**PART-A**

**Profile of the Institution**

**1.** **Name and address of the institution** : Sakthi College of Education for Women,

 Thiruvalluvar Salai,

 Dindigul – Palani Main Road,

 Oddanchatram,

 Dindigul- 624 619

**2. Website URL** : [www.sakthibedwomen.com](http://www.sakthibedwomen.com)

**3**. **For communication** : Thiruvalluvar Salai,

 Dindigul – Palani Main Road,

 Oddanchatram,

 Dindigul- 624 619

**Office:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Telephone Number with STD Code** | **Fax No** | **e-mail Address** |
| Head/Principal: | 04553- 240597 | 04553- 242985 | sakthibedwomen@gmail.com |
| Vice-Principal: | - | 04553- 242985 | sakthibedwomen@gmail.com |
| Self-appraisal Co-ordinator: | - | 04553- 242985 | sakthibedwomen@gmail.com |

**Residence**

|  |  |  |
| --- | --- | --- |
| **Name** | **Telephone Number with STD Code** | **Mobile Number** |
| Head/Principal | 04553-240597 | 09944771905 |
| Vice-Principal | - | - |
| Self-appraisal Co-ordinator | - | 09944771905 |

**4. Location of the Institution:**

|  |  |
| --- | --- |
| Urban |  |
|  |  |
| Semi-urban |  |
|  |  |
| Rural | √ |
|  |  |
| Tribal |  |
|  |  |
| Any other (specify and indicate) |  |

**5. Campus area in acres:**

5.68 Acres

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

 Yes No

√

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

 **Month & Year**

|  |  |
| --- | --- |
| MM | YYYY |
| 11 | 2007 |

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

Mother Teresa Women University : 2007 to 2008

Tamilnadu Teachers Education University: 2008 to 2009 onwards

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

Have to apply

**10. Type of Institution**

 a. By funding i. Government

 ii. Grant-in-aid

√

 iii. Constituent

 iv. Self-financed

 v. Any other (specify and indicate)

√

 b. By Gender i. Only for Men

 ii. Only for Women

 iii. Co-education

 c. By Nature i. University Dept

 ii. RIE

√√

 iii. IASE

 iv. Autonomous College

 v. Affiliated College

 vi. Constituent College

 vii. Dept. of Education of a

 Composite College

 viii. CTE

 ix. Any other (specify and indicate)

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

√

 Yes No

**If yes, has the institution applied for autonomy?**

√

 Yes No

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** | **Programme** | **Order No. & Date** | **Valid upto** | **Sanctioned Intake** |
| Pre-primary | - | - | - | - |
| Primary/Elementary | - | - | - | - |
| Secondary/Sr. secondary | B. Ed | F.SRO/NCTE/B.Ed/ 2006-2007/14512, Code: APS08392 and Dated: 12.11.2007, | - | - |
| Post Graduate | - | - | - | - |

**PART-B**

**CRITERION-WISE INPUTS**

**CRITERION I: Curricular Aspects**

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

√

√

√

√

 Vision Yes No

 Mission Yes No

 Values Yes No

 Objectives Yes No

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

Yes

 If yes.

1

B. Ed – Rs. 41,500/-per students

1. **How many Programmes?**
2. **Fee charged per programme**

Non Semester

**2. Are there programmes with semester system?**

**3. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?**

√

 Yes No

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

 D.Ed

**-**

13 Electives and 9 Optional subjects

 **-**

 **-**

 **-**

 B.Ed

 M.Ed (Full Time)

 M.Ed (Part Time)

 Any other (Specify and indicate)

**5. Are there Programmes offered in modular form?**

√

 Yes No

13 Courses

 Number

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

√

 Yes No

 Number

1

**7. Are there Programmes with faculty exchange/visiting faculty?**

√

 Yes No

 Number

1

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

√

* Heads of practice teaching schools Yes No
* Academic peers Yes No

√

* Alumni Yes No

√

* Students Yes No

√

* Employers Yes No

√

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

1 Year

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

√

 Yes No

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

√

 **Years?**

 Yes No

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

√

 Yes No

**13. Does the institution encourage the faculty to prepare course outlines?**

√

 Yes No

**CRITERION II**

 **Teaching Learning and Evaluation**

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

 a) Through an entrance test developed by the institution

 b) Common entrance test conducted by the

 University/Government

1. Through an interview

√√

1. Entrance test and interview
2. Merit at the qualifying examination
3. Any other (specify and indicate)

 (If more than one method is followed, kindly specify the weightages)

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

11.8.2012

30.9.2012

06.5.2013

140

180

 a) Date of start of the academic year

 b) Date of last admission

 c) Date of closing of the academic year

 d) Total teaching days

 e) Total working days

**3. Total number of students admitted**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme** | **Number of Students** | **Reserved** | **Open** |
| **M** | **F** | **Total** | **M** | **F** | **Total** | **M** | **F** | **Total** |
| D.Ed | - | - | - | - | - | - | - | - | - |
| B.Ed | - | 100 | 100 | - | - | - | - | 100 | 100 |
| M.Ed (Full Time) | - | - | - | - | - | - | - | - | - |
| M.Ed (Part Time) | - | - | - | - | - | - | - | - | - |

**4. Are there any overseas students?**

√

 Yes No

**5. What is the ‘unit cost’ of teacher education programme?**

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

B.Ed : 23520

B.Ed : 40100

1. Unit cost excluding salary component
2. Unit cost including salary component

 (Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

**6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session**

|  |  |  |
| --- | --- | --- |
| **Programme** | **Open** | **Reserved** |
| **Highest (%)** | **Lowest (%)** | **Highest (%)** | **Lowest (%)** |
| D.Ed | - | - | - | - |
| B.Ed | 88.91% | 44.13% | - | - |
| M.Ed (Full Time) | - | - | - | - |
| M.Ed (Part Time) | - | - | - | - |

**7. Is there a provision for assessing students’ knowledge and skills for the programme (after admission)?**

√

 Yes No

**8. Does the institution develop its academic calendar?**

√

 Yes No

**9. Time allotted in percentage**

|  |  |  |
| --- | --- | --- |
| **Programme** | **Theory** | **Practicum** |
| D.Ed | - | - |
| B.Ed | 56% | 44% |
| M.Ed (Full Time) | - |  |
| M.Ed (Part Time) | - | - |

**10. Pre-practice teaching at the institution**

4

0

4

0

4

0

 a) Number of pre-practice teaching days

1

2

 b) Minimum number of pre-practice teaching

 5

 0

 Lessons given by each student

**11. Practice Teaching at School**

5

3

 a) Number of schools identified for practice teaching

 b) Total number of practice teaching days

0

4

 c) Minimum number of practice teaching lessons

0

4

 give by each student

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

 Number of Lessons

5

40

 In simulation

 Number of Lessons

 Pre-practice teaching

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

√

 Yes No

**14. Does the institution provide for continuous evaluation?**

√

 Yes No

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

|  |  |  |
| --- | --- | --- |
| **Programme** | **Internal** | **External** |
| D.Ed | - | - |
| B.Ed | 20% | 80% |
| M.Ed (Full Time) | - | - |
| M.Ed (Part Time) | - | - |

**16. Examinations**

0

5

0

4

 a) Number of sessional tests held for each paper

 b) Number of assignments for each paper

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

|  |  |  |
| --- | --- | --- |
|   | **Yes** | **No** |
| Computers | √ |  |
| Intranet | √ |  |
| Internet | √ |  |
| Software / Courseware (CDs) | √ |  |
| Audio resources | √ |  |
| Video resources | √ |  |
| Teaching Aids and other related materials | √ |  |
| Any other (Specify and indicate) | √ |  |

**18. Are there course with ICT enabled teaching – learning process?**

√

 Yes No

 Number

All

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

√

 Yes No

 If yes, is it offered as a compulsory or optional paper?

√

 Compulsory Optional

-

**CRITERION III**

**Research, Consultancy and Extension**

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

 10 %

Percentage

Number

 1

**2. Does the institution have ongoing research projects?**

√

 Yes No

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Funding agency** | **Amount (Rs)** | **Duration (years)** | **Collaboration, if any** |
| - | - | - | - |

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

-

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

 (Mark ‘√’ for positive response and ‘X’ for negative response)

√

√

√

√

* Teachers are given study leave
* Teachers are provided with seed money
* Adjustment in teaching schedule
* Providing secretarial support and other facilities

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

√

 Yes No

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

-

-

 a. Ph. D

 b. M. Phil

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

√

 Yes No

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Number** |
| International journals | - | - | - |
| National journals – referred papers non referred papers | √ | - | 10 |
| Academic articles in reputed magazines/news papers | - | - | - |
| Books | - | - | 2 |

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

√

 Yes No

 Number

-

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

 Faculty Students

|  |  |  |
| --- | --- | --- |
| National seminars | 20 | - |
| International seminars | 1 | - |

**11. What types of instructional materials have been developed by the institution?** (Mark ‘√’ for yes and ‘X’ for No)

 Self-instructional materials

√

√

√

√

√

 Print materials

 Non-print materials (e.g. Teaching Aids/

 Audio-visual, multimedia, etc)

 Digitalized (Computer aided instructional materials)

 Question bank

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

√

 Yes No

 If yes, indicate the nature of the post.

√

 Full-time

 Part-time

 Additional charge

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

 Yes No

√

 The regulation of state Government states that “The Colleges with one year course are not entitled to have NSS and NCC programmes”

 Instead the College has launched the

1. Village adoption programme
2. Health awareness programme
3. Afforestation

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

√

 Yes No

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

√

 Yes No

**16. Does the institution provide consultancy services?**

√

 Yes No

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

Free of Cost

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

|  |  |
| --- | --- |
| Local level | √ |
| State level | √ |
| National Level | - |
| International Level | - |

**CRITERION IV**

**Infrastructure and Learning Resources**

**1. Built – up Area (in sq.mts.)**

2987 sq.mts

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

√

√

√

1. Methods lab Yes No
2. Psychology lab Yes No
3. Science lab(s) Yes No
4. Education Technology lab Yes No

√

√

√

1. Computer lab Yes No
2. Workshop for preparing teaching aids Yes No

**3. How many computers terminals area available with institutions?**

40

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

10, 00,000/-

**5. What is the Amount spend on maintenance of computer facilities during the previous academic year**

1, 12,000/-

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

60,000/-

**7. Budget allocation for campus expansion (building) and upkeep for the current academic session /financial year?**

 60, 00,000/-

**8. Has the institution developed computer –aided learning packages?**

Yes

**9. Total number of posts sanctioned**

 Teaching

10

 Non-Teaching

5

**10. Total number of posts Vacant** Teaching

-

 Non-Teaching

-

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

1

 Principal

9

Lecturer

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

F

M
m

1

-

**c. Number of teachers from**

-

10

 Same state

 Other state

1. **Number of teacher- student ratio (Program-wise)**

|  |  |
| --- | --- |
| **Programme** | **Teachers student ratio** |
| D.Ed | - |
| B.Ed | 1:10  |
| M.Ed | - |
| M.Ed(Full time) | - |
| M.Ed(Part time) | - |

**13. a. Non-teaching staff**

|  |  |  |
| --- | --- | --- |
|  | Open | Reservation |
|  | M | F | M | F |
| Permanent | 1 | 4 | - | - |
| Temporary | - | - | - | - |

**b. Technical Assistants**

|  |  |  |
| --- | --- | --- |
|  | Open | Reservation |
|  | M | F | M | F |
| Permanent | 1 | - | - | - |
| Temporary | - | - | - | - |

**14. Ratio of Teaching – non-teaching staff**

2:1

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

18%

**16. Is there an advisory committee for the library?**

√

Yes No

**17. Working hours of the library**

8.45AM – 5.30 PM

On working days

10.00 AM – 2.00 PM

On holidays

8.45AM – 5.30 PM

During examinations

**18. Does the library have an open access facility?**

√

Yes No

**19. Total collection of the following in the library**

4764

a. Books

* Text book

4485

279

25

33

4

-

80

* Reference books

b. Magazines

e. Journals subscribed

* Indian Journals
* Foreign journals

f. Peer reviewed journals

g. Back volume of journals

h. information resources

-

40

-

10

25

* Online journals/e-journals
* CD’s/DVD’s
* Database
* Video Cassettes
* Audio Cassettes

**19. Mention the**

195.094 sqm

100

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

Seating capacity of the Reading room

20. **Status of automation of library**

 √

Yet to initiate

Partially automated

Fully automated

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

√

√

√

√

√

√

√

√

√

-

√

√

√

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book bank

Photocopying

Computer and printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation/information literacy

**22. Are students allowed to retain books for examinations?**

Yes No

√

**23. Furnish information on the following**

Average number of books issued/

10

2 Weeks

1Week

returned per day

 Maximum number of days books are permitted to be retained

By the students

By the faculty

Maximum number of books permitted for issue

2

For students

5

For faculty

400

 Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks

1:6

and book bank facility) to the number of students enrolled

**24. What is the percentage of library budget in relation to total budget of the institution?**

0.5%

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I** **(2010-2011)** | **II**  **2011-2012** | **III**  **2012-2013** |
|  | **Number** | **Total Cost****(in Rs.)** | **Number** | **Total Cost****(in Rs.)** | **Number** | **Total Cost****(in Rs.)** |
| 1. i) Text books
 | 139 | 14, 443 | 600 | 2, 25, 000  | 200 | 40,000 |
| 1. iii) Journals/
2. Periodicals
 | 6 | 4000 | 8 | 28, 000 | 18 | 38,000 |

**CRITERION V**

 **Student Support and Progression**

**1. Programme wise “dropout rate” for the last three batches**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programmes** | **2010-11** | **2011-12** | **2012-13** |
| D.Ed | - | - | - |
| B.Ed | 1 | 1 | 2 |
| M.Ed(Full time) | - | - | - |
| M.Ed(Part time) | - | - | - |

**2. Does the Institution have the tutor-ward/or any similar mentoring system?**

√

 Yes No

 **If yes how many students are under the care of a mentor/tutor?**

12

**3. Does the institution offer Remedial instruction?**

√

 Yes No

**4. Does the institution offer Bridge courses?**

√

 Yes No

**5. Examination Results during past three years (provide year wise data)**

|  |  |  |  |
| --- | --- | --- | --- |
| **B.Ed** | **I 2010-11** | **II 2011-12** | **III 2012-13** |
| Pass percentage | 78% | 90% | 91% |
| Number of first classes | 62% | 86% | 73% |
| Number of distinctions | 8 | 16 | 16 |
| Exemplary performances(Gold Medal and university ranks) | - | - | - |

**6. Number of students who have passed competitive examinations during the last**

**three years (provide year wise data)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I (2010-11)** | **II (2011-12)** | **III (2012-13)** |
| NET | - | - | - |
| SLET/SET | - | - | - |
| TRB/TET | 3 | 5 | 5 |

**7. Mention the number of students who have received financial and during the past**

 **three years.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Financial Aid** | **I (2010-11)** | **II (2011-12)** | **III (2012-13)** |
| i) Merit Scholarship | - | - | - |
| ii) Merit –cum-means scholarship | - | - | - |
| iii) Fee concession | 10 | 15 | 12 |
| iv) Loan facilities | - | - |  |
| SC/STScholarship | 13 | 11 | 15 |

