

**SRI VENKATESWARA COLLEGE
OF EDUCATION**
Peravurani, Tamilnadu.

SELF APPRAISAL REPORT

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
Bangalore, India.

by,

SRI VENKATESWARA COLLEGE OF EDUCATION,
KRISHNAMOORTHY NAGAR,
PERAVURANI (PO) & (TK),
THANJAVUR (DT) - 614 804

PREFACE

The self appraisal report (SAR) is a most valuable document, since the college is preparing itself for accreditation by National Assessment and Accreditation Council. The NAAC has developed certain measures for continuous improvement of the quality of higher education. The college is committed to the core values of NAAC. Everyone in our campus is quality conscious, which helps to strengthen self - esteem. The self analysis regarding strength and weakness of any institution is a path that leads to attain the goal and objectives of the institution. Accreditation is the most important element in achieving excellence. It is the solid foundation upon which the great mansion of education stands.

The preparation of Self Appraisal Report is most important process for assessment and accreditation and can be said as the earnest attempt to search for the present outcome. Through this we will be able to know our strength and weakness to overcome the hurdle standing on our path. In the present report we tried our level best to meet the demands as laid down by NAAC.

This report is prepared according to the instructions laid down by NAAC with utmost sincerity and honestly to the best of our knowledge and belief. It is an expression of the philosophy of the institution as reflected in its mission and goals. While preparing the Self Appraisal Report (SAR), the development of the college, various curricular and co-curricular activities of the college and stakeholders are taken into account. We are looking forward to welcome the Peer Team and hope they will acclaim us for our efforts.

Principal

Place:

Date:

PART I
INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

A. Profile of the Institution

1. Name and address of the institution:

SRI VENKATESWARA COLLEGE OF EDUCATION,
KRISHNAMOORTHY NAGAR,
PERAVURANI (PO) & (TK),
THANJAVUR (DT) - 614 804

2. Website URL: www.svcoe.in

3. For communication: srivenkateswaracoe@gmail.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. M. Solayan	04373 233864	04373 233862	solayan48@yahoo.com
Vice-Principal Mr. M. Ponnusamy	04373 233864	04373 233862	ponnathi2014@gmail.com
Self - appraisal Coordinator S. Chitra	04373 233864	04373 233862	chitraganesh2014@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. M. Solayan	04373 233864	94860-40402
Vice-Principal Mr. M. Ponnusamy	04373 233864	97872-72386
Self - appraisal Coordinator S. Chitra	04373 233864	9976191201

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution: Month & Year

MM	YYYY
09	2008

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

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

MM	YYYY
-	-

Month & Year
12B

MM	YYYY
-	-

10. Type of Institution

- a. By funding
 - i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specify and indicate)

- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education
- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.,	F.SRO/NCTE/B.ED/2008-09/3725 Date: 11/08/2008		100
Post Graduate				
Other (specify)				

B.CRITERION-WISE **INPUTS**

CRITERION-I
CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

ONE

b) Fee charged per programme

Rs.41,500.

3. Are there programmes with semester system

No

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

Yes		No	✓
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

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

D.Ed.

B.Ed.

Electives-2
Optionals-8

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

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

Yes	✓	No		Number	1
-----	---	----	--	--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No		Number	1
-----	---	----	--	--------	---

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
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Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Yes		No	✓
-----	--	----	---

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

24 months

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

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

14. Does the institution encourage the faculty to prepare course outlines?

Yes	✓	No	
-----	---	----	--

CRITERION-II
TEACHING-LEARNING
AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

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

- | | |
|---|-------------------------------------|
| a) Through an entrance test developed by the institution | <input type="checkbox"/> |
| b) Common entrance test conducted by the
University/Government | <input type="checkbox"/> |
| c) Through an interview | <input checked="" type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input checked="" type="checkbox"/> |
| f) Any other (specify and indicate) | <input type="checkbox"/> |

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

- | | |
|---|---|
| a) Date of start of the academic year | <input type="text" value="11.09.2012"/> |
| b) Date of last admission | <input type="text" value="29.08.2012"/> |
| c) Date of closing of the academic year | <input type="text" value="15.05.2013"/> |
| d) Total teaching days | <input type="text" value="160"/> |
| e) Total working days | <input type="text" value="200"/> |

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.	03	97	100	03	97	100			
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
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If yes, how many?

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5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

Rs. 14755.

b) Unit cost including salary component

Rs. 38110.

