cell. More students benefit from the cell. Campus interview is also arranged. Career guidance and counseling is given to students. Eligible and willing students were guided properly and they have got appointment in private institutions.

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

It is difficult to record all the work done by the placement cell because the authorities and the students are most of the time contacted on telephone or personally which is more effective than sending a letter because a letter is taken as a routine matter.

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

Yes the practice teaching schools on seeing the efficiency of our student performance reserve and invite our students on their own accord.

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

Human resources are management members, alumni association members and teaching faculties. ICT's and computer LCD are for giving directions and storing data. Minimum amount is allotted by the management as resource.

5.2 Student Support

1. How are the curricular (teaching-learning process), 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?

For effective transaction of curriculum the teacher of B.Ed programme prepare course outlines in their concerned subjects to

be taught by them. These outlines are prepared well in advance before the commencement of the classes and monthly and

weekly planning is done. The outline consists of micro teaching and simulation activities. The availability of resources and time is kept in view while planning the outline. The whole programme is planned in such a way that there remains enough scope for carrying out revision of certain important topics and conducting practical activities.

The college prepares academic calendar for the education programmes before the commencement of the new session. Regarding co-curricular activities, a list of activities is prepared by the Cultural Committee after discussing with the other staff members.

The academic calendar is planned strategically on the basis of previous year's

experiences and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.

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

Based on the physical deformities optional classroom can be shifted. Motivation can be given to them to overcome their inferiority complex. Special coaching classes can be conducted. Proposed to give them free education.

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

Yes the institution has mentoring arrangements. For every faculty 20 students are given as ward. They give them training and coaching for extracurricular, co-curricular activities, personality development and career guidance and counseling.

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 college allows its teachers to attend various Workshops, Seminars, Talks and Conferences for enhancing the effectiveness of

faculty like Intel Programme, Computer Literacy, meeting regarding various aspects of their all round development.

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

Yes we have a website for our institution. The information such as management details governing bodies, faculty profile, results, admission details, syllabus, curriculum, infrastructure and amenities and courses offered are posted on the site. It is updated yearly ones and as and when necessity arises.

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

Yes the institution has a remedial programme for academically low achievers. Measures are:-

- Coaching classes,
- Special classes
- Additional tests
- Mark list is sent to the parents

Yes, the institution provides remedial programme for academically low achievers. Extra classes and special classes were conducted by the respective faculty members. Repeated tests and home tests were conducted, the mark lists are sent to their parents. All faculty members are involved in students counseling both academically and personally. Tutor in-charge of each student gives counseling periodically based on their progress. Their personal problems are also discussed. Peer groups help in the improvement of slow learners.

7. What specific teaching strategies are adopted for teaching

Advanced learners:

For advanced learners challenging assignments were given. They were asked to refer library and websites. They were asked to conduct seminar classes in their topics. Team projects were given to the students. Branch wise club activities were conducted by the advanced learners every month. Competitions are conducted.

Slow learners:

For slow learners, interaction classes were conducted. Repeated coaching classes were taken by the faculty members. Demonstration classes were conducted. Many classes' tests were conducted for the academic development. They were motivated to actively participate in all curricular and extracurricular activities.

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

The welfare measures are decided by the college council. The suggestions are welcome through suggestion box, feedback forms and through complaint cell or in the staff meeting organized by the principal where all suggestions are pooled up and a final decision is taken, by the apex body in the administration consisting of the Secretary and Principal .

Recently the following activities were carried out.

- ◆ Water purifier
- ◆ Indoor recreation facility (Indoor games)
- ◆ Canteen facility
- ◆ Extra coaching outside the college hours for slow learners
- ◆ Yoga classes for staff and students.
- ◆ Teachers give guidance and counseling to the students.

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

Suggestion boxes are hooked at the end of each corridor to drop their grievance so far students are highly satisfied with the amenities.

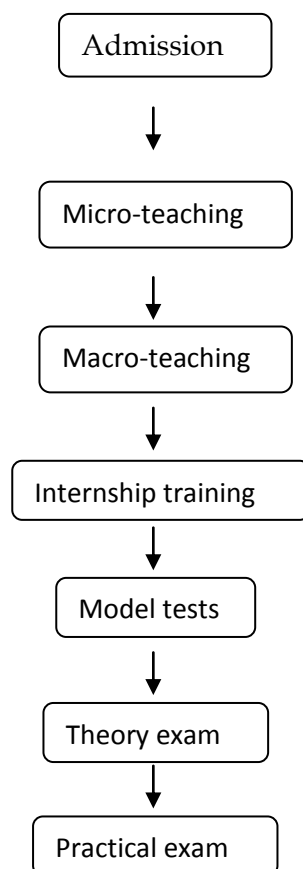
The management in consultation with the principal and student representatives analyzes the grievances and takes appropriate actions.