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

√

√

 Yes No

**9. Does the institution provide Residential accommodation for?**

 Faculty Yes No

√

 Non-teaching staff Yes No

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

√

 Yes No

 **If yes, number of students residing in hostels**

10

-

 Men

 Women

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

√

√

√

√

√

 Sports field Yes No

√

 Indoor sports facilities Yes No

 Gymnasium Yes No

**12. Availability of rest rooms for women**

 Yes No

13. Availability of rest rooms for men

 Yes No

**14. Is there transport facility available?**

 Yes No

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

 Yes No

√

**16. Give information on the Cultural Events (Last year data) in which the institutions participated/organized.**

|  |  |  |
| --- | --- | --- |
|  | **Organized** | **Participated** |
|  | **Yes** | **No** | **Number** | **Yes** | **No** | **Number** |
| Inter-collegiate |  |  |  | √ |  | 2 |
| Inter-university |  | √ |  | √ |  |  |
| National |  | √ |  |  | √ |  |
| Cultural day | √ |  |  | √ |  | 35 |
| Citizenship camp | √ |  |  | √ |  | 100 |

 (Excluding college day celebration)

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

|  |  |  |
| --- | --- | --- |
|  | **Participation of students (Numbers)** | **Outcome****(Medal achievers)** |
| State | 4 | - |
| Regional | 6 | - |
| National | - | - |
| International | - | - |

**18. Does the institution have an active Alumni Association?**

√

 Yes No

 If yes, give the year of establishment

 2011

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

√

 Yes No

**20. Does the institution regularly publish a college magazine?**

√

 Yes No

**21. Does the institution publish its updated prospectus annually?**

√

 Yes No

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 1 (%) 2010-2011** | **Year 2 (%) 2011-2012** | **Year 3 (%) 2012-2013** |
| Higher studies | 28% | 36% | 40% |
| Teaching | 47% | 43% | 50% |
| Non Teaching | 25% | 21% | 10% |

**23. Is there a placement cell in the institution?**

 Yes No

√

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

|  |  |  |
| --- | --- | --- |
| **2010-2011** | **2011-2012** | **2012-2013** |
| 24 | 28 | 30 |

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

√

√

√

* Academic guidance and counselling Yes No
* Personal Counselling Yes No
* Career Counselling Yes No

**CRITERION VI**

 **Governance and Leadership**

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

√

 Yes No

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

|  |  |
| --- | --- |
| Governing Body / Management | 3 |
| Staff council | 4 |
| IQAC / or any other similar body / committee | 2 |
| Internal Administrative Bodies contributing to quality improvement of the instructional processes. (mention only for three most important bodies) | 3 |

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

√

 Loan facility Yes No

√

 Medical assistance Yes No

√

 Insurance Yes No

√

 PF Yes No

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

|  |  |  |
| --- | --- | --- |
| **2010-2011** | **2011-2012** | **2012-2013** |
| 1 | 2 | 3 |

**5. Furnish the following details for the past three years**

 **a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization**

Nil

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

**-**

-

 National

 International

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

3

**d. Number of Seminars / workshops / symposia on Curricular development, Teaching – learning, Assessment, etc. organized by the institution.**

|  |  |
| --- | --- |
| Seminar | 2 |
| Workshop | 1 |

**e. Research development programmes attended by the faculty**

6

**f. Invited / endowment lectures at the institution**

9

**6. How does the institution monitor the performance of the teaching and non- teaching staff?**

 **a. Self-appraisal**

√

 Yes No

 **b. Student assessment of faculty performance**

√

 Yes No

 **c. Expert assessment of faculty performance**

√

√

 Yes No

 **d. Combination of one or more of the above**

 Yes No

**7. Are the faculty assigned additional administrative work?**

√

 Yes No

 If yes, give the number of hours spent by the faculty per week

5 Hrs

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

Nil

 Grant-in-aid

 Fees

B.Ed - 41, 50, 000/-

Nil

Nil

 Donation

 Self-funded courses

**9. Expenditure statement (for last two years)**

 **Year 1 Year2**

 **2011-2012 2012-2013**

|  |  |  |
| --- | --- | --- |
| %Spent on the salary of faculty | 18.00 | 18.00 |
| %Spent on the salary of faculty | - |  |
| %Spent spent on the salary of non teaching employees | 5.52 | 5.52 |
| %Spent on books and journals | 0.5 | 0.3 |
| %Spent on development activities  | 0.5 | 0.5 |
| %Spent on telephone , electricity and water | 0.68 | 0.60 |
| %Spent on maintenance of building ,sports facilities, hostels, residential complex and student amenities, etc, | 5.34 | 5.24 |
| %Spent on maintenance of equipment, teaching aids, contingency etc. | 9.26 | 9.69 |
| %Spent on research and scholarship  | - |  |
| %Spent on travel | 0.50 | 0.40 |
| Total expenditure incurred | 4030000 | 4025000 |

**10. Specify the institutions surplus/ deficit budget during, the last three years?**

|  |  |  |
| --- | --- | --- |
| **2010 to 2013** | **Surplus in Rs.** | **Deficit in Rs.** |
| 3,43,000/- | Nil |

**11. Is there an internal financial audit mechanism?**

√

 Yes No

 **12. Is there an external financial audit mechanism?**

√

 Yes No

**13. ICT/ Technology supported activities / units of the institution**:

√

 Administration Yes No

√

 Finance Yes No

√

 Student Records Yes No

√

 Career counseling Yes No

 Aptitude Testing Yes No

√

 Examinations / Evaluation / Yes No

√

 Assessment

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

√

 Yes No

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

√

 Yes No

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

√

 Yes No

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

√

 Yes No

**18. Is grievance redressed mechanism in vogue in the institution?**

√

 a) for teachers Yes No

√

 b) for students Yes No

 c) for non – teaching staff Yes No

√

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

√

 Yes No

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

√

 Yes No

 [

**21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision – marking, computerization and TOM?**

√

 Yes No

**CRITERION VII**

**Innovative Practices**

**1. Does the institution have an established internal Quality Assurance Mechanism?**

√

 Yes No

**2. Do students participate in the Quality Enhancement of the institution?**

 Yes No

√

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

|  |  |  |
| --- | --- | --- |
| **Category** | **Women** | **%** |
| a | SC | 17 | 17% |
| b | ST | \_ |  |
| c | OBC | 82 | 82% |
| d | Physically challenged | 1 | 1% |
| e | General Category | \_ |  |
| f | Rural |  |  |
| g | Urban |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Teaching staff** | **%** | **Non-teaching staff** | **%** |
| a | SC | 2 | 20 | 1 | 20 |
| b | ST |  |  |  |  |
| c | OBC | 8 | 80 | 4 | 80 |
| d | Physically Challenged | - | - | - | - |
| e | General Category | - | - | - | - |
| Total | 10 | 100 | 5 | 100 |

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

|  |  |  |
| --- | --- | --- |
| **Category** | **At Admission** | **On Completion of the course** |
| **Batch I 2011-2012** | **Batch II 2012-2013** | **Batch I 2011-2012** | **Batch II 2012-2013** |
| **B.Ed** | **B.Ed** | **B.Ed** | **B.Ed** |
| SC | 4 | 15 | 2 | 6 |
| ST | \_ | \_ | \_ | \_ |
| OBC | 95 | 85 | 84 | 92 |
| Physicallychallenged | 1 | \_ | 1 | \_ |
| General Category | \_ | \_ | \_ | \_ |
| Rural | 70 | 89 | 65 | 87 |
| Urban | 30 | 11 | 22 | 11 |

### Criterion I

### Curricular Aspects

* 1. **Design and Development**

**1.1.1. 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 are the objectives of our Institution**

1. Giving competency based education and training to the students.
2. Maintaining continual improvement in academic aspect.
3. Involving faculty and support staff in all activities.
4. Utilizing resources to the optimum extent.
5. To ensure quality based pedagogy through value based education.
6. To impart knowledge, skill, social and moral values.
7. To improve the status of women students, specifically in a rural scenario.
8. To provide Teacher Education to rural students at a world standard.
9. To provide adequate knowledge in computer and information technology for women students.
10. To ensure quality women education so as to provide them the best for job placements and opportunities.
11. To provide training to the disadvantaged through special tutorial system.

 The institution has formulated the above mentioned objectives by considering the personal and intellectual development of the student teachers and the total involvement of student teachers in community and academic related activities like setting the target for continual improvement providing facilities for need based training, preparing student teachers for suitable job at local and national levels, utilizing human and material resources of the institution and of the community to the optimum extent, interacting with other institutions for intellectual exchange programmes and placement and imbibing values.

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

 Curriculum is framed by the affiliated University i.e. Tamil Nadu Teachers Education University, Chennai. We are only implementing the syllabus framed by them. At the request of the University, our staff members had contributed their ideas in the revision of the curriculum. In the process of evaluation, practical components and internal assessment play a major role.

Question bank and course materials are prepared by staff for every subject. Feedback is collected from the students, parents, teachers and alumni either orally or through forms and the suggestions are used in implementing the curriculum.

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

 The curriculum of teacher education stresses the use of modern technologies like internet, web based learning, e-learning, e-content and training in handling equipment.

 Further the global trends are mostly reflected in the syllabus of B.Ed programme as given below:

 Core Course I “Education in the Emerging Indian Society” Unit IV includes social change, modernization, economic development and globalization. In Unit V the concepts of Open University system, distance education and floating university are specified.

 This era focuses mainly on communication system where computer takes a main role. Students should be equipped with computer knowledge and skill to face the challenges of the world. To meet this need in theory component of paper III there are topics dealing with Educational Innovations and Management including the concepts ABL, ALM, CLASS, Cybernetics, etc., and unit IV is exclusively for ICT in Education covering the areas of website based learning, Virtual, e-learning, e-tutoring, CAI, Multimedia, EDUSAT, e-Book, Digital library and Electronic community.

 In the elective paper “Environmental Education there are units dealing with environmental concern at the international level. The significant concepts dealt with are environmental wastes and pollution, green house effect, environmental management and protection, international efforts for environmental protection and conservation of natural resources.

 In the elective paper, “Computer in Education” one entire unit is meant for ICT Pedagogy in Teacher Education, Internet and website designing.

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

 The curriculum framed by Tamil Nadu Teachers University has taken care to include in the syllabus topics like “Global Environmental Changes. Curriculum includes one elective paper on Environmental Education. This subject covers concepts related to pollutants, efforts for environmental protection at global and national levels, environmental issues and policies, Environmental Education in School curriculum and teaching and methods and Teaching of Environmental Education. In the Biological Science, paper II, the concepts of ecology and conservation are included.

 To implement the same, environmental awareness programme on the danger of using plastics, motivating lectures on environmental cleanliness and sensitivity, and talks on global warming are organized. CT camp and five days training camps are organized in which environmental awareness and renewal of the waste find an important place.

 In the syllabus, core paper I mainly deals with values. One unit is exclusively meant for social values of the teachers. The duration of five hours is allocated in the syllabus for moral and value education. Further the college has set the vision and mission based on values. Maximum emphasis is given to executing the curriculum imbibing embedded values. The college is very particular about the conduct of the prayer, punctuality, discipline and transparency among students and staff.

Conducting assembly is part of the college activities. The day starts with assembly, in which prayer is conducted in the assembly ground. The prayer includes college prayer, Thamizhthai Vaazhthu, taking Pledge, Kural recitation with explanation, news reading, Thought for the day, Instruction to the students and National Anthem.

 According to the need of the world the curriculum has a great bearing on ICT. The curriculum includes the concept of ICT in many subjects. In paper III “Educational Innovations and Management”, Unit – IV deals with virtual education, CAI, e-learning, tutoring, SITE, e-TV, Edusat, etc., In elective Computers in education one unit is exclusively for ICT’s Pedagogy in teacher education emphasizing its need - base and motivation. In optional I “Computer Education” paper, ICT is emphasized in unit IV covering the areas of ICT learning, creating teaching manual, hand outs, Internet, website designing etc., The institution takes more care to bring the theoretical concept into practice. Hence the management has provided facilities like computers, internet, display boards, Interactive board, LCD projector etc.,

 The student teachers are well versed in downloading required information from the website, using internet for learning purpose, using software in objective type of questions, in preparing seminar, in preparing the project on test and measurement etc.,

 The Institution has a well furnished computer laboratory. Computer laboratory is provided with 30 computers with internet facilities. All students are given training in computer. Every day, one period is allotted for students to work with computers in groups. Students plan for association activities using computer. Educational Technology record is maintained by the student teachers.

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

 All staff members have computerized course materials, students’ marks, assignments, topics, seminar topics, attendance, work done register and record works of the students. Work load is also prepared using computer. Examination time-table, Teaching Practice time-table, senior teachers’ demonstration classes, all activities, celebrations, result analysis etc., are all done through computers.

### 1.2. Academic Flexibility

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

 Pre–practice training is given to student teachers through micro teaching, Link lesson, recording observation. Class seminars, Pre practice teaching, Demonstration Classes, Micro Teaching sessions, Models of Teaching classes, Teaching practice, Workshop and Role play to get benefit from all the activities done in the college to make a reflective practice. During teaching practice feedback is also given by teacher educators and guide teachers. Every student is given the opportunity of presenting seminar and association meeting. Special lectures and guest lectures are arranged to get the experience of the experts.

**1.2.2. 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?**

 For implementing the curriculum, different timetables are framed, based on the requirement, availability of the staff and school activities. Before teaching practice timetables are framed for content study, micro teaching, lesson plan writing, observation of senior teachers’ classes and the model classes of teacher educators, simulated teaching, teaching in model school, case study, psychology experiments, life skill classes, test and measurement and workshop in preparing teaching aids.

 The timetables for teaching practices and supervision by teacher educators are framed. After the completion of teaching practice, timetable is framed for teaching the subjects and carrying out the activities like library, arts and crafts works, language laboratory, using Interactive board, student tutoring, and computer science. In between the regular timetable, special timetable is framed for tests and examinations, Citizenship camp, Scouts and guide camp, Value education class, Cultural day, Eye camp, Communicative English programme, visit to the Physically and Mentally challenged people. According to the availability of experts as resource persons, rearrangement in the timetable becomes inevitable for the benefit of students when they get exposure to English communication skill, life skills, computer science class, career and counselling programmes, mental health training programme. Make easy mathematics programme are organized based on the availability of the centre and resource persons.