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	-	-	81.34	49.08
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)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	62%	20%	18%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

11. Practice Teaching at School

a) Number of schools identified for practice teaching.

b) Total number of practice teaching days

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

4	0
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12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 02
No. of Lessons Pre-practice teaching	No. 03

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	4
---	---

b) Number of assignments for each paper

0	3
---	---

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

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

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

Yes	✓	No	
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Number	1
--------	---

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

Yes	✓	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

CRITERION-III
RESEARCH,
CONSULTANCY AND
EXTENSION

Criterion III: Research, Consultancy and Extension

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

Number	1	11.12	%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
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If yes, provide the following details on the ongoing research projects

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

- Dravidian University has brought out a special issue of their *Journal of Dravidian studies* compiling the papers presented at our college in a National Seminar.
- In Collaboration with Thessaloniki University Greece, Dr. Katonis had delivered special lectures on Greek literature to our students for the past three years.
- In Collaboration with ICSSR, CIIL, Ministry of culture, Govt of India and Sahithya Akademi, NewDelhi seminars and conferences were conducted.

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

Nil

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

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

✓
✓
✓
✓
×

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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6. Number of research degrees awarded during the last 5 years.

a.	Ph.D.	<input type="text" value="Nil"/>
b.	M.Phil.	<input type="text" value="Nil"/>

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
National journals - referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
Non referred papers	<input type="checkbox"/>	<input type="checkbox"/>	
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12
Any other (specify and indicate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<input type="text" value="2"/>
-----	-------------------------------------	----	--------------------------	--------	--------------------------------

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

	Faculty	Students
National seminars	<input type="text" value="68"/>	<input type="text" value="12"/>
International seminars	<input type="text" value="31"/>	<input type="text" value="---"/>
Other academic forums	<input type="text" value="05"/>	<input type="text" value="05"/>

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

(Mark ` ' for yes and `X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching

Aids/ audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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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	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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14. Are there any other outreach programmes provided by the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

10

16. Does the institution provide consultancy services?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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In case of paid consultancy what is the net amount generated during last three years.

Free consultancy service

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

Local level	✓
State level	✓
National level	✓
International level	

CRITERION-IV
INFRASTRUCTURE AND
LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

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

3141.97 sq.mts

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

- | | | | | |
|--|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing
teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

40

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

Rs. 75,000.

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

Rs. 12,590

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

Rs. 1,22,340.

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

Rs. 5,80,000

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

Yes No

9. Total number of posts sanctioned Open Reserved

	M	F	M	F
Teaching			4	5
Non-teaching			2	3

10. Total number of posts vacant Open Reserved

	M	F	M	F
Teaching	--	--	--	--
Non-teaching	--	--	--	--

11. a. Number of regular and permanent teachers Open Reserved

(Gender-wise)

	M	F	M	F
Lecturers	--	--	3	5
Readers	--	--	--	--
Professors	--	--	1	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	--	--	--	--
Readers	--	--	--	--
Professors	--	--	--	--

c. Number of teachers from

Same state	9
Other states	0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:11
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent			2	3
Temporary				

b. Technical Assistants

	M	F	M	F
Permanent				

	M	F	M	F
Temporary			1	

14. Ratio of Teaching - non-teaching staff

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

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

On holidays

During examinations

18. Does the library have an Open access facility

19. Total collection of the following in the library

a. Books

- Text books

- Reference books

- General books

4212
1675
346
2191

b. Magazines	8
e. Journals subscribed	
- Indian journals	11
- Foreign journals	2
f. Peer reviewed journals	-
g. Back volumes of journals	24
h. E-information resources	
- Online journals/e-journals	1
- CDs/ DVDs	84
- Databases	---
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

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

Seating capacity of the Reading room

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓

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

23. Are students allowed to retain books for examinations?

Yes	✓	No	
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24. Furnish information on the following

Average number of books issued/returned per day

20

Maximum numbers of days' books are permitted to be retained

by students

15 Days

by faculty

30 Days

Maximum number of books permitted for issue

for students

3

for faculty

4

Average number of users who visited/consulted per month

350

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

1:25

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

2.5%

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

Year →	I 2012-2013		II 2011-2012		III 2010-2011	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	128	32080	135	35575	192	53376
Other books	170	50150	230	71300	270	84240
Journals/ Periodicals	15	36750	16	31200	14	13510
Any others specify and indicate News papers, charts, CD, Dictionaries, encyclopedia.	37	49235	32	56970	39	62130