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

In the initial stage we have bridge course and talent test. Every three months once feedback form is collected from the students and this is supported by class test, assignment and monthly test. Demo classes and micro-teaching classes are given in the beginning. After school teaching practice, seminars, paper presentation review is redone.

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?

The institution ensure the students' competency by demo classes, observation classes, and follow-up support is collected and provided after analysis to go in for practice teaching in schools.



- Micro teaching skill is demonstrated by faculty members.
- Micro teaching practice – 7days
- Observation of subject teachers – 5 days
- Macro teaching - 40 days (lesson plan, teaching aids preparation)
- Practical's - Teaching performance, well developed and staged in front of the examiner.
- Appointed in educational institution and starts teaching career.

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.

Yes, our institution has an Alumni Association.

(i) Current office bearers:

President : Mrs. Kavitha

Vice President : Mr. Senthil

Secretary : Mr. Selvi

Joint secretary : Mrs. Suganthi

(ii) Year of the last election: 2013

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

- Alumni Association was started last year.
- Annual get together is very important. They are arranging programmes with the help of the principal, faculty members and management.
- Office bearers send invitation to all members for the general body . With the help of college authorities they post the invitation letters.
- They share their experiences about the total programme of the

college, teaching and non-teaching staff. This is very important for the betterment of the college.

- Two of them recorded the address by the alumni and present activities of the colleges in which they study.
- During the meeting they select new president and secretary for the next year.
- They take decisions and plan for the next meeting.
- Provide refreshments for all. One register is kept to get the signature and details of the members.

(iv) Details of the top ten alumni occupying prominent position:

s.no	Position
1.	Government Teacher
2.	Government Teacher
3.	Postal Department
4.	Government Teacher
5.	Lecturer in Pvt college
6.	Pvt Hr. Sec. School
7.	Pvt School
8.	Lecturer in Pvt college
9.	Lecturer in Pvt college
10.	Working in Railway

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

Alumni Association was started on April 2008. Only two annual get together are over including last year. They took some decisions for the next years during these meetings. The institution as such has not received much contribution from alumni since the institution has turned out only few students so far. Even then our former students enjoy the get - together. Their experience sharing and evaluation of their teachers have given ample opportunities for the institution to rework our projects and strategies, for quality sustenance and quality enhancement.

They give some suggestions towards academic and non academic

matters. During the staff council and governing body meeting we discuss them. Remedial measures are taken according to the discussion.

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.

The motivation provided by the Principal and the teacher educators encourages students teacher to participate in the various extracurricular activities. The responsibility of arranging for celebration of Special days such as Teacher's Day, Gandhi Jayanti, Independence Day, Republic Day, and functions such as Alumni Meet, various Competitions are given to the student teachers. The student teachers in each tutorial group are assigned tasks for conducting activities. The student in-charge of conducting the prayer, shares the days news which is followed by a small talk or speech on any current issue. The notice board is kept updated by the student

teachers. The programs conducted in the college act as an experience for the student teachers to organize different co-curricular activities in their practice teaching schools, for which marks are awarded.

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

The institution encourages students to publish material and permitting them to use the infrastructure facilities and faculties' knowledge.

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

Yes, the institution has a student council body. Each section elect their representative. They focus the problems, anxieties and interest of the students to the knowledge of tutor – in - charge and the Principal, conduct association meeting and elect office bearers

like President, Vice – President, Secretary and Treasurer. They are totally responsible for organizing various programmes throughout the year which provide a platform for students, community for exhibiting their talents.

Guest lecturers are also organized by inviting eminent persons. The funds for these

activities is managed by the management.

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

- ◆ Red Ribbon Club : AIDS Awareness programme.
- ◆ Grievance redressal cell : grievances by the students are redressed.
- ◆ Fine Arts committee : Cultural activities.
Making socially useful products.

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

Yes. Regular feedback on teaching, course facilities are taken from the students and faculty members are individually briefed on the outcome of the finding. Each mentor obtains feedback from the students. Outgoing students also provide feedback on the courses. Alumni are asked to leave their feedback. Personal interaction of teachers with parents and a general meeting organized often involving them to help us to collect feedback. Placement coordinator collects an analysis feedback from prospective employers.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1. Give details of institutional best practices in student support and progression?