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

|  |  |
| --- | --- |
| **For Developing** **Communicative** **Skills :**  | We are giving spoken English class, General English classes.General English Classes |
| **For developing ICT Skills :**  | Computer Education Classes are provided, Internet, Awareness classes, Communication, Technology, Use of Internet Browsing. |
| **For Life Skills :**  | Health Education Programme, Value Education Programme, Environment Education Programme, Awareness Programme on Pollution, Positive Thinking, Time Management, Emotional Intelligence, Self – Awareness and Self – Motivation, and Communication Skills. |
| **For Community Orientation :**  | Extension Activities: Blood donation, Survey on Literacy, Health and hygiene, Eye camp, Blood donation camp –awareness talk, Eye Donation awareness camp, Survey on Social Status, Literacy aspects; Health and Nutrition, India’s 3- stage Nuclear Power programme, Run to be free from anemia, Survey on Public distribution system.  |
| **For Social Responsibilities :** |  Citizenship Camp Activities: Lecture on National Days, Lecture on First Aid, Demo on First Aid, Lecture on Communicable Diseases and Prevention, Role of NCC,NSS, YRC to society, Role of Good Citizen, Personal Hygiene, Yoga and Physical Exercise, Model Parliament Lecture, Demo of Model Parliament, First Aid, Lecture on Blood Donation, Organ Donation and AIDS, Lecture on Leadership Qualities, Traffic Rules, Debate on Compulsory Voting Rate, Demo on Craft work, Fire Fighting, Lecture on Ecological Imbalance, Objectives of Celebrating, Characteristics of Good Citizen, Lecture on Anti - Corruption, NGOs, Rescue operation Mock Drill, Handling Accident situation, Folk Song, Consumer Awareness and Role of Citizen in Reducing Global Warming. |
| **For Value Education :** | Pongal day celebration, Cultural Day by student teachers ,Personality development camp, Environmental awareness, New year celebration, Red Ribbon Club / Panel discussion, Yoga and Mediation class, Workshop on Environmental Education, Consumer club, Poster competition on Gender sensitization, Nutrition , Human rights, Mental Health for teachers & Value education programme. |

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

**i) Interdisciplinary**

 The application of the core subjects provides theoretical basis for the teaching of optional subjects. The concepts included in these subjects are used in teaching other subjects.

 The theoretical aspects like micro teaching and demonstration classes are carried out by all staff members in team-teaching approach which is interdisciplinary in nature. The statistical parts of optional subjects (Test and Measurement) are taught to all the student teachers by the Teacher Educators, who are experts in the specified areas.

 Syllabi are purely interdisciplinary in nature. All optional subjects deal with one unit on evaluation. This unit is handled to all students by one teacher educator who is expert in this area. The optional subjects included the applications of psychology like teaching methods, handling slow learners, high achievers and application of the theories of Piaget and Bruner. All student teachers have to prepare programmed learning material frames which are taught in core paper. Educational Technology is included in all optional subjects and so taught in an integrated manner.

**ii) Multi-skill Development**

 Student teachers organize association activities, present papers in seminars, involve themselves in physical education, extension activities organizing association activities develop social skills, leadership skill, presentation skill, communicative skill and ICT skills. Extension activities develop social skills, personal skills, leadership skills. Reader club and communicative English class develop language skills. CT camp, and Scouts programme develop democratic skills.

**iii)** **Practice Teaching**

 The curriculum emphasizes pre-teaching and practice teaching. Student teachers have to carry out activities and maintain records like microteaching, observation, demonstration, lesson plan, case study, action research, psychology experiments. They are given inputs for life skills.

 As per the syllabus framed by Tamilnadu Teachers Education University, the student teachers undergo teaching practice for 40 days completing 20 lessons in each optional, conducting achievement test and psychology practicals and physical education related activities.

**iv) School Experience / Internship**

 Intensive Teaching Practice is for 40 days. Student teachers have to complete 20 lessons in each optional, 5 observation classes in each optional subject, complete achievement test, Psychology practical, Physical Education etc.

 Student teachers remain in the school allotted for the specific dates in the working hours of the school. They involve themselves in invigilation work, school functions, preparing students in competitions etc. Unless, it is essential they cannot avail leave. The permission has to be obtained from the school and college.

**v) Work experience /SUPW**

 SUPW activities are taken up in the activity period during the last hour. Student teachers prepare files, covers, products from ice cream sticks etc. Art and craft instructor is assisting student teachers for these activities. Student teachers make use of the tools available in the SUPW workshop/laboratory to prepare the articles.

**vi) Any Other**

 The students are encouraged to make use of Internet facilities provided by the college.

The faculty members have prepared a number of CD’s for their teaching supply of question

banks, conduct of Extra coaching classes and providing lecture notes additionally help the

students.

**1.3. Feedback on Curriculum**

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

At the end of the Academic year feedback of staff is collected from the student teachers. Once or twice in a year, feedback is got from the schools where Alumni are working. Feedback is also collected from parents during PTA meeting. Principal as well as staff observe the classes of peers and give feedback. Student teachers observe their peers and make a critical assessment in their record notebook.

 Teacher educators, Heads of Institution and guide teachers give feedback on the performance of student teachers during teaching practice. Evaluation of teacher educators on all practical work constitutes a good systematic feedback. Student teachers maintain 20 Lesson Plan Records and 5 observation Records.

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

The feedback given by student teachers on staff is scrutinized by management and suggestions for improvement are offered. The feedback given by parents is also analysed. Important suggestions are implemented like organizing Communicative English classes and organizing career counseling cell.

The feedbacks help the college in framing or modifying the programmes for the year suitably. The feedbacks are discussed threadbare in the staff council meeting and their views are further discussed with experts in the field of education.

**1.3.3. What are the contributions of the institution to curriculum development? (Member of Board of Studies / sending timely suggestions, feedback, etc.)**

 At present no faculty of the college is a member of BOS. The feedback obtained from various sources and analysed, but the suggestions are not send. But the institution has an idea to provide a suggestion in future.

**1.4. Curriculum Update**

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

 All B.Ed colleges of Tamil Nadu are affiliated to a common university called Tamilnadu Teachers Education University. The University framed the syllabus in 2008 -2009. This was revised in the year 2009 – 2010 and 2013.

 At Present we are following the current year (2013) regulations and syllabus for the B.Ed. programme. The copy of regulations and syllabus distributed to all faculty members of the college.

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

 Oral feedback will be collected from the staff members by the head of Institution in the staff meeting. Suggestions will be sent to the university at the time of revision. University will scrutinize our ideas and take further steps.

**1.5. Best Practices in curricular Aspects**

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

Computer laboratory is installed with 30 computers. All student teachers are taught practical and theory aspects of computer science. Student teachers have free access to Internet in the library, computer laboratory. Staff members can access internet in the above mentioned places and in the staff room. Student teachers can freely learn through Educational CDs available in the library and remedial room. Office room and the Principal’s room are linked with broadband connections. Uninterrupted supply of power is ensured with the help of the generator facility available in the college. Staff members have prepared course plan, handouts and question bank and maintain the same in the course file.

**Lesson plan**

The Lesson Plan is prepared for each topic referring to the various textbooks, reference books, manuals etc and recorded in the register.

 The Power Point presentation and OHP transparencies are used in the transaction of lessons.

 The teaching of staff members is observed by peers and the Principal and feedback is given for improvement. The Principal gets feedback from the students at random for quality improvement.

All staff members follow course plans prepared by them. Three unit tests and one revision tests and one model examinations are conducted besides class test. The remedial measures are taken for weak students. Results are analysed and remedial measures are taken.

Student teachers prepare assignment and seminar downloading materials from websites and present the same in association meetings also. This improves their knowledge and skills. Software is prepared to set objective types of questions in all subjects.

IQAC also organizes research colloquia and trains student teachers in preparing power point presentation, computers, etc.,

**1.5.2. What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?**

The teacher educators demonstrate lessons through innovative methods. Team teaching is adopted by giving training in micro teaching. Arrangements are made to observe many classes of senior teachers working in different schools. Method laboratory has been initiated from this year onwards. Student teachers are made to prepare project in Test and measurement using computers.

Planning is to be done to organize full-pledged bridge course including the package on communication English, Personality development, life skills, C.T camp, content analysis. Online test upon objective type questions has also been planned.

**Criterion II**

**Teaching-Learning and Evaluation**

**2.1. Admission Process and Student Profile**

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

 Admission through merit in the qualifying examination as per State Government norms. The selection procedure is transparent in each and every aspect. The candidates are selected through a systematic procedure on the basis of marks scored in degree.. The selection list is notified on the notice board. The Candidates are intimated personally through admission letters. The application list, selected and admitted list of candidates are forwarded to Tamilnadu Teachers Education University, Secretariate of Tamilnadu Government and Directorate of Collegiate Education. The selected candidates Eligibility From send to the Tamilnadu Teachers Education University. The University in turn approve the selected candidates.

**2.1.2. 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 are made in leading Newspapers. The advertisements contain the details of course content, fee structure and facilities available. The same information is available in the college website also. In addition, a prospectus is issued along with the application form.

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

 The received applications are tabulated and the rank list is prepared on the basis of the marks obtained in the qualifying examination. The guidance issued by the government of Tamilnadu is strictly adhered to.

**2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

The students are provided with good infrastructure facilities, namely, class rooms with LCD Projectors, Science Laboratories, Language laboratory, Library, Psychology Laboratory, Educational Technology laboratory, Arts & Craft workshop etc., Varieties of experiences are provided covering academic, cultural, and extra - curricular aspects. All students are equally treated. No discrimination on the basis of caste or creed or language is shown by any member of the institution.

|  |  |
| --- | --- |
| Economically Weaker Section of the Society | The college helps the eligible SCstudents in getting Tamilnadu Government scholarships. In addition to this, the management of the college generously grants tuition fees and bus fees concession as well as examination fee to the deserving candidates who are economically weak. The management also gives free books and note books for the needy. A book bank system is also effectively operating. |
| Physically Challenged  | Special steps are being taken to after to the needs of Physically Challenged students, such as provision of Internet of browsing, cataloguing of library etc. They are helped with books free of cost by the management. |

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

 At the time of admission itself students are asked to bring school subject text books and they bring them on the day of reopening. After orientation class, arrangement is made for reviewing their school subject so that they can equip themselves to teach in schools during teaching practice period. Students analyse the content of the subjects. Their knowledge in their subject is tested either orally or by written test or quiz, involve. Their interpersonal skills are assessed through group discussion and presentations in groups. Necessary guidelines are also given by the concerned teacher educators.

**2.2. Catering to Diverse Needs**

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

The classrooms are well lighted and ventilated, comfortable seat arrangement, green glass boards, velvet display boards and ceiling mounted LCD. Students are free to access internet through computers computer laboratory and well equipped library and remedial cell. Students freely interact with staff and Principal regarding the lessons or activities or any other problems faced by them. The examination timetable, activity periods and celebrations are planned and implemented according to the convenience and the need of the subjects and experts. The infrastructure facilities are good.

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

For underachievers, remedial classes are arranged. Remedial cell under UGC scheme is functioning especially for SC/ST, OBC and students below creamy layer. High achievers are given the opportunity of involving in seminars, association activities and functions. Students are sent for competitions in sports, curricular and co-curricular activities in accordance to the need of their interest. Students have the freedom to select the elective subjects according to their interests and needs. Institution has provided internet facilities, educational CDs and good reference books in the library. Library hour is provided in the time table. Besides, all students make use of the library before and after college hours.

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

Mentally ill students, Individual difference among student teachers in the context of Intelligence, personality, creativity are identified and proper Guidance and Counselling are given to them.

In the core paper. “Education in Emerging Indian Society” the challenges faced in the society by the downtrodden and socially deprived and social issues like gender inequality, diversity in various aspects, national integration dealt with.

In the core paper “Educational Innovations and Curriculum Development” the use and handling of different technological software based on the learners’ interest expectations, responsiveness, availability and need of the students helps in ensuring an understanding the unifying nature of the curriculum. In all optional subjects different methods of teaching catering to the needs of slow learners, average learners and high achievers are envisioned and discussed and all students apply the same in the practice teaching. The practicum components are also diverse in nature. Staff members show flexibility in completing certain practical components by students in their own pace.

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

The staff selection is made through a systematic selection process. An interview panel is constituted with governing body members who include prominent educationists. The panel meticulously interviews and selects efficient and promising candidates among the qualified applicants, if they are found to have ardent aptitude for teaching. The members of the staff are given the maximum encouragement by the management to take part in the national, international conferences, workshops etc., and the entire expense for such participation is met by the management. The management takes special care to ensure that the members of the staff make the best use of all the resources available like internet provisions, digital library, Computers, LCD’s, OHP’s etc.,

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

 Student teachers are exposed to observe the classes of different senior teachers and teacher educators. They involve themselves in tutoring the slow learners, practicing innovative approaches, organizing association activities, seminars, and debates on topics of different level and undertaking case study on students with problems of any type. They visit the schools meant for visually challenged and centre for mentally ill and students are practicing inclusive education.

 The teaching learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro-teaching classes, macro-teaching classes, field trips, intensive lab work and project works. The use of audio – visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the maximum use of library. The students are instructed to use the Internet facility available in the college for their Teaching – Learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, OHP sheets, static models and dynamic models. A college magazine to cater to the creative skills of students is also published.

**2.3. Teaching-Learning Process**

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

All Students prepare and submit report on the project undertaken on test and measurement using computers available in the computer laboratory. They download content on one topic from two different websites, compare and present. They learn browsing in internet which is very easily accessible at any time of college working hours free of cost. The Computer laboratory, Library, Counselling cell, Remedial cell, and Staff room is all connected to internet. Students present seminar topics using power point or OHP. All students are taught to use interactive board and use them with the guidance of the concerned staff. Each student has to complete two assignments referring library books. Content matter is explained in the form of quiz, panel discussion, team teaching. The association meetings are organized by students themselves. During teaching practice student-teachers use one or two innovative approaches like team teaching and role play. They carry out independently psychology practical and case study, guided by teacher educators in practice schools when needed. Varieties of experiences are given in citizenship training camp.

They involve in camp inspection, enact and participate in debate, cultural programme, and interact in the lecture classes. They visit the village adopted by us for extension activities and are involved in eye camp, survey, vocational training for women, educational programme to rural students, health awareness programme etc.

**2.3.2. 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?**

 Learning is made student centered through the following activities

 - Seminar presentation

 - Conduct of quiz­­­­­­

 - Preparing assignment

 - Presenting website downloaded matter

 - Organizing associate activities, Cultural day, celebrations etc.

 - taking survey in village

 - Executing Project work on test and measurement, Rural Science programme, Dictionary Reference programme, map marking programme, making Maths Easy programme to rural school students.

**2.3.3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**

Classes are handled using the discussions, panel discussion, power point presentation, team teaching etc.

 This year instructions are provided through interactive board. Software is prepared in objective types of questions. The questions can be self generated and feedback is got from staff and students.

 Utilizing internet and LCD projector in teaching learning process is worth mentioning.

 In the process of learning the website is predominantly used. The institution is provided with net connections sponsored by UGC. 30 computers are in the laboratory; two in library, one in career and counselling cell and one in remedial cell. It can be used by the students and two in the staff room can also be used by the staff through uninterrupted power supply ensured by UPS batteries and generator.

 Content with diagrams with animation effects are presented in the classroom using LCD projectors downloaded by faculties.

 Every student downloads content from different websites compared and present with the same for assignments and seminars. Each student is given, different topics for presentation. They submit along with printouts.

 The students are highly motivated by showing interest and developing confidence in using latest technology.

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

 No

**2.3.5 Does the student teacher 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 trained well in micro teaching skills. The teacher educators explain five skills and link lesson and demonstrate the same using team teaching approach. The five skills practiced by all students are: Reinforcement, Explaining, Probing questions, Effective use of Black board and Stimulus Variation. In addition, student teachers practice skills specifically mentioned in their subjects of optional subjects. They are given under:

* Illustration with example in Tamil,
* Introducing the lesson and Language Vocabulary skill in English
* Skill of Introduction and Skill of Closure in Mathematics
* Skill of Demonstration and Skill of Closure in Physical Science
* Introduction to a lesson in Biological Science
* Skill of Introduction and Closure in History,
* Skill of Demonstration in Computer Science.