CRITERION-V
STUDENT SUPPORT AND
PROGRESSION

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	1	Nil	Nil
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

1:12

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes	✓	No	
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5. Examination Results during past three years (provide year wise data)

	UG			PG		
	2012-2013	2011-2012	2010-2011			
Pass percentage	96%	85%	95%	-	-	
Number of first classes	40	24	39	-	-	
Number of distinctions	55	61	56	-	-	
Exemplary performances (Gold Medal and university ranks)	-	-	R. Vidya, our student belonging to 2009-2010 batch had secured gold medal for obtaining I Rank in T.N.T.E.U. Exams.	-	-	

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

	2012-2013	2011-2012	2010-2011
NET	--	--	--
SLET/SET	--	--	--
TET/TNPSC/TRB	9	8	9

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

Financial Aid	2012-2013	2011-2012	2010-2011
Merit Scholarship	-	---	---
Merit-cum-means scholarship	--	--	--
Fee concession	3	1	2
Loan facilities	--	---	---
Any other specify and indicate (SC/ST, Govt., Scholarship)	14	09	07

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	
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9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
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Non-teaching staff	Yes	✓	No	
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10. Does the institution provide Hostel facility for its students?

Yes		No	✓
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If yes, number of students residing in hostels

Men

Women

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

Sports fields

Indoor sports facilities

Gymnasium

12. Availability of rest rooms for Women

13. Availability of rest rooms for men

14. Is there transport facility available?

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

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		3
Inter-university		✓			✓	
National		✓			✓	
Any other (specify and indicate)	✓		10			

(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	2	-
Regional	11	3
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2012

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2012-2013	2011-2012	2010-2011
Higher Studies	37	34	38
Employment	39	36	28
Teaching	33	29	23
Non-teaching	6	7	5

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.

2012-2013	2011-2012	2010-2011
15	12	10

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

- | | Yes | No |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

CRITERION-VI
GOVERNANCE AND
LEADERSHIP

Criterion VI: Governance and Leadership

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

Yes

No

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

Governing Body/management	3
Staff council	9
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	4

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

Loan facility

Yes	✓	No	
-----	---	----	--

Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes		No	✓
-----	--	----	---

Other (specify and indicate)

Yes	✓	No	
-----	---	----	--

- Registration fee for participating seminars.
- Financial support for research/Ph.D

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

0	0	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 organisation

6

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

National	0	0	2
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International	---	--	---
---------------	-----	----	-----

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

0	1	5
---	---	---

d. Number of Seminars/ workshops/symposia on curricular development, Teaching- learning, Assessment, etc. organized by the institution

0	1	8
---	---	---

e. Research development programmes attended by the faculty

0	3	6
---	---	---

f. Invited/endowment lectures at the institution

0	1	1
---	---	---

Any other area (specify the programme and indicate)

--	--	--

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	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

30 minutes

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

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

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	47.36	46.53
% spent on the salary of non-teaching employees	15.78	14.51
% spent on books and journals	2.82	3.5

% spent on developmental activities (expansion of building)	13.59	16.43
% spent on telephone, electricity and water	2.32	2.56
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.60	5.79
% spent on maintenance of equipment, teaching aids, contingency etc.	3.51	3.55
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.10	2.1
% spent on travel	3.41	2.9
Any other	2.51	2.13
Total expenditure incurred	100%	100%

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
<input type="text"/>	<input type="text" value="Rs. 12860"/>
<input type="text"/>	<input type="text" value="Rs. 3620"/>
<input type="text" value="Rs. 6500"/>	<input type="text"/>

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/ Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes		No	✓

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes No

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

Yes No

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

Yes No

CRITERION-VII
INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	01	01	07	07
b	ST	-	-	-	-
c	OBC	02	02	90	90
d	Physically challenged	-		-	
e	General Category	-		-	
f	Rural	02	02	83	83
g	Urban	01	01	07	07
h	Any other (specify)	-		-	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	04	44.45	01	20
b	ST	-	-	-	-
c	OBC	02	22.23	03	60
d	Women	05	55.56	03	60
e	Physically challenged	-	-	-	-
f	General Category	-	-	-	-
g	Any other(specify) MBC	03	33.34	01	20

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	51.12%	59%	55%	62%
ST	-	-	-	-
OBC	72.06%	76.30%	84.37%	86.90%
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	-	-	-	-

PART - II
THE EVALUATIVE REPORT

1. EXECUTIVE SUMMARY

Executive Summary

Sri Venkateswara College of Education established by the Visionary Trust, is located on a vast campus in the business town of Peravurani. The campus is easily accessible from Aranthangi and Pattukkottai in about two hours by road or rail. The college is approved by the National Council for Teacher Education and affiliated to Tamilnadu Teachers Education University.