The institution has the following best practices towards students support and progression.

- Feedback from students on campus is given due consideration.
- Feedback on teachers is also considered for improving the quality of teachers.
- Feedback on course content also helps in revamping the syllabus.
- Journals are procured for the library.
- Conduct of Bridge courses and talent search for the fresher's.
- Encouraging the students to take part in inter-collegiate cultural events.
- Advanced learners are encouraged to take up the competitive examinations.
- Establishment of tutorial systems for the benefit of students on academic and personal counseling.
- There is an established Alumni Association
- Parents are informed about the students progress.
- Counseling is given to parents and students.
- Students dropout is nil - 100 % complete the course.
- Staff members meet every month
- Emergency meeting is held during inspections and celebrations.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re -assessment

1. What were the evaluative observation made under Student support and Progression in the previous assessment report and how have they been acted upon?

The first assessment report has suggested that Observation :
Avenues for employment need to be explored

Action taken :

Those student teacher who apply for competitive examination respective books have been purchased and coaching and supervising have been arranged.

Online registration for their degree for employment was provided.

Arranging guest lecturers delivered by experts

Observation : Placement cell needs to be strengthened

Action taken :

Different education institutions are contacted to recruit teachers

Advertisements for Teaching post from Newspaper are displayed on the Notice board

Coaching classes for TET Examination are conducted

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student support and profession?

- IQAC is introduced
- There is an opportunity for each staff member to discuss their grievance openly and getting their grievances redressed.
- The system of student council is further strengthened to enable the students to express their views freely.
- To enable the students teacher to develop their reading habits and presentation skills – student study circle (SSC), a novel learning practice has been introduced in our college. In SSC students select a book or an article of their interest beyond the regular school curriculum and shares the information with their peers in the presence of the faculty members.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

AIM - institute aims to endeavor, encourage and fulfillment of the student need with latest educational facilities by providing qualitative environment education – industrial partnership to inculcation of the moral and ethical values , promotion of creative spirit and innovation of excellence.

VISION - Institute vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

MISSION- Institute Mission is to develop skill, dedication commitment orientation humanity, morality, ethics, and qualitative education for individuals, Institute make known all aims, vision & missions to the people through website, prospectus, annual publication and displaying.

Goals

- To provide career programs to prepare students to function successfully in a technologically and socially changing world.
- To provide professional development programs to ensure excellence in teaching, learning process.
- To Provide support services for all students
- To Serve as a education center for national development
- To Enhance teaching and learning through the use of latest ICT (Information and Communication Technology)

Institutional purpose, vision, mission, objectives, goals and values are made known to the various stakeholders through the different programmes organized by the college. The activities such as Blood donation, Eye donation, Polio pulse, fire and safety management, healthy awareness, Dengue fever, tree plantation, AIDS awareness, literacy campaigning, celebrating national

and international days and social and religious functions and active participation of students and parents.

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

Yes, the institution is committed to provide the quality in education covering its vision, mission, goals, objectives and values through the teaching learning process as well as co-curricular and extra curricular activities based on community needs. The college endeavors to impart liberal, modern and quality education in teacher education programme inculcating the sense of humanity, spirit of values, national integration, democratic outlook to develop multidimensional personality.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The correspondent of the institute has a whole time affairs with the institution function and provide requisite leadership, guidance for the functions/ system of the institution with deep interest and high commitment, institute management works with a good synergy to uplift and betterment of all institute affairs. It provides a good platform for academic mobility through various strategies, guidance leadership and control.

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

The management of the institution and the head of the institution work together to frame and execute the policies and responsibilities of the institution and always communicated to the staff through the responsibility charts, meeting, circulars etc.

New plans are implemented by the faculty members and students through team efforts. The faculty members are assigned duties and responsibilities on the basis of their willingness and interests. Different decisions, tasks and responsibilities are well-defined and distributed to the

teaching and non-teaching staff through staff meetings, office orders and circulars. Sometimes, the responsibilities are given formally in a verbal manner. The communication is made well in advance to the staff members so that various tasks and activities can be carried out smoothly.

The work load of teaching staff is kept almost similar and equal for every member so that no grievance could arise. For such tasks and responsibilities assigned, the person concerned is held accountable.