 Each student practices one lesson per skill. Each lesson includes description of the skill components, episode, observation schedule and feedback. If any student teacher is not satisfied in teaching session, based on the feedback he/she is given another chance.

**2.3.6 Detail the process of practice teaching in schools. (Lessons, a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**

 Each student has to complete twenty lessons in optional -1 subject, twenty in optional II and three in physical education as per the syllabus. Besides they also complete the practical work like environment, case study, achievement test, games activities and conduct of Psychological tests. They also supervise the students during mid - term test and participate in all school activities.

 The student teachers maintain attendance register in the school. The student teachers and Head Master should sign every day and the teacher educator signs at the time of visit. This responsibility is undertaken by the leader of the student teachers practicing in the particular school. Each day a minimum one lesson and maximum two lessons are practiced. Otherwise, they are engaged in practical work. preparing teaching aids, writing lesson plan and discussing with the guide teachers.

 Time bound schedule is prepared for teacher educators. Each teacher educator supervises his/her own students. On an average of 3 schools are visited per day by each teacher educator aiming at observing and guiding 10 lessons for each subject. However there are practical problems like unavailability of classes at the time of visit, due to mid-term tests and functions. Each teacher educator supervises at least 5 lessons and gives guidance for all lessons plans, preparation of teaching aids and construction of achievement test. Teacher educators maintain diary and discuss with heads of the institutions, every week.

 Each student teacher is under the guidance of the allotted guide teacher (mentor) who observes all the classes, corrects all lesson plans, evaluates every class and gives feedback.

 The Assistant Professor in Education also visits the schools and provides guidelines in practical works like environment record and case study. The teacher handling psychology paper guides the students to handle psychology practical.

 At the end of the practice teaching, feedback forms are collected from Heads of Institution and guide teachers for assessing the performance of students.

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

As soon as the admissions are over, based on the residential area of the students, the nearby schools are identified and listed for practice teaching. The permission from these schools is obtained for practice teaching as per academic calendar. The students collect lessons to be taught from the practicing schools. The students are given proper instructions.

On the first day of Practice teaching teacher educators visit all practice teaching schools and solve problems if any.

 During teaching practice student teachers are supervised and guided by teacher educators, guide teachers. Student teachers also complete school based activities like conduct of environment, case study, psychology practical, sports activities and achievement test. Attendance register is maintained. Student - teachers are expected to be present on all working days except due to unavoidable situation and that too after permission from Head of Practice School and Principal of the college. The whole day teaching practice duration of the student teachers should be spent within the school involving themselves in all school activities. Guide teachers evaluate every class. Feedback is got from guide teachers and Heads of the practicing schools.

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

The period of practice teaching is pre-planned in accordance with the convenience and activities of practicing schools allotted to the student teachers. The practicing schools are fixed in consultation with the heads of the institution after obtaining permission from Chief Education officer, Dindigul district. The students are allotted the practice schools based on their residence, their optional subjects and their qualifications (UG/PG). For practice teaching, the lessons are got from guide teacher. Teacher educators help in dividing the portion into 20 lessons and suggest the methods of teaching and the types of teaching aids to be prepared. In the school the guide teachers (mentor) correct and give approval for the lesson plans to be followed and written by student teachers. He/she may suggest modification which can be carried out with the knowledge of teacher educators. Similar process is followed in the preparation of achievement test question paper and teaching aids.

 Whenever teacher educators visit the school they meet the heads of the practicing school and guide teachers and discuss with them for the betterment of teaching process and other related works carried out by our student teachers.

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

The student teachers are adequately trained to fulfill the diverse needs of the students of the school. Adopting different teaching methods, using variety of teaching aids and applying different types of teaching skills are followed. Environmental and case study will help in improving the quality of teaching and learning of students especially of problematic children. If needed, they are guided to take remedial classes.

The Student – teachers are

* Instructed to keep the classes in learner centered mode.
* To follow the school rules and norms.
* To keep the classes activity based.
* Instructed to encourage students to put questions.
* Advised to deal with the students using psychology based techniques.
* Suggested to make learning a fun through active learning.
* Advised strictly to follow the rules of the utilization of as many teaching – learning aids as possible.
* These criteria are monitored when the Teacher – educators visit the schools for the inspection of the work done by the student – teachers.

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

 Already students are trained to use OHP, Power point, computers and internet etc. in the college. They are asked to utilize the audio visual aids provided the schools have these facilities. They visit the college in the free time during the practice teaching period in order to utilize the technological resources of our college to implement the same in practicing schools.

**2.4. Teacher Quality**

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

 The permission for practice schools are got from Chief Educational Officer (Dindigul District). The practice teaching time is fixed in consultation with Heads of schools. The lessons are fixed in consultation with guide teachers. Sometimes, they are invited to the college to share ideas.

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

Normally, the ratio of student teachers and practicing school remains 5: 1. It may vary depending upon the situation. The schools are allotted according to the approachability of the students’ place of residence, the students’ medium of instruction and their qualifications i.e. PG or UG. More number of students are allotted to schools with high strength. Generally, 2 to 9 students are allotted to each school. The requirements of the practicing schools are also considered in allotting the number of students in the school based on the subjects also.

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

Teacher educators observe the teaching of students and record the same in their diaries. They discuss both the positive and negative aspects identified in the student teachers teaching. They are also very particular to see whether the suggestions are implemented in the next observation. The guide teachers give oral feedback and observe the changes with keen interest in the forth coming lessons. They also correct and evaluate every lesson plan in the prescribed format.

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

 The student teachers are present during the assembly for prayer every day, when students are given instructions regarding their activities and so they are updated with an awareness of the educational policy and its needs. The core paper is dealing with educational innovations. The teacher educators transact the lessons emphasizing the concepts related to educational needs and of the educational policy. Every year our students carry out programmes successfully and happily.

**2.4.5. How does the students and faculty keeps pace with the recent developments in the school subjects and teaching methodologies?**

 To keep pace with recent developments in the school subjects, the school text books are bought and kept in the library. Many seminar activities and rural science programmes are based on school subjects. Staff members are encouraged to practice the new methodologies in the class and to participate in seminar, related to innovations and new trends in Education.

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

 All staff members are encouraged to participate and present papers in seminars. All circulars related to professional development are circulated to staff. Training is given to use power point presentation and Internet. Money is budgeted to pay registration fee to staff working under Additional Intake section for attending seminar and workshop.

Based on the observation about teaching staff carried out by the head of the institution and the representation made by the staff, training programme is organized for the staff, note worthy programmes handling SPSS software, effective use of PowerPoint organizing research colloquia etc. Teachers are encouraged to undertake research activities.

The Management encourages the teachers to do part-time research leading to M.Phil and Ph.D. degrees and carry out research leading to these degrees. It also permits them to carry out research in the laboratories of the college which is equipped with all facilities and instruments. The Management deputes staff for in-service training programmes and orientation and refresher courses by sanctioningleave. The staff members are permitted to attend Seminars, Conferences, Workshops, and Symposia with financial assistance to meet registration fees borne by the management. The staff members are encouraged to organize seminars, conferences etc., and the management meets the expenditure for these. The Management provides incentives in the form of meeting portal charges and publication charges for research paper of staff members.

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

The institution motivates its teachers to take up research in Education.

* The institution provides financial support to research scholars.
* Teachers are given study leave.
* Adjustment in teaching schedule is allowed.
* Provides secretarial support and other facilities.
* There are award and recognitions received by the faculty from management.
* Teachers are provided with seed money to initiate research.

**2.5. Evaluation Process and Reforms**

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

If the principal finds out any problem with the students in learning difficulties, he solves it immediately. The installations of LCD Projectors, Change of class room on need basis is done for Mike and UPS are kept in the class room itself in response to the students request physically disadvantaged and they are provided with convenient class rooms.

When any teacher educator goes on leave, substitution work is arranged. If the teacher educator is not available for a long period, part time staff or guest lectures are arranged. The head of the institution observes the classes of teacher educators and suggests for improvement. If needed, the Administrative Officer speaks to the concerned individual.

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

Students are assessed through tests, examinations and practical work in the case of theory papers University is conducting term-end examinations for 80% and the college awards 20% for internal assessment (Ref TTEU regulations)

**The criteria for internal assessment are given below:**

 **Aspects Marks**

Tests 5

Attendance 5

Assignment 5

 Seminar 5

 20

 For maintaining objectivity, the criteria are fixed by the institution for assigning marks for assignment and seminar.

**The criteria for assessing assignment are:**

 **Aspects Marks**

 Content Matter - 5

 Organization of the Content - 5

 Neat Presentation - 5

 Reference work carried out - 5

 Innovative Ideas - 5

 25

**The criteria for assessing seminar are:**

 **Aspects Marks**

 Content Matter - 5

 Using OHP / PPt - 5

**Presentation**

 a) Sequence - 5

 b) Clarity - 5

 c) Speed - 5

 d) Stimulus Variation - 5

 e) Interaction - 5

 d) Time management - 5

 Total 40

**The criteria for assessing Unit Test for 90 minutes duration:**

 **No. of Questions Maximum Marks**

 15 marks question - 1

 5 Marks question - 3

2 Marks question - 5

 40

 The average is taken for internal test marks. The revision examinations and model examinations are for three hour duration each as per the university question paper pattern as given below:

Very Short answer type question with open choice 10 X 2 marks = 20

 Short Answer type questions with open choice 6 X 5 marks = 30

 Essay type question with Internal Choice 2 X 15 marks = 30

 **Total 80**

The practical / record note books are assessed as given below by the concerned staff and then if needed allowed during practical examination by the examiners appointed by the University.

|  |  |  |
| --- | --- | --- |
| **Activity No.** | **Name of the Record** | **Marks Allotted** |
|  | PART - A |  |
| 1 | Teaching Competency for Optional | 80 |
| 2 | Lesson Plan for Optional I | 20 |
| 3 | Teaching Competency for Optional II  | 80 |
| 4 | Lesson Plan Record for Optional II  | 20 |
|  | **Part – A- Total** | **200** |

|  |  |  |
| --- | --- | --- |
| **Activity No.** | **Name of the Record** | **Marks Allotted** |
|  | PART - B |  |
| 5 | Observation Record -Optional I  | 05 |
| 6 | Demonstration Record -Optional I | 05 |
| 7 | Micro teaching Record- Optional I  | 10 |
| 8 | Instructional Material Record- Optional I | 15 |
| 9 | Test and Measurement Record- Optional I | 15 |
| 10 | Test Book Review Record pertaining to Optional I | 10 |
| 11 | Observation Record -Optional II | 05 |
| 12 | Demonstration Record – Optional II | 05 |
| 13 | Micro teaching Record- Optional II | 10 |
| 14 | Instructional Material Record- Optional II | 15 |
| 15 | Test and Measurement Record- Optional II | 15 |
| 16 | Case Study Record | 20 |
| 17 | Psychology Experiments Record  | 20 |
| 18 | Educational Technology Record | 10 |
| 19 | Environmental Education Record | 10 |
| 20 | CT camp Record | 10 |
| 21 | Physical Education Record | 10 |
| 22 | SUPW Record | 10 |
|  | **GROUP B – TOTAL** | **200** |

**Passing Minimum for Practicum Components**

 Each Candidate should apply for the practical examination in the first attempt. Candidates who have secured not less than 5% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

 All the records related to the Practical Components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination and their decision on the marks to be awarded shall be final.

**Reappearance for Practicum Component**

 Each unsuccessful candidate shall be permitted to reappear for the practicum components examinations within the next three consecutive academic years in the main examinations only.

**Classification of Successful Candidates**

 A candidate shall be awarded the B.Ed degree if he/she passed both the theory component and the practicu, components. Successful candidates shall be classified as specified hereunder be taking into account of their secured marks in Theory and Practical Examination separately.

**CLASSIFICATION FOR WRITTEN EXAMINATION**

Percentage of Marks Classification

50 to 59 Second Class

60 to 74 First Class

75 and Above Distinction

**CLASSIFICATION FOR PRACTICUM COMPONENTS**

Percentage of Marks Classification

50 to 59 Second Class

60 to 74 First Class

75 and Above Distinction

|  |  |  |
| --- | --- | --- |
| **Marks Secured in Activities GROUP A** | **Marks Secured in Activities GROUP B** | **Over all Classification for Practicum components** |
| I Class | I Class | I Class |
| II Class | I Class | II Class |
| I Class | II Class | II Class |
| Distinction | I Class | I Class |
| I Class | Distinction | I Class |
| Distinction | Distinction | Distinction |

 **OVERALL CLASSIFICATION**

|  |  |  |
| --- | --- | --- |
| **Theory** | **Practical** | **Over all** |
| I Class | I Class | I Class |
| II Class | I Class | II Class |
| I Class | II Class | II Class |
| Distinction | I Class | I Class |
| I Class | Distinction | I Class |
| Distinction | Distinction | Distinction |

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

 The answer papers of the students are corrected within one week and distributed to the students with feedback. The results are analysed. The needy students are given remedial class. Feed back is given to parents also. Before preparing for seminars and writing assignments, guidelines are given for the quality answers. The results are given immediately. The staff member takes necessary steps based on the analysis.

* The students are provided with the details about CIA (Cumulative Internal Assessment) and final examinations through the college handbook at the beginning of the year, Besides Teacher in-charge of the class explains the details at the beginning of the each course.
* The marks obtained by students in CIA are put up on the notice board. Answer scripts are returned to students after evaluation.
* Letter is sent to the parents of low achievers about the performance level and the marks acquired by the students. Parents are requested to meet the principal regarding the level of their ward’s performance.
* The institutions have an Internal Quality Assurance cell, which is entrusted with the job of conducting academic auditing of the department.

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

 Question papers are set and sent by email. Marks are entered in computer and analyzed for further improvement. The non-conformers are identified and retests are recommended. The software for objective type questions is prepared. Students are using them. The staffs update the questions.

**2.6. Best Practices in Teaching –Learning and Evaluation Process**

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

* Charts, Models, CDs and internet browsing are used to help teaching and learning.
* Role–play and dramatization technique is used in English Language Education Teaching.
* The records are evaluated by the concern staff, parallel staff and by the principal along with a staff team. Hence, these records are thrice valuated.
* Students are assigned projects and are encouraged to take part in Group discussion.

Classes are properly and progressively taken up for content delivery. All the class rooms are fitted with LCD projector. The tests are conducted periodically. The answer scripts are evaluated immediately. Result analysis is being done. Absentees are asked to appear for retests.

Remedial classes are being organized. A staff is in-charge for arranging remedial classes in the college. Time table is prepared for remedial classes. Remedial class progress has been maintained.

Every teacher prepares question bank in their own subject. Multiple choice items have been prepared by staff. The prepared items are being processed by computer experts to develop a software package.