The College was started on 10th October 2008. It imparts B.Ed., Course for the graduates and post graduates in different disciplines. The following courses have been offered at present: Tamil, English, History, Computer Science, Commerce and Economics.

The Students are admitted on the basis of their skills and marks and also on the basis of reservation policy of the Govt. Of Tamilnadu. Our College has a global outlook and making the students competent, skillful, professional and always willing to take up challenges and cultivating leadership qualities. The main objective of our College is to give the students the right exposure to pursue and achieve excellence in their studies. The College is located in a peaceful environment with pucca buildings, play grounds indoor stadium and Research labs.

2. CRITERION-WISE **ANALYSIS**

CRITERION I
CURRICULAR ASPECTS

Criterion-I Curricular Aspects:

1.1 Curricular Design and Development

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

Objectives

- To inculcate moral values among the student teachers.
- To promote quality moral and value based teacher training/ education.
- To make young men and women become competent and resourceful teachers.
- To sensitize them in national mind and universal brotherhood.

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

The college ensures the continuing relevance of its programmes and seeks modification in the existing courses to meet the emerging needs. Within its jurisdictional framework, the college makes efforts to assess the existing curriculum. Seek removal of the deadwood. Bring in modifications. Make it more effective and efficient from student teacher's point of view,

Developments of information database are as follows Database from faculty, Database from students, Formal assessment, Informal assessment, Data base from Alumni, Data base from Employers, Data base from Academic experts.

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

Since the Institute is affiliated to the Tamilnadu Teachers Education University, Chennai, the Institute has to follow the curriculum framed by the university. The Tamilnadu Teachers Education University, Chennai modifies the curriculum as and when required after taking into consideration the modern global trend. At the local level the Institute always strives to include the recent emerging trends and technology into its broad curriculum without diluting the instruction given by the university. The Institute has already introduced techniques like ICT, PPT, etc. as teaching aids for effective class-room communication.

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

The prescribed syllabus lays emphasis on the environmental, value education and ICT issues. The prescribed syllabus includes papers on Environmental Education and Health Education, Value Education (optional) besides the ones on ICT as mentioned above. The overall functioning and approach of college is value-centric and environment friendly.

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

Yes. Our college staff are aware towards the implications of the curricular and course objectives and designing their training strategies with all care including the use of ICT. The aim is to see that the trainees become intellectual to current issues in education by making maximum use of computer for administration, reporting the academic performance of students.

1.2 Academic Flexibility

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

The teacher trainees in B. Ed. Programme are provided training with the help of audio-visual aids, group discussion in classes, seminar presentations, class quizzes, team teaching etc. The teachers make use of teaching aids while imparting experiences to the students in the classroom. In addition to this, the students of B. Ed. course are provided training in various teaching skills as well as classroom management skills by the techniques of micro teaching, simulation, and practice teaching in schools. The first hand experiences to the students are provided with the help of demonstrations and practice in different laboratories.

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 the effective implementation of curricular aspect of the course all the faculty members use various Innovative and Technological approaches of teaching and learning. Various methods like demonstration, lecture and Problem Solving are used with wide variety of teaching aids such as OHP, Computer, Slide Projector, charts, Models etc. While providing effective Teaching Learning environment to the student-teachers in the campus and in the classroom they are being motivated to do work with community and in the community. There is provision of field work in the curriculum of B.Ed.

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..

In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the students. Communication and ICT skills are developed through the effective implementation of the curriculum. Where basic knowledge about communication skills, its principles, effective communication, basics of ICT, uses of computers and networking are discussed in detail and thus theory and practical aspects are implemented well. Student-teachers professional skills are developed through the effective implementation of curriculum which includes the skills of chalk board writing, preparing of teaching aids, handling of available equipments and work experience. There are many papers in which there is ample scope for providing life skills, value education, community, professional and social skills etc.

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

- i. Interdisciplinary/Multidisciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching
- v. School experience / internship
- vi. Work experience /SUPW
- vii. Any other (specify and give details)

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

All the above mentioned activities /programs are the core part of the B.Ed. curriculum. All these are covered during the tenure of all academic activities.