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

The management obtains feedback from various sources such as students, faculty, academic experts (resource person), parents, head of the teaching practice school, employers and alumni etc. Those are reviewed by the feedback review committee. This committee consists of Chairman, head of the institution, and one senior faculty member. Feedback analyzed by the committee and appropriate decisions are taken.

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

The barriers and problems are faced in realizing the vision, mission, objectives, goals and values, which are identified through feedback obtained from the faculty, students, school teachers, head of the practice school, parents for solving problems and improving the situation in forthcoming academic year, necessary decisions and steps are undertaken by the college by keeping in view the resources available and the additional resources that can be made available to the college by the employers.

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

- Through the formal discussions in meetings.
- Sponsoring staff for professional development programmes such as seminar, workshops and conferences etc.
- Seeking suggestions from staff members.

- Management periodically visits the institution for to keep quality, control over to the students and teaching learning process etc.
- Providing various facilities Medical leave, Casual leave, Compensate Leave, study leave and vocation leave etc.
- Providing secretarial assistance for typing, photo copying etc for faculty members , who are doing research.

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

The Principal of the institution plays a dynamic role in grievance and management of the curriculum, administration, allocation and utilization of the resources because of his twin quality of head and heart.

- The Principal co-ordinates with the management, staff and students effectively and efficiently.
- The Principal is efficient and well versed internal co-coordinating and monitoring mechanism for smooth functioning of the institution.
- The Principal is sensitized to modern managerial concepts such as strategic planning, team work, decision making, computerization and total quality management.
- The Principal regularly hold meeting of staff council and other committees for improvement of the institutional process.

6.2 Organizational Arrangements

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

The college has set up a large number of co committees and the function of each has been specified. There is a committee for internal checks. The college could set up a small co-ordination body under the principal to monitor the functioning of the various committees. The work efficiency of the teaching and non-teaching staff is accessed by the principal and the management. The academic calendar is finalized after they are discussed in staff meeting.

Our college set up different committees is made to decentralize the duties among teachers. The following committees have been formed in the institution:

Discipline committee	Maintain overall discipline of the college
Cultural committee	Arrange resources, facilities and decides the time venue etc for co-curricular and extra curricular activities, programmes and functions.
Sports committee	Organize sports activities for the college.
Library advisory committee	Advice for the increasing library time, purchase the books, journals, book banking etc.
Grievance redressal committee	Redresses the grievance of students and staff members.
Examination committee	Looks after all affairs related to the examination
Activity committee	Organizes and conducts co-curricular and extracurricular activities of the college.
Guidance and counseling committee	Give guides and counseling the students in various aspects.
Feedback review committee	Analyzed the feedback and give suggestions to improve the institutions.

Academic management:

In educational institution the academic management is done by academic calendar which has been prepared in the starting of the new session and daily time table is prepared to run the classes properly.

Meetings:

- There are different types of meetings to administrative the different activities in college such as:
- Meetings for educational tours and field trip.

- Meetings for micro teaching orientation programmes and macro teaching etc.
- Meetings regarding conducting inter- college cultural competitions, curricular and co-curricular and extracurricular activities etc.
- Meetings for beautification of the campus.
- Meetings for student's grievance and staff grievances.
- Meetings for student's council and staffs for arranging the resources- persons for guest lectures etc.
- Meetings for conducting camp and day to day activities.

Faculties:

There are 14 Assistant professors including the principal for B.Ed. course.

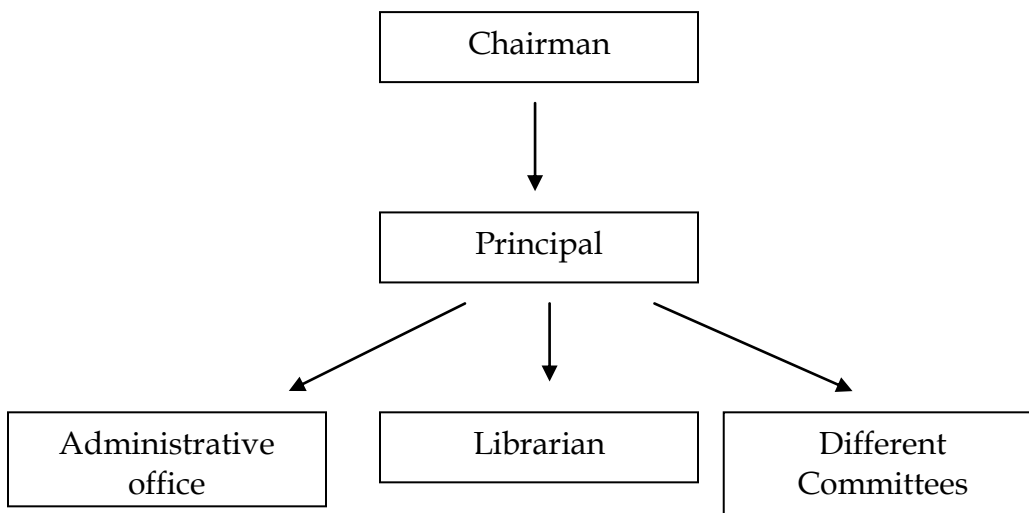
Extension Lecture and Linkage:

College has make arrangement of extension lectures on different topics related to students academic and personality development.

Examination:

There is provision of class tests, unit test and Model examination in the middle and before the university examination of the session for continuous and comprehensive evaluation. Besides, assignments are also given to the student teachers by the concerned teacher educators in the academic session.

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



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

The overall administration is done by the head of the institution i.e the principal. In his absence, the other senior and efficient teacher is given the charge and responsibility to look in to the college affairs. Various committees are constituted in the college have been assigned necessary powers and authority by the Principal to organize and manage different curricular and co-curricular activities.

The decisions regarding academic calendar and co-curricular activities are taken in a co-operatively in the meeting of concerned committees and finally in meetings of staff council. The college students council has been framed in the college to assist in adequate and smooth organization of various activities and putting forward the problems of students as well as make suggestions for improvements and modifications.

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

The faculty members of the college meet with the school teachers and headmaster in formal as well as informal manner and discuss different issues related to school education. This helps in bringing improvements in teaching practice process in the college. The lesson plans for practice teaching are discussed with school teachers so that best educational experience can be provided to the students. School teachers also observe the lesson of student teachers during practice teaching and provide feedback to the students for further improvement in their teaching.

The college also collects feedback from the school guide teachers and head of the practicing school on various aspects of practice teaching through in future. Also, school teachers are invited to college for guest lectures as well as examiners for evaluating the works of students in different activities.

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

Yes, the college collects feedback from the following and use it in further decision – making and performance improvement:

- Feedback from students regarding teachers and campus experiences.
- Feedback from school teachers and head of the practicing schools at the time of practice teaching.
- Self appraisal reports of teaching faculty.
- Feedback from employers, parents, alumni through informal discussions and personal contacts.

The feedback thus collected is analyzed and discussed in staff meetings. On the basis of the discussions, decisions are taken for further improvement in functioning of the college. Such decisions which do not require any additional human and financial resources are implemented during the next session and the new action plans and decisions that need extra human and financial resources are further discussed with the employers. On getting the additional resources from the employers, such decisions are implemented in a joint manner through team efforts. The progress of these plans is monitored for their systematic organization.

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

Institution provides computer and internet facilities for research purpose.

- It motivates faculty members for further studies to increase their qualification.
- It provides computers on demand to the faculty members.
- It motivates the faculty members to send paper for publishing, presenting and participating in various seminars, conferences, workshops etc.
- It encourages the faculty members to perform the duty of resource person in various seminars, conferences, external examiners in practical and theory

6.3 Strategy Development and Deployment

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

The institution is fully computerized and all information is collected, stored, processed and utilized by the means of ICT. Whole administrative office is computerized and all information is available on just one click. Institute has its own website where all information about the institution is available. The details of the course, faculty, facilities, and laboratories photograph etc. and other details all are just one click from the person, who wants to get that.

The institution has monitored the performance of the teaching staff by self appraisal, students' assessment of the faculty performance, expert assessment of the faculty performance.

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

The college has sponsored some faculty members for professional development programme (In-service training, seminars, conferences, workshops) at national as well as international level.

To allocate financial resources, the institution has internal and external financial audit mechanism for accomplishment and sustaining the changes resulting from the action plans.

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

Resources needed to support the implementation of the mission and vision, goals, objectives planned and obtained in following manner:

- Faculties are directed to attend the orientation and refresher course (future).
- Invited guest lectures from various esteemed institution and University.
- Faculties are assigned additional administrative work. Senior faculty members are deputed as convener duties etc.
- Spent on research and scholarship (seminar, conferences, faculty development programmes, faculty exchange etc.).