Method laboratory is specific to Teacher Education institutions. Method laboratory is organized. Teacher educators have prepared the materials related to various methods of teaching of their subjects. The materials included for each method are the description of the method, the lesson plan for the method and the teaching aids pertaining to that method. The lesson plan and teaching aids are displayed in method laboratory for the method, lecture, demonstration, and team teaching, play way, multimedia, role-play, survey and discussion methods. The teaching aids prepared are charts, flannel board, cut outs, thermo Cole aids, 3 dimensional aids etc.

 Any student can enter in and learn by herself/ himself of any method and may practice the same.

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

The institution has provided free accessing to computers and Internet to staff and students with technological support. Besides Technology laboratory is very well equipped.

Software is prepared for question bank in all subjects and evaluation. Each question has indications are the name of the topic and type of instructional objectives to be tested. Students can operate computer themselves and learn right answer and their progress also. The desired questions can be got and evaluated in objective types.

All staff members have prepared course plan and question bank. All staff members should write lesson plan, syllabus completion report and student’s attendance and mail to principal.

All staff members should use power point presentation, OHP and innovative teaching methods in the class.

For seminar presentation and preparation of assignment all students are guided to use library book and internet facility effectively.

In association activities, students demonstrate role play, panel discussion and organize quiz, debate, speeches etc.,

The experts from many fields are called for lectures and speeches.

Method laboratory is established presenting the teaching methods like lecture, demonstration, role play, team teaching, etc.

**Systematic Quality and enhancement measures taken by the institution are given below:**

* Computerizing the procedure
* Systemic testing
* Analysis of the test scores and follow up
* Assessment of practical then and there
* Utilizing Internet facility
* Software preparation in objective type of question paper.
* Question bank preparation
* Establishing Method laboratory.

**Criterion III**

 **Research, Consultancy and Extension**

**3.1. Promotion of Research**

**3.1.1. How does the Institution motivate its teacher to take up research in education?**

 All staff members are insisted to complete doctoral study. They are encouraged to attend seminars/ symposia/ workshop and their absence is treated as “On duty”. Information regarding the conduct of seminar is circulated to the staff. Permission is given to staff. Management has volunteered to pay the registration fee for the staff working in unaided course. Research colloquia are organized and staff members discuss research papers and research topics. The procedure of constructing and standardizing research tool was explained to staff. Further, in seminars, staff members are encouraged to present research papers. The staff members are made aware of the research tools available in psychology laboratory and asked to make use of them.

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

The institution by itself does not have any thrust area for research now. Research on all aspects of education is encouraged. The thrust areas depend on the researcher’s interest like Psychology, Technology, Skill, Knowledge, Aptitude and Achievements etc.

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

Yes, the institution encourages action research. To illustrate relationships between educational theory and practice with a view to understanding, evaluating, changing and improving educational practice emphasis is given on problem solving, Problems relating to school subjects, problems relating to school students, problems related to undevelopment and underdevelopment of related aspects to students and schools.

**3.1.4. Give details of the conference / workshops / seminar attended and / organized by the faculty member in last five years/ the conference/ the workshop/ Seminar organized by the institution**

 **Details Participated Organized**

 Conferences - -  Seminars 1 1 Workshop 1 1

**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.**

 All staff members have prepared the instructional materials as Power point presentation. Students also use them in seminars. Internet facilities are available in computer lab, Library, staff room, career counselling cell and remedial cell. The instructional material downloaded and presented using L.C.D projector. Overhead projectors are also used whenever needed. At present staff members have learnt using interactive board and in turn, students are also trained to use the same. All students download from the different websites and present them in the seminar. All staff members have prepared course plan, course materials handouts and question bank in their subject concerned according to the syllabus and stored in the computer.

**3.2.2**. **Give details on facilities available with the institution for developing instructional material**

“How to make teaching learning materials”, “How to make and use of visual Aids” are some of the books available on thematic subjects in the library. The students utilize this facility optimally. Students can browse internet to know the latest development of instructional materials**.** Subject experts from outside teach the students to prepare teaching learning materials. CD’s prepared by Teacher Educators are made available to the students. All facilities are available for preparing these teaching aids. The sister institutions also help in this Endeavour.

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

|  |  |  |
| --- | --- | --- |
| a. | Organized by the institution | Block resource coordinators and Block resource Trainers visit and conduct demo classes and training sessions on the preparation of charts and other teaching aids. |
| b. | Attended by the staff | In-service training programmes like ABL (Activity Based Learning) and ALM (Active Learning Methodology was organized in the Institution especially for the staff members.) |
| c. | Training provided to the staff | Programmes to rejuvenate the dexterity of the staff members, workshops on motivation to create better TLM, instructional materials development programmes were conducted**.** |

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

Nil.

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

The management gives due recognition and awards and incentives to lecturers for their involvement in conducting seminars, symposia, workshops for offering consultancy and research work, organizing placement cell and helping students in getting lucrative employment.

**3.2.6. Give details of the major / minor research projects completed by the staff members of the institution in last five years**

Nil.

**3.3. Consultancy**

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

 The following consultancy services are being provided free of cost by the institution to the villagers around the college, especially to the women self – help groups.

* Preparation of Phenyl
* Preparation of Art and Craft materials
* Book binding
* Pot Making and Pot painting
* Domestic utility items
* Cosmetics preparation
* Food preparation and preservation
* Preparation of stationery items.

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

 Yes. The institution publicizes the available expertise through visual and print media.

**Areas of competency**

 Food preparation and Preservation domestic utility items, cosmetic preparation, preparation of Art and Craft materials, book binding, and preparation of stationery items.

**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?**

 The consultancy service is free of cost. All the expenditure incurred in carrying out consultancy service is borne by the management. The question of generating revenue does not arise.

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

No revenue is generated Consultancy is offered free.

**3.4. Extension Activities**

**3.4.1. How did the local community benefit from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and Government.**

Our institution shows special interest on extension activities. Extension activities are carried out with a teacher in charge of the programme. Nearby village is adopted and we have carried out certain programmes. Every year eye camp is organized in collaboration with Vasan Eye Hospital; Blood donation camp is organized in collaboration with blood bank. Every year a school in the village is selected and our student teachers demonstrate Science experiments to create awareness and develop scientific attitude; the student teachers of mathematics conduct quiz programme. This year we are organizing training in health and hygiene programme for rural women. The village women learnt and how to keep the environment hygiene. Dictionary using technique, Make Mathematics Easy and Map Marking Techniques for rural school students were also conducted by our student – teachers.

**3.4. 2. How has the institution benefited from the local community?**

 The president of the village took part actively and assisted in conducting the programme like eye camp etc. Folk song was taught to our students. The college has earned a good name and fame from the local community. The village school provided place for the camp.

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

Identifying a few nearby institutes and also education to be given to the needy, giving vocational training to women on different areas, arranging for visits of more old age home, mental clinics organizing literacy activities for reach outs, S.C., S.T. etc are our future plans.

**3.4.4. Is there any project completed by the institution relating to the community development in the last five years?**

 The college has donated many trash tubs, water containers, DVD players, CDs, DVDs etc for the welfare of the community.

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

 Every day college starts with prayer, in the college assembly ground conducted by students with the following activities:

 - Prayer

 - News reading

 - Thirukkural with explanation

 - Thought for the day

 - Words about Education.

- General Knowledge

 - Instructions by Principal / Staff

 - National anthem

All students write the exam conducted by Vivekananda Kendra. Many of them participate in the camp organized by the Kendra.Students carefully read the information displayed on the notice board every day. Republic day is celebrated with flag hoisting. Students are provided with uniform. The institution ensures in each and every stage that the student teachers responsibly develop social and citizenship values and skills. The field trips organized, adhering to the curricula and the camp activities of three days ensure the same.

 The institution organizes “Citizenship Training Programme” for students every year. The students are taught social and citizenship values through the following programmes

* Good citizenship lecture by experts
* Debate on social values
* Fire and Safety measures by concerned officials
* Conducting Model Parliament
* Organizing Mock Assembly
* Traffic Rules by Police officials
* Aids Awareness Programme
* Anti-Corruption talk.
* Folk songs and dance
* Talk on human rights
* Role of NSS and NCC and Scouts
* Training in First Aid

 Students organize all association activities which include identifying theme speakers and experts, fixing experts, preparing agenda, organizing activities etc.

**3.5. Collaborations**

**3.5.1. Name the national level organizations, if any, with which the institution has established linkage in the last five years.**

 Nil

**3.5.2. Name the international organizations, with which the institution has established 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?**

* Teaching
* Training
* Practice Teaching
* Research
* Consultancy
* Extension
* Publication
* Student Placement

Nil

**3.5.4. What are the linkages of the institution with the school sector?**

 Our students are sent to the practice teaching classes and students tutoring programme and to collect data for cumulative record. They are attached with economically backward and educationally poor students to help them. In placement services are involved. The staff helps in giving guest lectures.

**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.**

 The faculty members are consulted in selecting schools and allotting the students for practice teaching. The syllabus is collected from the concerned guide teachers sufficiently in advance. Students are guided by teacher educators regarding splitting of the syllabus into lessons and the types of teaching aids to be prepared. The teacher educators visit the schools in turns, evaluate students and have discussion with guide teachers and Heads of institutions.

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

The members of faculty have constant touch with the school faculty and discuss the course programmes well in advance. Every effort is taken to improve the competencies of the student teachers.

 The subject experts from other colleges, special subject experts from various universities are invited for various guest lectures and seminars.

**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?**

 (i) Faculty members are motivated to present papers in national

 (ii) Staff is motivated to publish papers in journals

 (iii) Guidance was given in using the tools available in psychology laboratory for paper presentation.

 (iv) The institution is conducting research colloquia for staff periodically. The staff presents papers in these colloquia on a rotation basis.

 (v) The nearby village is adopted and eye camp, training and preparing products using paper, programme for school students in science experiments, Map making, Dictionaries and Making Maths easy.

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

Organizing colloquia, organizing workshop on evaluation, preparation of software in objective type questions, eye camp, blood donation camp, and training on mental health, organizing science experiments, using Dictionary, Making Map, Making Maths easy in rural schools are a few innovative practices the college initiated.

**Research:**

1. Lectures are provided with the facility of making adjustment in teaching schedule, when necessary.
2. Special leave is sanctioned for carrying out specific research practices like, literature collection, specimen collection.
3. Registration Fee, TA and DA are borne by the management faculty attending Seminars, Symposia, Conferences, Workshop.

**Consultancy:**

1. Special Leave is granted for the purpose of consultancy extension work.

**Criterion IV**

 **Infrastructure and Learning Resources**

**4.1. Physical Facilities**

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

 The physical infrastructure facilities available in the college are strictly according to NCTE norms. The vast area of land on which the college is activated comprises of5.68 acres.

 The infrastructure of the college has been landed as one of the best in Dindigul district. It provides for the following facilities.

* 10 spacious class rooms with modern teaching gadgets.
* Well equipped sophisticated and modernized laboratories for psychology lab, Science lab, Computer lab, Educational Technology lab, and language lab with all necessary equipments / Apparatus / instruments /chart and Workshop for preparing teaching aids.
* There is internet facility in computer laboratory, office room, staff room, Principal room and Technology lab etc.
* Spacious, administrative building with all facilities.
* Excellent transport facilities, Centralized transport facility is available.
* 24 hours mineral water supply and power supply
* Partially Automated and very spacious Digital well stacked Library.
* Spacious and well ventilated auditorium.
* 1 play ground.
* Hostel with spacious rooms which can accommodate 50 girls.
* Hostels with the facilities bearing modernized kitchens.
* Health centre.

Amount invested for developing the infrastructure like books and journals, Lab Equipments, Computers, Teaching Aids, Sports Facilities and Furniture –Rs. 5,50,000/-

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

 The infrastructure already available beholds good and effective for 100 students. The college already owns more than 5.68 acresof land and the land is enough for any future growth also. The laboratories are also maintained with sufficient and number of equipments required as per norms. Thus the augmentation is kept pace with the academic growth.

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

 Students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus. All round development of students is the aim of the college. The facilities available for co-curricular and extracurricular activities are as follows:

* Sophisticated Educational Technology Lab, Well equipped science and Mathematics labs, psychology lab, fully furnished computer lab with modernized and improvised gadgets, peripherals and instruments.
* There is Art and Craft work laboratory for preparing teaching aids and SUPW material. Work benches and other tools are available. The students can prepare teaching aids and SUPW items.
* Auditorium for cultural activities.
* Play Ground and courts for outdoor games.
* Games Room for indoor games.
* Yoga and meditation Hall.
* Audio visual facilities for events.

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

 The college is self-sufficient as far as the infrastructure is concerned. There is no need for sharing with any other college.

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

The rest room is provided with mirror, wash basin and space for dressing and toilets. A sick room is provided for 10 candidates with 6 beds and required health care infrastructure facilities. Many taps are available for washing and cleaning the lunch boxes. Canteen is provided to supply tea and snacks as per the need of the students. Three persons are outsourced for campus cleaning. Drinking water is portable water and is tested. The tank is cleaned once in a week and the vessels are cleaned every day. The ground, classroom and toilets are always kept clean. Periodic spraying is done in classrooms and in open space as pest control.

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

 Hostel capacity - 50

 No. of rooms - 25 rooms

 Occupancy details - 2 students per room

 Recreational facilities - Sports and Games

 -Television, DVD

Health hygiene facilities - Health centre Clean and spacious rooms

 with Hygienic condition.

**4.2. Maintenance of Infrastructure**

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

The budget allocation and utilization in the last five years for the maintenance of the following are given.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2012-13** |
| Amount allotted | Amount spent | Amount allotted | Amount spent | Amount allotted | Amount spent | Amount allotted | Amount spent | Amount allotted | Amount spent |
| **Building** | 2,40,000 | 2,05,000 | 2,40,000 | 2,05,000 | 2,30,000 | 2,03,000 | 2,10,000 | 2,02,000 | 2,20,000 | 2,04,000 |
| **Equipments and Computers** | 1,40,000 | 70,000 | 1,50,000 | 65,000 | 1,00,000 | 80,000 | 1,50,000 | 70,000 | 1,50,000 | 60,000 |
| **Transport** | 3,00,000 | 2,40,000 | 3,00,000 | 2,40,000 | 2,50,000 | 2,20,000 | 2,60,000 | 2,30,000 | 2,50,000 | 2,20,000 |

 Management is spending a huge amount on building, purchasing equipments including LCD projectors, computers, procuring furniture etc. Finance is fully managed by one Accounts officer meant for this. Whenever we need any amount for the purchase it will be sanctioned.

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

 The systematic and regularized plan devised ensures the governance of scheduled Time Table for all the laboratories. No lab remains less used or unused. The programme for the year is planned for the optimal utilization of infrastructure.

 The programme for the year is planned in such a way that the available infrastructure is optimally utilized for all the activities.

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

 The college infrastructure itself provides a bushy green atmosphere, clean and good ventilation, privilege of enjoying free air, proper and perfect sanitation, Fire protection and a strong and stabilized Building.

 The municipality has issued a certificate in respect of sanitation and environmental fitness of the location of the college. The institution has been certificated by the department of the service Fire extinguishers have been timed in vantage points. The Institution has further acquired stability certificate from competent authority.

**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 library in the college has a qualified librarian with Assistant Librarian and sufficient number of technical support staff, who are helping the librarian in material collection and rendering computer services.

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

 Total collection of the following in the library.