Multi-Skill Development :

The faculty members make use of various strategies like group discussions, seminar presentations, class quizzes, use of modern technological gadgets (OHP, LCD Projector) during classroom teaching so as to develop communication skills and self-confidence

among students. Various co-curricular activities and extension activities are organized by the student-teachers with overall guidance of faculty members. This helps in developing civic and social values among the students.

Inclusive Education :

The student-teachers are given knowledge and understanding about inclusion of exceptional children in normal classroom by faculty members through regular classroom teaching-learning process.

Practice Teaching:

Practice Teaching is an integral and compulsory part in B.Ed. programme. The student-teachers are to undergo practice teaching in nearby situated secondary schools for a minimum period of 40 days. During practice teaching, the student teachers take classes in their concerned teaching subjects, prepare lesson plans, develop teaching aids, observe peers, prepare daily reports and maintain students' attendance registers and organize different co-curricular activities.

School Experience / Internship:

Only students are to undergo practice teaching as explained in above paragraph.

Work Experience /SUPW:

Work Experience/SUPW is integral part of the programme.

1.3 Feedback on Curriculum

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

Feedback obtained from the students both during their study in the college as well as at the time of leaving the college on completion of their study. Feedback from alumni is

obtained through alumni association of the college. Feedback from community is obtained through parents association meetings as the parents represent the community all round the college.

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 institution has a distinct mechanism on analysis of feedback from the students & Alumni on the curriculum. Every year the feedbacks from the student-teachers provided through the Suggestion Box are collected and then their views are discussed in the staff council and curriculum review committee. If there is any remarkable suggestion then those are reviewed in staff council meeting and then sent to the curriculum review committee of the institution for further discussion and analysis which sends its recommendations to the University and higher education department.

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

There is no provision as such for the participation of self financed teacher educator colleges in curriculum development at university level. It is regulated by the governing university.

1.4 Curriculum Update

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

The institute is affiliated to Tamil Nadu Teachers Education University, Chennai and transacts the course curriculum designed by the University. The University frames the curriculum. The college has sent its proposals for revision. The new syllabus is

applicable from 2009 – 2010. The University has introduced an elective paper with an aim to enable the students to appear for the Teachers Eligibility Test conducted by the government. This elective subject is taught from the academic year 2013 – 2014.

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

Following strategies are followed by the institution for curriculum revision and update:

- Getting regular feedback from the student-teachers.
- Feedback from the practice teaching schools.
- By formal & informal means of feedback from community members
- Getting feedback from college Alumni through verbal expressions, written form & E-mail.
- Meeting of the schools principals & teachers for modification in the curriculum.

1.5 Best Practices in curricular Aspects

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

For providing quality training to the prospective teachers, a number of additional academic and co-academic activities other than those prescribed in the curriculum, are being organized. These academic and co-academic activities mainly include support to nearby schools by donating teaching-learning materials, In accordance with the MoU signed by our college and the H.M's of Schools, our faculty Members teach above said schools students. Students from those schools are brought to our college and taught effectively using the available facilities here. Academic help to school teachers, academic and vocational guidance to students of practicing schools, feedback from teachers and students regarding curriculum and its transactional aspects, feedback from school teachers/heads of practicing schools for improvement of practice teaching etc are in force

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

For implementation of the curriculum aspect of the course the institution tried well to implement all the planned activities. The various committees are constituted for the better implementation of the academic plan to act as a team to accomplish the task. The various committees like cultural, academic, time table, literary & workshop, library, tour committee etc. work independently as well as collaboration with each other for the better implementation of the curriculum.

CRITERION-II
TEACHING-LEARNING
AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Every year the Tamilnadu Teachers Education University issues the guidelines for admitting the students in the B.Ed., course. As per the guidelines of the state government and guidelines of Tamilnadu Teachers Education University the college conducts its admission process. The admission committee conducts the admission as per G.O. and guidelines of Tamilnadu government. The students will be selected on the basis of merit at the qualifying examination and interview with the admission committee members.

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

The program offered by the institution is advertised through the newspapers both English & Tamil, and advertisements on local cable network in adjoining areas.

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

The institute develops the merit list from the applicants who are applied for the admission in our institute. From that merit list, the admission will be done as per government G.O. for admission and as well as norms for admission given by NCTE.

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 institution follows same condition and criteria for all students to be admitted in the B.Ed. Course irrespective of their socio-economic background, caste, status, religion, gender, physical disability and linguistic difference.