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

Academic plan of the college usually come from university in the form of academic calendar and various notifications issued from time to time. In tune

with the university, the college committee frames the academic calendar after discussing the matter in the meeting. All the staff members participate in the meeting for devising the academic plan.

Following are the procedure of developing academic plan:

- The college has inbuilt flexibility for the students by offering them more opportunities than the stipulated ones to attain mastery level in respect of Micro teaching, Macro teaching and pedagogical skill development.
- Before sending to the student teachers to school for practice teaching in different schools, proper permission from Chief educational officer, Principal and Head of the practicing school is taken. Students are involving in teaching in due concentrate on syllabus.

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

- Regular meetings held in the institution in which latest issues and actions regarding that are discussed. Important information is passed to the students by displaying notices on notice board and through circular to the staff members.
- Duties are assigned to the faculty members according to their abilities for smooth functioning of the institutions. Decentralization of the responsibilities and impartial attitude of the heads towards faculty is the major contribution for institutional development.

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

Vision, Mission and implementation plans are monitored by the teacher in-charge of different field. Like teacher in-charge of cultural activities pay attention and organize different activities to promote the healthy attitude to achieve the vision and mission of the institution. Frequently meeting is organizes to revise the different activities to achieve the vision and mission.

6.3.7 How does the institution plan and deploy the new technology?

The institution plans and deploys the new technology like LCD, OHP, Slide projectors, Impressive interaction Board, Computer, internet facility is available for all the student to boost their knowledge and skills.

6.4 Human Resource Management

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

Faculty development need and career progression of staff is identified and proper arrangement is provided by institution. The Principal has healthy relation with all the faculty members and identifies the need and progression of staff and motivates them to proceed. Also the management motivates the staff members to proceed for the career progression after identification. Those who have some achievement, they are motivated by increments and appreciation letter and awarded.

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

Feedback evaluation is the best method used for improvement on performance monitoring and enhancement. Further, the self-appraisals methods have been adopted for continuous evaluation of teaching and performance. Further, the teachers are regularly motivated for research activities. This has resulted in bringing out many papers by the faculty members which has been presented in different seminars, conferences and workshops. Innovative teaching methodologies have been adopted based on the feedbacks received and also through assessment made by the peers.

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

For the welfare of faculty and non teaching staff members, the college provides.

- Free transport facility

- Appraisal and respect
- Good salary
- TA and DA for teaching practice.
- OD for the attending seminars, conferences and workshops etc.
- Boarding and lodging free for the faculty members.
- Education free of cost for children studying in our sister institutions.

6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, the institution has conducted staff development programme for skill up gradation and training of teaching and Non teaching staff.

- Internal workshop was organized and nearly 14 members of staff got the training by an expert about the use of computer in teaching.
- Computer literary programme was also organized to improve the knowledge and skill teaching and non teaching staff about the operation of computer.
- Training programme was organized effectively use of interaction board in teaching learning process.
- Special leave and registration cost for attending workshops, seminars, and conferences reimbursed to the faculty members.
- Micro teaching orientation programmes organized to improve the teaching skills of faculty members.

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

The institution follows all the rules and regulations of recruitment of the teaching faculty as per the NCTE, UGC, and Tamilnadu Teachers Education University, Chennai. Advertisements given in two reputed news papers applications are invited, with gazette attested copies of certificates and experience certificate.

The selection committee was formed; the committee consists of Management chairman, Head of the institution, and subject expert from other educational institutions or Sister Institution. The committee conducts written

examination, teaching methodology and followed by an interview, the committee strictly follow the standard and norms.

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

The college appoints two part-time faculty members one Director of Physical education and another one is Art and Craft education as per the NCTE norms. The salary is given as per the Tamilnadu Government norms, the work load also reduce, the details of work load mentioned in the time table.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution ensures that the staffs grow professionally. Staff members participate in seminars, conferences and workshop at local and national level. Staff members are encouraged to attend professional development programmes. Research is also supported by the management. Presently some faculty members are doing Ph.D. and some members are in process of enrollment.

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

The physical facilities are provided to all the staff members. Institution has well furnished separate staffrooms (gents and ladies) partition for each staff. Computer with internet access facility, available in staff rooms, separate toilet facilities and washing places. Well furnished and decorated Principal room, computer with internet facility and executive table with chair and attached restroom and well furnished administrative office, computer with internet, well equipped library partially automated internet facilities.

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

The faculty gets information from the Principal and Management representative freely. If anybody wants to lodge complaint or to give a suggestion. They can write suggestions or complaints directly to the Principal and Management representative.