4764

a. Books

* Text book

4485

279

25

33

4

-

80

* Reference books

b. Magazines

e. Journals subscribed

* Indian Journals
* Foreign journals

f. Peer reviewed journals

g. Back volume of journals

h. information resources

-

40

-

10

25

* Online journals/e-journals
* CD’s/DVD’s
* Database
* Video Cassettes
* Audio Cassettes

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

 Yes, there is a library committee with ten members functioning efficiently and it is empowered with the following.

* The library is updated periodically and systematically for facilitating the enhancement of quality in learning Resources.
* Purchase of books
* Automation of the library
* Maintenance of the library
* Effectively running the book bank for economically backward and deserving students.

These committee further reviews the various library resources for adequate access and it also checks the mechanism adopted from entry till exit.

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

Yes, Library is computerized. All books are entered in library with locations. Students and staff can access the books easily. Besides the bibliography, information and full computerizing also is planned. Students can search according to the accession number, title, call number, self number and subject. The browser can identify the available journals etc. and the location of any book. Moreover we are in half way of full computerization.

**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.**

 Library has Computer, Internet and Xerox machine. All library resources are computerized. Anybody can locate the books in the library by browsing in the computer.

Student teachers and staff can browse the website and record in the register kept. There is free access also for student teachers. There is an average of one hour net browsing per day in library and two hours in computer lab. The student teachers can browse only in the free time.

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

We do not make use of Inflibnet/Delnet/IUC facilities. In future we shall try.

**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,)**

 The library is kept open for 9 hours per day on all working days and for 4 hours per day on Holidays excluding Government holidays.

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

 The staff and students come to know of the new arrivals by various means like Circulation, Clippings, Information display on the journal rack and notice board.

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

 Yes, the book bank issues books for the students who are economically backward. The students are provided with text books through the book bank.

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

* We do not have special facilities for visually challenged. In future we may plan to have some materials for visually challenged also.
* Preference is given in the book bank scheme.
* Help is rendered in retrieving the books from Library to the classrooms for physically challenged person.

**4.4. ICT as Learning Resource**

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

* Hand camera
* Digital Camera
* Internet facility.
* Computerized Library Material access system.
* The computer facility available in computer laboratory is utilized by all as per schedule.
* Well furnished computer lab with 30 systems
* LCD player with Projector
* OHP with screen
* Generator and UPS, ensure uninterrupted power supply.

**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 extra-curricular activities in the time table provides ample span for the entire student teacher community in our college to undertake training in Educational Technology and Computer Skills .Computer in Education is provided as an elective subject for those who opt. They learn MS word, excel and power point operation, browsing websites, sending e-mails etc.

**4.4.3. How and to what extent does the institution incorporate and make use of the Technologies /ICT in curriculum transactional process?**

 Students prepare OHP, Slides, CD’s, Audio Cassettes, etc. The students also analyze various websites pertaining to their subjects. They also evaluate 2 Websites and record their feedback on the same.

 Classes are conducted with the help of audio visual aids. Seminars are conducted through LCD preparations. Internet Browsing is the privilege enjoyed for the preparation of assignments and class preparation. The faculty members have prepared a number of CDs.

**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)**

 The student teachers use technology in practice teaching in all the possible areas like developing lessons plans ( by using transparency sheet etc.,) classroom transactions (OHP) evaluation ( Evaluating using Transparencies) and in the preparation of teaching aids(Power Point).

**4.5. Other Facilities**

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

 The infrastructure already available beholds good and effective for 100 students. The college already owns more than 5.68 acres of land and this land is enough for any future growth also. The laboratories are also maintained with sufficient and number of equipments required as per norms. Thus the augmentation is kept pace with the academic growth.

 As a part of consultancy and extension services. The instructional infrastructure is provided to the various resource people on request on condition that the programme is arranged in our auditorium in the premises.

**4.5.2. What are 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 various Audio-Visual facilities available are Radio, Tape Recorder, Audio Cassettes, Video Cassettes, CD, DVD, Players, TV, Computer LCD Projectors, Headphone, and Video Camera. These are used in the session of Micro Teaching, Pre-Practice teaching, Seminars, Paper Presentations (Audio & Video) etc.

 During the Micro teaching sessions their practice on various skills is recorded. The feedback is given order for further improvement. During seminars and paper presentations, the programmes are video graphed and further suggestions are rendered for improvement.

**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 general laboratories available in the college are

* + - Psychology laboratory
		- Educational technology laboratory
		- Computer laboratory
		- Language laboratory
		- Science laboratory

Every year for purchase and maintenance the amount of special fee is used. Management also contributes whenever needed. Lab technicians visit every week and help in maintenance.

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

 The institution has 1 multipurpose hall, with capacity of 300 hundred students. There is the huge play ground which has all the facilities for the students to play with the enthusiasm. The college has the well equipped health club. To promote the musical talents of the students a music club is functioning.

Sports room has all sports items required for our students Badminton court, tennikoit court and volley ball court are available with nets. There is also provision for indoor games like chess and carom.

**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, to some extent, the multi-purpose auditorium and seminar hall is equipped to carry out classes using latest educational technologies. All the classrooms are electrified and have electrical points. In the future the institution plans to provide ‘smart classrooms’ for all optional subjects.

**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?**

 Faculty undertakes training in effective use of power point presentation and using internet. Observation of teaching by peers help in adopting the identified and better approved method / practiced and instructional method used. The observation of the classes handled by same senior teachers and visiting the practice schools, attending etc., will provide to use ICT in the class room.

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

* All staff is transacting using PowerPoint presentation
* The student teachers present seminar topics using power point presentation and OHP sheets.
* Student teachers and staff are using mike, stage and podium for teaching, presentation and deliverance.
* All student teachers browse internet and download content for presentation.
* Student teachers computerize the association programmes.
* Student teacher and staff handle megaphone for announcing.

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

* Use of all modern teaching-learning tools and methodologies
* Activity Based Learning
* Use of Various performing arts as a medium of teaching learning

 The Micro teaching sessions are video graphed by the hand camera available in the college. The sessions are viewed by the students and lecturers. The suggestions are told and corrections are made to improvise. The pre-practice sessions are also recorded. The seminar sessions are also recorded for further improvement.

### Criterion V

### Student Support and Progression

**5.1. Student Progression**

**5.1.1. 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?**

Students are given an orientation programme about the course duration, theory papers and practical components, activities, record note books, evaluation pattern and expectations as different from Arts and Science courses, the details of the organization and administration of the institution, the teaching and non-teaching staff, the infra structure facilities and value oriented nature of the institution. The students are asked to bring school text books related to their optional subjects at the time of admission itself. They go through the content of the text books pertaining to their optional subjects, discuss in groups, present the content unit wise and evaluate them in groups and in pairs and also by conducting oral tests and quiz. A few lecture-cum discussion classes are held on teaching, qualities of a good teacher, behaviour of students, classroom environment and interaction with community.

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

 The campus is in a serene environment. Though it is in the rural beautiful natural place away from the settlement area and peaceful atmosphere is prevalent. Students are undisturbed. Classrooms for conduct of core subjects, optional subjects, elective subjects, meetings, seminars, etc., are available. The day starts with prayer in which the students are briefed about the events of the day such as meetings, celebrations, field works with suitable instructions.

 The instructional facilities are sufficient and are utilized by staff and students effectively. The queries and requests of students are responded to immediately. The secretaries and joint secretaries of the college union and sectional associations co-ordinate with each other and with other students and ensure their support. They co-operate with the staff of the institution and everything runs smoothly.

 The corrections in the behaviour of students are made then and there in an appropriate way. Suggestions are made then and there for improvement in curricular and co- curricular activities. Involvement of students in extension activities, functions and association activities help a lot. It motivates them, moulds them and trains them to mould their own students.

**5.1.3. 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?**

The gender wise dropouts are given below

|  |  |  |
| --- | --- | --- |
| S.No | Year | Female |
| 1 | 2010 – 2011 | 1 |
| 2 | 2011 – 2012 | 1 |
| 3 | 2012 – 2013 | 2 |

 There were dropouts as they got employment in government services. The need for controlling the dropout was never come across, as the dropouts have good genuine reasons and for their own betterment. They leave our institution either for employment or for higher studies or for getting married. Merit candidates are selected and admitted in the B.Ed. program which leads to drop out of the candidates in the programme in quite negligible.

**5.1.4. 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?**

 Library is well equipped with books and magazines that help the students in preparing for competitive examinations. Books for preparing for Service Commission Examination, for SLET / NET and also for TRB / TET examinations are available. The institution allows the candidates sit for competitive examinations. For the preparation of the examination conducted by Teachers Recruitment Board, all staff members made references to the probable questions in the regular classroom transaction itself. Recently software is prepared in objective type of questions which will help them to prepare for examinations held by Teacher’s Recruitment Board.

 We train the students in communicative English, facing interview, the ways of preparing for the competitive examinations and classroom management. The conduct of campus interview by schools which give salary more than Rs.7, 000/- also is a boost for the students to equip themselves for the job.

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

 B.Ed is a professional course and students seek admission with the purpose of becoming teachers. Very negligible number of students goes for higher studies. Almost all students take up teaching. In 2008 – 2009, 30% of students went for higher studies, in 2009 – 2010, 28 % of students joined P. G. Degree, 36 % took up Higher studies, in 2011 – 2012, seven students pursued for Higher Education course and in 2012-2013, twenty students are pursuing for Higher Education.

**5.1. 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.**

Students are trained to access library and to handle audio / video resources and Computer software during the course itself. Every student is given training in computer skills in computer class itself. They use the materials in seminar presentations and assignment writing, preparation of Technology record. Students are trained to use language lab equipments, library books etc. Timetable has a provision for library and practical classes. Library is equipped with computer, Internet, Educational CD’s.

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

 The Institution gives top priority to placement. Local schools, Schools from in and around Dindigul, Schools outside Dindigul and International schools visit the college for recruiting teachers. In 2009 – 2010, 22 students got placement on a salary ranging from Rs.3000/- to Rs.11, 000/-. In 2010 – 2011, 24 students got placed in schools with a salary of Rs.3000/- to Rs.11, 000/-. 2011 – 2012, 28 students got placement orders through the college, 2012-2013, 15 students got placement on a salary ranging from Rs.5,000/- to Rs. 15,000/-. For the remaining, appointment orders were sent directly in the month of May, as the students were not available in the college. Almost all students got placed through the college or directly. The list of the school is given below.

1) Premier Matric. Hr.Sec. School

(2) SSM Matric. Hr.Sec. Schools

(3) Sri Krishna Matric Hr., Sec. School

(4) Akshaya Acadamy Matric. Hr.Sec. School

(5) Christian Matric. Hr. Sec.School

(6) Buds Matric. Hr., Sec., School

 (7) Vivekanandha Matric Hr., Sec., School

 (8) SBM School

 (9) Karthik Vidhya Mandir School.

 Placement cell functions under two placement officers. They collect information from the students in the mid of the academic year regarding the students who require placement service. The college has been providing placement services for more than two years and as it is a reputed college, schools themselves contact the Principal. We also invite the schools that offer high salary and the students are given training in writing resume and in facing interview at the time of their visit. The necessary facilities are provided for school authorities. The pamphlets, advertisements, notices and selection list are exhibited on the “Career & Counseling Cell” notice board and intimated the students also are orally informed.

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

The difficulties faced by the placement cell are:

 a) The school authorities demand selected students to submit the original degree certificates immediately.

 b) Some students get placed in many schools.

 c) A few students who do not wish to join the school attend the interview.

 d) The school authorities conduct interview on working hours.

Steps taken to overcome the difficulties faced. The school authorities have been requested to give a period of month at least for submitting the original certificates. Students have been asked to select the school of their first choice and then two more schools only. Prior to the period of campus interview, the data regarding students who need placement are collected so that they alone can attend the interview. Adjustments are made for the students who attend the interview on working hours.

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

 Practice teaching schools are mostly Government schools and Government aided schools where appointments are made as per government norms, i.e. through employment exchange. Candidates who have completed B.Ed. and registered themselves in employment exchange alone are eligible. So it is not possible for us to have arrangement with the practice schools for placement.

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

 The expenses towards the conduct of the placement interviews are borne by the management. The management provides refreshment, lunch, stationery and comfortable rooms for the school authorities who come to our campus to select candidates according to their requirements.

**5.2. Student Support**

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

 Before the commencement of the academic year, staff members have elaborate discussion and academic calendar is prepared. The feedback on the activities of previous years is taken into account while framing academic calendar. The activities are implemented by different teachers in charge as decided in staff meeting.

 In the staff meeting periodic discussions are held regarding the implementation of the programme. The progress of the college curricular, co / extra – curricular programmes is periodically evaluated through the Lesson plan completion report submitted by the staff through online.

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

The classrooms have seating arrangements to suit the need of orthopedically challenged. Visually challenged are exempted from doing practical work in psychology.

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

Mentoring arrangement is named as tutor system. Each staff (mentor) is allotted with equal number of students of heterogeneous (different subjects) nature. They interact with them at their convenient time and help them to solve the problems if any. The details are reported to the head of the institution. The Mentor’s lists are attached.

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

 The institution has good infrastructure facilities with well ventilated and bright classrooms with ceiling mounted LCD projector, OHP, Interactive board, green glass board, velvet board, comfortable seating with mike facility well equipped science labs, and language lab, Computers with Internet facilities in staff room, library, remedial room, technology room, counseling cell, good library and workshop to prepare teaching aids. There is a remedial cell with sufficient reading materials, computer CDs and internet connection. Career and counselling cell also has reading materials and internet connection. Staff member and students can make use of them either within the class hours or outside the class hours. The mentors are free to meet their wards at their convenient time or wherever needed. They can discuss among themselves to solve problems or report to the Principal.

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

The Institution has the website: www.sakthibedwomen.com The website shows the location of the college, establishment, Correspondents, Principals, Faculty, College Committee, Subjects offered, Infrastructure Facilities, Updating is done yearly once or on need basis.

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

Yes. The College has a remedial cell co-ordinate by an Assistant Professor. The cell is equipped with reading materials by different authors for different subjects, question papers of previous years, question bank, Educational CD, computer and internet.

 The needy students are identified based on their performance in the unit test and from the classroom behaviour. Timetable is framed in such a way that the last hour is allotted for subject wise remedial classes. Every test is considered for remediation and updating is done. The cell is specifically meant for SC, ST, OBC and MBC and students below the creamy layer.

**5.2. 7. What specific teaching strategies are adopted for teaching?**

**Advanced learners and (b) Slow Learners**

 For advanced learners challenging assignments are given. They are made to involve themselves actively in organizing and participating in seminars.

Under achievers are taught with the concepts that are difficult for them. They are given very short oral or written tests. Individual attention is given. The way of presentation in the exam is explained to them. Timing for remediation is specified in the timetable itself.

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

 Lectures and group discussions are held. Lecture on how to face interview, how to be a good teacher, how to prepare for competitive exams, on career counselling and motivation are organized. Training is given in communicative English and identification of psychological problems of students and ways of tackling them. Visits to special schools are arranged. Experts are called in the specific field and field visits are also arranged.