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

Workload policies and practices that encourage faculty and all the rules are followed by the institution, which are given by Tamilnadu Teachers Education University.

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

Yes, a prescribed mechanism is there to reward and motivate staff members, provision increments and appreciation letter; dedicated teacher awards are, there to motivate staff members.

6.5 Financial Management and Resource Mobilization

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

No, financial support from the student's tuition fees.

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

No donations have been received by the institution during the last three years.

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

Budget of the institutions is adequate to cover the day-to-day expenses.

6.5.4 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 tuition fees of B.Ed. students the main resources of the income of the college.

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

Yes, the accounts are audited regularly. First audited in the internal level next a chartered accountant is appointed by the institution for this purpose. All the matters concerned with finance are looked after by an accountant and assistant.

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

Yes, the institution has computerized its financial management systems such as MS Excel, Tally with new version etc.

6. 6 Best practices in Governance and Leadership

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

- Grievances and redressal cell for students and staff members.
- Similar workload for teachers of respective faculty.
- Appoint two part-time faculties as per NCTE norms.
- Decentralization of administration.
- Students' representation of in various committees.
- Feedback from students, faculty members, employers, alumni, parents, academic experts, guide teacher and head of the institution of practice teaching school.
- Faculty members are appointed by the selection committee.
- Welfare of the faculty and non teaching staff.
- Formulation of action plans on the basis of previous experiences and feedback obtained from various stakeholders.
- Monitoring of various activities

- Well furnished physical facilities of Head and faculty members of the institution.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

Observation : Objectives of the college are to be concretized.

Action Taken : Objectives of the college concretized.

Observation : Different committees are yet to be made functional.

Action Taken : Different committees are made functional. IQAC monitor the different activities of the committees and rectify the short comings.

Observation : Faculty has not been appointed as per provisions of affiliating university.

Action Taken : Faculty has been appointed as per provisions of affiliating university. Two faculty were appointed with Ph.D and other faculty as per norms.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Governance and Leadership?

More autonomy is given to faculty and the grievances are attended. Encouragement are given to explicit their potentialities to the maximum extend in the enhancement of teaching learning process.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, The institution has established IQAC cell in the year 2010. IQAC which consists of representative from the Management, Principal, Two senior faculty members. The IQAC is looking after the overall monitoring and also implementation of developmental activities. The IQAC also ensures the time to time academic, curricular, co-curricular and extra curricular activities.

- IQAC meeting is organized by the institution at the first week of every academic year. IQAC major activities are:
- Conducting seminars and workshops
- Spoken English classes
- Providing guidance and counselling
- Citizenship training camp
- Conducting awareness programmes
- Conducting alumni association
- University level cultural competitions
- Educational tour
- Tree plantation and Herbal plantation
- Subject club activities
- Provision of Placement cell
- Beautification of campus

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

The college has its own mechanism for assessing the achievement of goals and objectives. The details are as under:

- Feedback from the Teacher educators, Student teachers, Mentors, Alumni, Head of the practicing schools, Academic experts is obtained.
- The institution organizes a meeting with the management members, Principal and teacher educators to analyze the feedback from the

various point of view with regard to achievement of institution goals and objectives.

7.1.3 How does the institution ensure the quality of its academic programmes?

- Obtaining regular feedback from the student teachers, Parents, Academic experts and Teacher educators etc.
- Regular discussions with teacher educators and student teachers.
- Conducting internal seminars and various curricular activities on quality improvement.
- IQAC monitors the quality of academic programmes like seminar, workshops for students and teachers, Computer training programme (Spoken English), Awareness Camp etc.

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

- To ensure the quality of its administration and financial management processes, a number of strategies are used, details are given below:
- Management conducts monthly meeting regarding the problems of institution
- Principal conduct staff meeting twice a monthly to analyze the faculty and student grievance.
- College Staff secretary and student secretary are selected for maintaining discipline in the campus as well as community.
- The management financial committee is formed. This committee analyzes the financial management and requirements of the instructional facilities of the institution. Purchase of the new requirements such as Library books, lab things, ICT learning devices etc. and satisfactory salary process is in vogue.

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

- Good practices are identified by staff meeting of Teacher educators and Principal of the college on regular basis
- Regular feedback from Teacher Educators, Student teachers and Non Teaching staff is obtained periodically.