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

 Grievance redressal cell is functioning under a teaching staff. Students have to fill in the form if there is grievance and hand it over to the staff in charge. A suggestion letter box is available. There is very little response from the students. Separate register also is maintained. The availability of this provision is informed to students and staff. Petty problem like non availability of water and electricity are reported by staff and students orally and problems are solved then there.

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

The performance in the written tests (3 Unit tests, 1 Revision exam, one model examination) is analyzed and the students are guided accordingly. Every teacher maintains a record of result analysis. Remediation is done periodically. The practical works are assessed then and there and corrections are carried out by the concerned students. The progress letter is maintained and intimated to students.

**5.2. 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?**

 Before teaching practice begins the students are given proper training adopting the following measures:

* Content analysis and evaluation by students
* Practice in micro teaching skills
* Training to write lesson plan and recording the observation lessons
* Organising demonstration classes by senior teachers
* Arranging simulation classes and pre practice teaching class in Model school
* Organising classes in test and measurement, conductivity psychology experiments, case study and physical education
* Organizing work shop on preparation of teaching aids
* Allocating schools for teaching practice
* Collecting lessons from the practicing school and providing guidance to the students.

 During practice teaching the teacher educators visit the schools, observe the students, check the lesson plan and teaching aids and provide necessary guidance. The teacher educators maintain a diary to take follow up action in the next class.

 Students get precise guidance for improvement. Besides, guide teachers also give feedback. During practice teaching guidance is also given in Case study, Psychology practical, Physical education, Achievement test preparation etc., Student teachers come to college on Saturdays to interact with teacher educators and get necessary help. They can also avail the ICT equipment to be used in practice teaching schools.

**5.3. Student Activities**

**5.3. 1.Does the institution has an Alumni Association? If yes, give details of the top ten alumni occupying prominent position.**

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

Alumni association is functioning from 2011.

Office bearers were elected.

**(iii) The activity of Alumni is given below:**

In the year in 2011 – 12 competition was held in teaching and the best student teachers were given prizes. The association also contributed for the conduct of communicative English.

 **(iv)** Alumni are motivating students by presenting Rs.1000/- for the college topper every year. The cheque is presented by the President of Alumni on college day. Alumni help in organizing communicative English classes, holding inter collegiate competition in teaching for B.Ed. students, distributed communicative English books. Alumni have given LCD projectors, Name boards, green glass boards, sticker boards etc., which are highly useful for staff and students.

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

 Students are intimated about the competition in the prayer assembly. Brochures are, circulated in the class and displayed on the notice board. The teacher in charge motivates students for participation. Cultural day is organized by the students when exhibit their talents. The best performers are given prizes by PTA. Association activities are organized by students. Students organize science programmes for rural school students. CT camp is organized including lot of activities like First Aid, Personal Hygiene and Yoga, Anticorruption lecture, Fire Fighting demonstration, Human rights discussion, Blood Donation camp, Rescue operations demonstrations – Mock drill, Traffic Rules & handling accident situation, Consumer Awareness, Role of Citizen in reducing global warming etc.

 The sports activities are organized in our college for women. They also participate in sports and games held in Lakshmi College of education at zonal level Best performers are given in for our college day function.

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

 Students write articles in college magazine. They display interesting articles or Creations in velvet board. News paper clippings, sketches, drawings, Anecdotes, Proverbs etc., for this purpose every class room is provided with display board.

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

 College Union functions effectively. The head of the institution is the President. The senior most staff is the Vice President. One Secretary and one Joint secretary are elected in the beginning of the academic year. Meetings and celebrations are organized. Sectional associations are functioning in each subject separately that is for Tamil, English, Mathematics, Physical Science, Biological Science, History, commerce and Computer Science. The head of the institution is the president, the subject teacher is the vice president and one secretary and joint secretary are elected among the members of the subject. Subject wise associations carry out 6 association meeting per year which includes lectures, discussion, seminar, quiz, debates panel discussion etc., In each subject, minimum two experts are invited as resource persons. Expenses are boren by the institution.

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

 The academic and administrative bodies where students are represented. The association activities are organized by students led by one secretary and Joint Secretary.

 Besides, two students and a staff represent in the budget meeting held for spending the special fees. The amount to be spent from the special fee is budgeted as per the norms involving stock in charge, and staff representative and two student representatives.

**5.3.6. 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?**

 Feedback forms are given to students and parent’s feedback collected. They are analyzed by the management and necessary actions are taken.

**CRITERION VI**

**Governance and Leadership**

**6.1. Institutional Vision and Leadership**

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

**Vision**

 “INITIATE, INNOVATIVE, INCULCATE”

 Sakthi College of Education for Women pursues a philosophy of perpetual acquisition of knowledge. Apart from academic curriculum, equally important is our policy to provide value based education and to bring out the hidden potentials in students that equip them to approach life with optimism.

**Mission**

“To act as the nurturing ground for young professionals who seek to make their mark and to create a talent pool for various institutions so that there may be synergetic growth for both.

 It is also the mission of the college to provide quality education at an affordable cost to students especially from poorest strata of the society and from an exclusively rural background of one of the most backward districts of Tamil Nadu.

**Values:**

 Moral and ethical values are incorporated along with the qualities like adaptability, tolerance, societal orientation and service mindedness, which are essentially required for the teaching community. The values also include dedication to duty, conscientious adherence to the needs of academic growth, caring for the personal well being of the student teachers who will make them to contribute their best to the student community.

* Academic upliftment of rural students by eradicating illiteracy.
* Upliftment of rural students by imparting higher education to them.
* To offer teacher education programmes of contemporary relevance.
* To produce and ensure quality based pedagogy.
* To impart knowledge, skill and social and moral values.
* To strive for a sustainable community through teaching and extension activities.

The goals and objectives are made known to various stakeholders’

* Press
* Pamphlets
* Website
* Brochures
* Orientation programs
* Alumni
* PTA

**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, Located in a rural background in the most backward district in Tamilnadu, the institution caters to the societal needs of rural public. It inculcates in the students a democratic outlook in shaping the rural public into responsible, resourceful and enterprising citizens, with a view of promoting the best national culture and civilization.

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

* Governing body is constituted.
* Various committees have been constituted for decentralized functioning.
* The different Committee’s recommendations and suggestions are seriously considered by the management and are implemented.
* The Management arranges special programmes conferences, workshops etc., for the benefit of teachers and learners.

**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?**

 In the governing body meeting convened by the management the program for the year is planned after serious discussion and them monitored effectively. The progress made is reviewed consistently. The head of the institution in turn communicates to the staff, the deliberations of the governing body, through regular staff meetings.

**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 is informed of the feedbacks received from the outgoing students, alumni, prospective employers and parents through respective committees.

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

 The institution

* Gets the help of eminent scholars in the field of education
* Gets advice from advisors

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

 The self appraisal report of the staff members serves as a touchstone to find out the personal and professional improvement. Remuneration is given for the staff for their contribution and incentive is given for the staff members for centum result.

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

**The head of the institution**

* Encourages the cycle Review improvement Evaluation Further improvement.
* Spends a considerable amount of time observing teaching of faculty members.
* Is aware of teachers needs.
* Allocates resources as a consequence of review.
* Balances vision with realism – pursuing lofty aims while taking a realistic approach to resources, including staff energy as well as money.
* Sets goals and motivates the staff to be committed to their achievement.
* Extends a collective and collegial approach to relationship, management, decision-making and planning.
* Adhering to development plan and implementation plan
* Offers feedback in response to performance
* Encourages long-term professional development of the institution.
* Delegates responsibilities and trusts colleagues to perform efficiently.

**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.**

**Governing Body**

Overall management of the college Meetings conducted on

1. Discussion and suggestion on B.Ed., additional intake - -
2. Approval of B.Ed., additional intake - -
3. Proposal for NAAC Accreditation - 18.07.2013
4. Approval of Budget planning and recruitment of staff - 19.03.2012

**Staff council**

**Academic administration**

1. Interview - 05.04.2012
2. Orientation for the new staff, about syllabus and

the procedure for microteaching, teaching practice, etc., - 06.05.2012

1. Committee formation and selection of committee members - 14.05.2012
2. Anti-Ragging Committee - 25.06.2012

**Internal Quality Assurance Cell**

Total quality management and the enhancement of quality.

1. Role of IQAC Training Session for IQAC members - 13.06.2012
2. Performance appraisal of the faculty members - 18.06.2012

**Examination Cell**

To look into all affairs related to examinations

* IA Test – I - 17.10.2012
* IA Test – II - 20.02.2013
* Model exam – I - 16.04.2012
* Model exam – II - 02.05.2013

**Academic Council**

Admission procedure -09.07.12

Bridge course, course outline, Micro Teaching -06.09.12

Assignment Plan, Observation, Lesson Plan Particulars -26.09.12

Permission from schools for teaching practice -24.10.12

Preparation of students for record -14.10.12

Camp -19.01.13 to 21.01.13

Field Trip -05.01.13 to 07.01.13

**Grievance Redressal committee**

To look into the grievances of the students and to redress the same.

 - 18.10.12

 - 03.02.13

 - 12.04.13

**Placement and training cell:**

 To give career counseling, academic counseling and conduct training programmes pertaining to job opportunities for students.

 - 13.02.2013

 - 05.03.2013

**Alumni Association:**

 To motivate them for professional and personal excellence.

 - 25.01.13

 - 29.03.13

**Library advisory committee:**

 To take care of all activities related to effective functioning and using of the library.

 - 02.03.13

 - 05.04.13

 - 15.06.13

 - 21.09.13

 - 05.04.13

**Research committee:**

 To plan, facilitate, execute and monitor research Extension and Consultancy activities.

 - 23.10.12

 - 03.05.13

**Cultural and Sports Committee:**

To plan and encourage extracurricular activities

* 01.03.13

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

CHAIRMAN

SECRETARY

VICE-CHAIRMAN

PRINCIPAL

ACADEMIC

ADMINISTRATION OFFICE (MANAGER)

VICE-PRINCIPAL

OFFICE ASST

ACCOUNT ASST

TECHNICAL ASSISTANTS

LAB.ASST

Assistant Professor

HELPER

ATTENDER

STOREKEEPER

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

 As Per the chart the various bodies and committees help in a DECENTRALISED administration. Powers are delegated to successively lower hierarchical levels of organizations. Although many committees are only recommendatory, they give a sense of participation among the college community.

CHAIRMAN

SECRETARY

VICE-CHAIRMAN

PRINCIPAL

ACADEMIC

ADMINISTRATION OFFICE (MANAGER)

VICE-PRINCIPAL

OFFICE ASST

ACCOUNT ASST

TECHNICAL ASSISTANTS

LAB.ASST

Assistant Professor

HELPER

ATTENDER

STOREKEEPER

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

 To coordinate and monitor the collaboration with other sections and school personnel, we have an effective mechanism with the sole aim of quality of education. Internal Co-ordination is done by the various committees meant for the purpose. The members of the faculty willingly and actively participate in all the activities. The other constituents also extend appreciable co-operation. The efficient co-ordination and monitoring is due to the support and guidance given by the principal and the management representations that are part of the committees. All consultancy programmes and extension services are done under the patronage of the management.

**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 feedback from the Alumni of the students, School Headmasters, parents, peers. Stakeholders, mentors, serve as useful tools for decision making and performance improvement.

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

* The department of history celebrates UNO day on 24th October every Year and invites paper presentation, poster presentation, conducts quiz programmed open to all the other departments.
* English Literary club conducts “Literacy fest” Day in which competitions like oratorical, debates, extempore, turncoat, tip and toe it is meant for all students.
* The science departments celebrate “Science Day” in which the students exhibit their projects and models which are their own creations. Quiz and other competitions are also conducted.
* The Maths departments celebrate “Mathmeet Day” in which the students exhibit their projects and models which are their own creations. Quiz and other competitions are also conducted.

**6.3. Strategy Development and Deployment**

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

 Yes

**6.3.2. How does the institution allocate resources (Human and as financial) for accomplishment and suiting the charge resulting from the action plans?**

 The staff requirement is based on the work load as arrived at by the Principal in according with NCTE and University norms. Taking into account the existing staff, the staff required is appointed as per norms. The financial resources are provided by the management through the trust.

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

 Staff recruitment is done by giving advertisement in all the leading newspapers for the post of lectures. After scrutiny of the applications, call letters are sent to the eligible candidate. A duly constituted committee interviews the eligible candidates and assesses their efficiency and recommends the names of the fir candidate’s foe appointment. The management after careful consideration of the recommendations of the committee selects as many teachers as are required and appointed.

* The interview committee consists of the following members:
1. Management Representative
2. Principal
3. Subject Experts
4. Special Invitee

 The budget for the year is prepared and the financial resources are scrupulously used for the implementation of the mission and goal.

**6.3.4. Describe the procedure of developing academic plan. How are the practiced teaching school teachers, faculty and administrators invited in the planning process?**

 The Academic Committee frames the Academic Plan. The Academic Committee consists of the Principal and the Members of the faculty and they framed Academic Plan. This Academic Plan is brought to the notice of School Headmasters, Guide Teachers, AEO and CEO in order to make the practice teaching schedule given before the commencement of the practice teaching session. This is the procedure that is being followed regularly.

**6.3.5. How are the objectives communicated and deployed at all levels to assure individual employees at all levels to assure individual employees contribution for institutional development?**

 The staff members are kept informed of the objectives at the time of selection during orientation programmed and through circulars. The periodical review is done by the principal to ensure the governance of the same.

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

 The governing body and the IQAC ensure that each time the members meet and keenly focus on the criteria mentioned in the vision and mission statements and evaluate the output accordingly. The vision and mission statements are improved periodically.

**6.3.7. How does the institution plan and deployed the new technology?**

 New technology, as and when it emerges, is discussed at all the academic body of the college and then implemented and deployment if found necessary and suitable to the college.

**6.4. Human Resource Management**

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

 Self appraisal by the individual staff members is studied carefully by the principal and the staff council which arrange faculty development programmed for the benefit of staff members

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

* + - * Self appraisal forms are provided
			* Students feedback on teachers are provided
			* Assessment report of principal on staff

 The institution uses all these mechanisms to improve teaching, research and service of the faculty and other staff.

**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).**

* Incentive granted for acquiring additional research degree
* Loan facility for housing, vehicle, marriage.
* Medical assistance
* Insurance
* Teachers are given study leave
* Teachers are provided with seed money
* Adjustment in teaching schedules
* Providing secretarial support and other faculties
* P. F. Facility
* Fee concession for staff children studying in our institution
* Festival advance
* Maternity leave

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

 There are separate programmers for skill up gradation and academic programs for teaching faculty and office procedures and training in handling equipments for non- teaching staff.

**6.4.5. What are the strategies and implementation plans of the institution to recruit and retain divers faulty and other staff who have the desisted qualification, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory busies (NCTE, UGC, University etc.)?**

 Advertisements are given in news papers, the staff members are retained as their salary is negotiable as per the experience and merits. The various steps taken are line with the requirements of the statutory and regulatory bodies such as NCTE and University.

**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, specializations)**

 Not Applicable. (All Faculty members are full time and regular basis).