- Suggestions from community responsible persons, Academic experts, Student teachers, Teacher educators are collected verbally
- College has started good placement cell and guidance and counselling.
- The college has permanent provision of inculcating values among the students during the morning assembly as well as in the classroom.

7.2 Inclusive Practices

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

To sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum, a few well-defined techniques are used:

- Extension lectures are arranged
- Internal seminars organized on various national issues.
- Discussion with students of special categories are held regularly.
- To visit special schools such as Visually, Physically challenged and Mentally retarded etc. interact with those student and are able to gain a wide knowledge about their learning methodology.

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

- Lectures on inclusive education are organized for students
- Debates and discussions are organized by club, in which the students take active participation.
- Project work is given to the students in women empowerment, women problems faced by women in society.
- Experts are invited to interact with students and make them create aware of many intricacies of inclusive education etc.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

- In the beginning of the academic sessions the college conducts the talents contest. Students are judged.
- Student teachers go for real teaching in schools
- Student teachers visit the villages to conduct awareness camp.
- Making models and teaching aids.

- Conduct seminars and workshops and debate in the internal level.
- Internal competitions in various activities are organized on a regular basis.
- Well equipped library with learning books and educational CDs, journals, Magazines and news papers etc.
- Alumni meeting is conducted in every year Alumni members are interested in the growth and development of the institution; they contribute more books to the book bank etc.

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

As explained elsewhere, the student teachers are provided opportunities to understand specific problems of children with diverse backgrounds and exceptionalities. This is done with the help of extension lectures, group discussions, simulation games, seminars, visits to schools etc.

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

- The college has collaboration with Lions club which provides wheel chair to the disabled students.
- Extra time is given at the time of internal examinations.
- All the staff members and specially the librarian have been specifically informed to provide all possible help in the academic activities to the disabled (physically and visually challenged) students.

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

- There are no such sensitive issues. But, the college has student's grievance cell and Guidance and counseling cell.
- The counselor gives counseling to the women to boost their confidence and eradicate the mental stress faced personally.
- We celebrate women's day focusing on women's empowerment. we women's art festival is conducted on the same day every year.

7.3 Stakeholder Relationships

7.3.1 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 Academic and Administrative performance to the stakeholders as under:

- Regular feedback is obtained from the student teachers and teacher educators. The responses are tabulated and analyzed by a group of teacher educators of the college. On the basis of the analysis, valid inferences are derived. Other stakeholders are also informed accordingly.
- Regular meeting with the stakeholders are convened in which information about the performance is given. The stakeholders are encouraged to give their comments and suggestions for further improvement of the functioning of the college.

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

- The weak points related to various process are noted and discussed by the staff in a meeting at the end of the session.
- The success areas of the college are pooled through interaction with staff i.e Teaching, Non Teaching and old students.
- Strong as well as weak points of the college are also noted.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The feedback mechanism are:

- Feedback proforma meant of selected student teachers of the college are collected and analyzed. The Information is used for planning next years programmes.

- Feedback received from the student teachers, teacher educators, Alumni, Employers, Community, Academic peers and academic experts is used for improving the quality of academic and administration.
- The response from various sources are collected and tabulated. Information is analyzed by a panel of senior teachers and administrators. Suggestions thus arrived at are implemented.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How is the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are reflected in the following activities of the institution:

Contributing to National Development

- ❖ Celebrating days of National importance
- ❖ Providing equal opportunity to all

Fostering Global competencies among students

- ❖ ICT Skills through computer education
- ❖ Communication skills through interactive programmes
- ❖ Arranging guest lectures
- ❖ Engaging students to participate in seminars
- ❖ Debates on current issues by students

Inculcating value system among students

- ❖ Organizing morning assembly
- ❖ Tree planting
- ❖ Community work
- ❖ Road Safety Awareness Programme

- ❖ Extension work

Promoting the use of technology

- ❖ Preparation of individualized instruction PLM
- ❖ ICT Training in development of teaching learning materials
- ❖ Practicing innovative methodologies of teaching in the classroom using all types of teaching hardware.

Quest for excellence

- ❖ Modification, revision and improvement of teaching learning process based on students' feedback.
- ❖ IQAC formation for periodic discussion on quality improvement
- ❖ Action Plan
- ❖ Self appraisal by the staff
- ❖ Attending seminars, workshops programmes by staff members for staff development.

**DECLARATION BY THE HEAD
OF THE INSTITUTION**

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

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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

Signature of the Head of the Institution

With seal:

Place: Ammapet, Salem

Date :