**6.4.7.** **What are the policies , resources and practices of the institution that support and ensure the professional development, sponsoring for advanced study, research participation in seminars, conferences , workshop , etc and supporting membership and active involvement in the local, state national and international professional associations)**

The institution motivates its teachers to take up research by

* + Special leave sanctioned for literature collection, specimen
	+ Collection, consultancy and extension work.
	+ Incentive for faculty for faculty for obtaining Ph.D Degree.
	+ Registration fees paid by management for faculty attending seminars/ symposia / conferences / workshops.
	+ Making adjustment in the teaching schedules, if necessary.
	+ Library and internet facilities provided in the college
	+ Permission to carryout research programmers in the university departments and elsewhere.

**6.4.8. What are the physical facilities provided to faculty? Well – maintained and functional office, instructional and space to carry our work effectively).**

 The institution has the physical infrastructure as per NCTE norms. Spacious, administrative building with all facilities. Highly sophisticated and modernized methods lab, Psychology lab, science lab, Computer lab, Educational Technology lab, and language lab, and Workshop of preparing teaching aids and all Well- maintained – functional office, instructional and other spaces to carry out their work effectively.

**6.4.9. What are they major mechanisms in place for faculty and other stakeholders to seek information and of make complaints?**

* + A suggestion box in provided to collect suggestions and complaints.
	+ The college office provides all the information needed.
	+ People can seek information through phone website is being updated to give latest information.

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

 The workload norms as prescribed by NCTE and university are adopted strictly. The teachers in our college get full encouragement to in vole themselves in wide range of professional and academic activities in respect of various requirements of the college. As members of the various committees, they do a commendable job to enhance the quality of education. They also interact with schools and community around the institution.

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

 Yes, there are awards, recognition, patents etc received by the faculty to reward and motivate staff members.

1. Award for organizing and conducting seminar
2. Reward for extension and consultancy service
3. Award for centum result

**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 under different heads. If no, give details of source of revenue and income generated.

No, tuition fee collected from the students (i.e.) Rs. 41, 600/- per student for the B.Ed.course.

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

The management does not collect any donation.

**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?**

 Yes. Each expenditure is made on carefully allocated item-wise expenditure in the budget.

**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).**

 Budget details enclosed for kind information.

**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 management deputes an auditor to audit the accounts for every financial year. No objections were raised and dropped.

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

 Yes. The trust takes care of the entire fiancé management system.

**6.6. Best Practices in Governance and Leadership**

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

* Decentralized administration
* Constitution and functioning of a number of committees
* Suggestions and inputs from the committees are brought to the knowledge of the management which in turn takes care of these suggestions

**Criterion VII**

**Innovative Practices**

**Internal Quality Assurance System**

**1. Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken**.

 The institution has established internal quality assurance cell (IQAC) in the year 2012.

 The internal quality Assurance cell seriously plan and view all the academic activities.

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

 All the activities of the college are fed into the computer with IQAC and all information required by other departments are supplied as and when necessary. The activities are reviewed periodically. All academic programmes are reviewed and the achievement of goals and objectives evaluated through academic audit.

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

 The college ensures the quality of the academic programmes by various means like internal auditing, expert review, observation by the secretary, and observation by Principal, cursory inspection by governing body members. Regular and periodical checking done by Principal and Vice-Principal, Regular feedback from parents and students etc.

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

 The quality of administration and financial management are ensured by vigilant control by the management as well as through the principal and various committees. Internal and external auditing serves as tools.

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

 The institution shares the various learning resources as per the necessity and the requirement of the various constituents of the institutions. The institution strives to impart value-based education. Social responsibilities among its students.

**Inclusive Practices.**

**1. How does the institution sensitize teaches to issues of inclusion and the focus given to these in the national polices and the school curriculum?**

 The physically challenged students are admitted. They are taken care of through various measures as per national polices.

**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?**

 Students are sensitized to the social inclusion polices of the government and about the need for avoiding gender discrimination. It has impressed upon the student teachers that they must carry in the mission of elimination gender discrimination while learning and teaching.

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

 Field Trip, Camp Activities, Art and Work Experience, Educational Technology, Information and communication Technology Education, Case study, Consultancy and Extension activities in the programmes.

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

 The student teachers are given a lot of opportunities to understand the role of diversity and equity in teaching learning process. The training given in the college develops their proficiency in working with children from diverse background. A specially designed course “Proficiency development” helps them in handling students from diverse background.

**5. How does the institution address to the special need of the physically challenged and differently – able students enrolled in the institutions?**

* They are helped in the places like library, labs etc.,
* During Physical education hour they are allowed to utilize ICT resources.
* They are allowed to play indoor games like chess, carom board etc.,

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

 The students are given counseling and training in handling the problems issues in college and in day today life.

**Stakeholder Relationship**

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

 The institution provides the stake holders with good access to the information on organizational performance through press, pamphlets, website, brochures, orientation programmes.

**2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stockholders for bringing qualitive improvement?**

 The review of development and implementation plan is made and suitable changes are done in the programme to ensure quality.

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

 We collect Feedback from

* + - Students
		- Alumni
		- Community
		- Peers
		- Employers
		- Experts.

 The feedback thus collected are perused and scrutinized. It has been recorded. The staff council have discussed about the relationship between the students community, Alumni association, peers, employers, exports and outcome of discussion placed before the governing body of the College for quality improvement of the programmes.

**SUMMARY**

**Introduction**

 Sakthi College of Education for Women is a constituent unit of Sowdamman Charitable Trust, Oddanchatram. Sowdamman Charitable Trust was established on 26.11.2001 by the munificence and single minded devotion of the farsighted and noble hearted philanthropists Dr. K. Vembanan, M.B.B.S., M.S., Dr. V.Gokila Vembanan, M.B.B.S., DGO, with the guidance of Padmabhushan Arutchelvar Dr. N. Mahalingam.

Founded in the year 2007, the Sowdamman Charitable trust has been in the forefront of providing high quality education in the region of Dindigul, an upcoming yet-to-be developed region of Tamilnadu. Ours is the self financing college which was started in the year 2007, functioning at Dindigul district. It was affiliated to Mother Teresa Women’s University for the course of B.Ed in the year 2007 and in 2008 it is affiliated to Tamilnadu Teachers Education University (Recognition order no. TNTEU/R/Affin/Certificate/2012/704, Dated: 21.09.2012). The B.Ed course of this college recognized by NCTE in 12.11.2007 (Recognition order no. F.SRO/NCTE/B.Ed/ 2006-2007/14512, Code: APS08392)

The College strives to impart quality education, through a stimulating and innovative environment. Since inception, the college has been endeavoring to establish itself as a nodal center of learning and training.

**1. Curricular Aspects**

The college has a strong vision and mission and lofty values and objectives. The College offers B.Ed., (Bachelor of Education) following the syllabus of the Tamilnadu Teachers Education University. There are 10 faculty members and 5 Non Teaching Staff members catering to 100 students. The programme is affiliated to the Tamil Nadu Teachers Education University, Chennai from 01.07.2008 onwards. The Programmes is designed with direct career relevance. The syllabi are in modular form. The college offers 3 Elective and 9 optional courses and the syllabus for these have VII to XII modular. Although the curricula and syllabi are designed by the affiliating 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 in Education and case study are the compulsory in the programme 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. Assessment of teachers by students is done regularly. The College has provides the students the service of visiting faculty, in addition to the regular instructional hours. The mechanism to obtain feedback on the curricular aspects from the Heads of the practice teaching schools, academic peers, Alumni, students and employers is in vogue.

**2. Teaching – Learning and Evaluation**

The Student admission is done on the basis of merit at the qualifying examination, in addition to following the Government of Tamilnadu rules. The teaching schedule and academic calendar are prepared methodologically and are informed to the students at the time of admission itself. The classes are handled by qualified full time faculty. All the teachers are encouraged to keep abreast of the latest development in their respective subjects through a well-equipped library, seminar participations, Internet Browsing etc. Computer – Internet facilities are extended to all teachers and students. Tests are conducted after admission to assess students knowledge and skills for the programme and the students are provided with bridge courses for three days. The library is automated and it has a very good collection of books, journals and Back Volumes. The teaching – learning process is strengthened through lectures, seminars, Paper Presentations, Demonstration Classes, Micro-Teaching Classes, Macro-Teaching Classes, Field Trips and Intensive Lab work. The use of audio-visual equipments and latest technological equipments substantially contribute towards this process. The total number of working days is 200, out of which the students utilize 40 days for internship programme, comprising of observation session and practice teaching session is given in the college prior to practice teaching schedule. Practice for micro teaching skills, observation sessions and demonstration classes are given to all the students. The scheme of curriculum evaluation and practicum components are briefed in a detailed manner during the discussion session on these aspects. The pass percentage has been quite impressive in spite of the fact that the students admitted invariably do not have a good score in the qualifying examinations for admission.

 The Internal assessment system is another strong point. The college is following non-semester system, with provisions for continuous internal assessment for 20% of the marks. CIA (Continuous Internal Assessment) consists of sessional tests and two model exam. Although there is single valuation in university exam, there is a provision for re-totaling, re-valuation and the students can get the xerox copy of the valued answer scripts. Thus there is an absolute transparency, which greatly to the creditability of the examination system. Computer Education is offered as an optional subject.

**3. Research, Consultancy and Extension**

The College Management strives very hard to promoter research, consultancy and extension activities by providing whatever possible incentive that it can. The College has well qualified staff, some with Ph.D., M.Phil., degrees. College has organized seminars. Awards and recognition are received by the faculty members for various aspects like organizing seminars, extension activities, promoting research activities and getting good results etc. The research profile is rather weak for reasons given below. It is a self-financing college and hence is not eligible to get major research projects from Central Government Agencies, it is located in a rural and hence it is very difficult to get or to retain faculties with research qualifications. Instructional materials are developed by the faculty members like self instructional materials, print materials, non print materials, question bank etc.

The college has launched village adoption programmes and Health awareness programmes. The college has networking linkage with other institutions and organizations. The extension activities carried out by the faculty of the college, given the limitations, are also fairly impressive. The college has developed computer aided learning packages. All the staff members are permanent. Lecturers are provide with study leave, seed money, secretarial support, adjustement in teaching schedule and incentives for acquiring additional research degree by the management in order to encourage research activities.

**4. Infrastructure and Learning Resources**

The campus area, running over 5.68 Acres, has a vast potential for expansion of academic activities. There are 11 teaching and 5 non teaching staff members. The teacher students ratio is 1:9. As such, there is a total built – up area of 2987 Sq.mts with well –furnished class rooms, sophisticated laboratories, spacious administrative rooms, library etc. The building facilities are adequate for the existing programme. There are more than 20 students accommodated in the hostel that has all the facilities such as, modern kitchen, well – furnished rooms and spacious dining hall. Facility is available for more than 50 students to stay in the hostel. Other campus facilities include Auditorium, Play grounds, Computer Center, Health Centre (With a visiting doctor), Canteen, Vehicle Parking sheds and good transport facilities with College bus. In all, the campus situated in a serene atmosphere, provides a conductive and congenial educational climate. In terms of learning resources, the college library has a very good collection of more than 6000 books and many magazines, journals. The library is kept open on all days except Sunday and Government holidays. The library has open access facility. Circulation, Clipping, Bibliography Compilation, Reference. Information display & Notification, Book Bank, Photo copying, Computer with Printer, Internet, Online Access Facility, Inter Library Borrowing and Power Backup facilities are provided in the library. Greater attention is paid in the allocation of Budget, pertaining to the purchase of the books, journals and magazine for the purpose of augmentation of library facilities. A book bank is also opened to cater to economically backward students. There is a library advisory committee. There are 65 computers in the college. There is a computer centre for the faculty and the student. The sports infra-structure includes a good yoga hall, courts, field tracks and the necessary sports wares. The infra-structural facilities are put to optimal use.

**5. Students Support and Progression**

 The Student spread indicates that a good number were from other parts of the state. The main source of attraction is the excellent ambience of the college, rural setup and the excellent infra-structural facilities enjoyed by the students. The college admits mostly students from weaker sections of the society, from to avail as many types of scholarships sponsored by Government as possible, besides itself providing financial assistance to the needy. The Students, both current and potential, are made aware of the rules and regulations, academic calendar, faculty, availability of programme and various facilities available through a concise but an exclusive brochure brought out annually. Bridge course is arranged for students. The career guidance and counselling are done under a central co-ordinator. The training and placement cell and the Alumni association, it is registered as per Tamilnadu Society’s Act have been established, and strengthened to function at their full potential. Campus Interviews are arranged and decent placements are offered to the students. The college has tutor ward mentoring system. The college also offers remedial instruction. The college gives training for competitive examinations like TRB/TET for its students. Financial aid is provided for the students through various prize awards etc. Financial aid is provided for the students through various means like merit scholarship. Fee concession, Loan facilities through Bank, cash prize awards etc. The college obtains feedback from students on their campus experience and appropriate actions are taken on these feedbacks. Cultural and sports events are conducted every year. Annual magazine is published the college updates the prospectus every year. Initiatives have been made towards student adoption programme (Tutorial system), bridge course, remedial teaching etc for weaker students. The strenuous and sincere effort of the faculty members are responsible for the excellent pass percentage in the University Examination Various clubs have been started and are very active. Varieties of programme are conducted through these clubs.

**6. Governance and Leadership**

 The college has a number of bodies and committees, which strive for the effective organizational set-up in the college and for good Management,. These bodies committees discuss the various issues and the complexities in depth and recommend suggestions for improvement to the college management through the Principal. This enables a wider participation of the faculty and the others in decision-making related to the above, is the practice of delegation of powers from authorities to the committees and such delegation of powers has led to not only a sense of involvement of faculty members but also for a speedy and effective administration. The management deserves commendation for strengthening the resource base of the college. It also deserves commendation for initiating good welfare schemes for the faculty like loan, medical assistance, insurance, fee concession for employee’s children studying in the institution, festival advance, PF, maternity leave, Monetary assistance at the time of need and free transport. Faculty members are sponsored for professional development programmes by the institution. The college monitors the performance of the teaching staff through self appraisal report, expert assessment, principal’s assessment etc., The internal and external financial audit mechanism are in vogue in the college. Grievance redressal mechanism is effectively functioning in the college. Training programme for the staff is being periodically arranged. There is no ragging in the college.

**7. Innovative Practices**

 The college has initiated many innovative practices. To cite some of them; Introduction of computer science (optional), imparting education using information technology to benefit students from the rural area from socio-economically backward societies, Promoting cultural, moral, ethical and environmental values; Establishment of Internal Qualify assurance, Cell (IQAC) to promote and sustain quality in academic and administrative teaming process; Providing incentives to teachers who perform well; inculcating social responsibilities and citizenship roles in students through structures such as Socially Useful and Productive work (SUPW), Service Corps AIDS awareness programmes; Group Insurance Scheme for all students and staff (Teaching and non-teaching) etc., The Students have adopted an illiterate citizen from their own locality under the scheme “CENT-LITERA” The aim is to bring out 100% literacy rate in the district of Dindigul. Apart from teaching them the basic skills of reading and writing, our students educate them by creating awareness on Health, Hygiene, Family Responsibility, Culture, Social Behaviour, Bank Transaction, Small Saving Schemes through Post office etc.,

**C. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION**

**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.

 The 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 on this SAR during the peer team visit.

Place: Signature of the Head of the Institution

Date: with seal,