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.

Since the medium of instruction offered is both Tamil and English and in order to bridge the gap between the incoming students, the English department conducts standardized language skill test in English, and based on the scores, the department identifies and provides remedial support by conducting bridge courses to the weaker students to make them understand the subjects with ease.

2.2 Catering to Diverse Needs

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

For creating an overall environment conducive to learning and development of the student teacher, Assembly, Prayer, Yoga, Meditation programs are conducted.

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

The college has been conducting different activities for overall development of students. It adopts learner-centered process to cater to the diverse needs of the students. The institution provides curricular programmes as well as extracurricular activities for students. Apart from classroom teaching, to broaden the vision and depth of the students, the institution offers programmes like, sports, cultural activities, community service, yoga etc.

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

Co-curricular activities. Seminars, workshops and training programme, students are also given challenging assignments, Asked to handle seminars in their class. They are also advised to write competitive examinations

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

The faculty members are recruited not only for their academic skills but also for their social consciousness and the ability to communicate. In addition, for taking care of education of children with special needs in an inclusive environment teacher possess special skills, particularly, the ability of identifying the learning need of each child and selection of learning aids appropriate for that child. The Management encourages staff to do research. Duty leave is granted to staff to participate in seminars, workshops. Financial assistance is given if required. Faculty members are also encouraged to go outside for seminars, conferences, workshops, etc. Teachers are encouraged to have seminars in their subjects. Besides, seminars are also organized at the Institute level.

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?

Conducting micro teachings, demonstration lesson, criticism classes, topic wise discussion, classroom tests, unit test, etc. are helpful to the student-teachers to develop their knowledge and skill related to diversity and inclusion applied for them effectively in classroom situation. The college provides scope to student-teachers to teach in the class under the supervision of teacher-educators. It is a platform to develop competence in teaching skill and confidence in self.

2.3 Teaching-Learning Process

2. 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.)

The students receive appropriate academic and professional advice right from the commencement of the programme. They are given advice on learning process and use of reference books, journals, magazines, internet, etc. The students are given academic calendar every year which includes daily time table, weekly, monthly & model tests, period of teaching practice, tentative schedule of University Examinations both theory & practical etc. Such practices inculcate the habit of reading and learning continuously and also to acquire knowledge and skills which will help effective management of class room situations.

3. 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?

Through group discussions, projects, assignments, paper presentation, preparation of teaching aids and by organization of cultural and sports events.

4. 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.

The teacher educators adopts demonstration method, lecture cum discussion method, showing audio-visual aids, etc. in order to impart effective teaching and learning. Though the teachers mostly follow lecture method, yet they temper their teaching with question - answer methods, discussion etc. to facilitate teaching.

5. 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.

The institution has a provision for additional training in models of teaching before starting micro teaching and mega lesson in simulated conditions. Teacher educator gives a demonstration lesson on each skill and each teaching subject. In this programme a pupil teacher has to complete five lessons, one on each skill in each teaching subject, five general lessons and two discussion lessons in their teaching subjects. Pupil teachers are oriented to micro teaching, its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on core teaching skills, on introduction, questioning, explaining, illustration with example and stimulus variation discussion on different models/ aspects of teaching is held.

6. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Micro-teaching technique is used in the Institute for developing various skills essential for effective and efficient teaching-learning process. The student teachers practice following skills in their micro-teaching, Skill of chalk blackboard, Skill of using teaching aid, Skill of introducing the lesson, Illustration with Examples skill, Skill of questioning- (probing questioning, influencing questioning, and developmental questions), Skill of Stimulus variation. All student teachers have to deliver one micro-teaching lesson on each teaching skill in the class room; before they take up teaching in the actual class room situation.

7. 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.)

Student-teachers are given ample scope for having practice teaching in the practice teaching schools nearby training college. Practice-teaching of student-teachers are done after theoretical instruction of method teacher of the college and practical demonstration teaching made by the specific method teacher-educator. Before starting of practice teaching of student-teacher, one lesson of student teacher is treated as

criticism lesson where the concerned student-teacher used to provide practice teaching for the first time. Necessary feedbacks are given to the student-teacher by the supervisor for their improvement. Then the student-teacher are allotted different schools to deliver practice teaching in about 40 classes, 20 in each subject under the direct supervision of teacher educators of the college. The teacher educator of the college tries to improve the shortcomings of student teacher.

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

For internship, the student teacher is allotted schools in the close by localities. A request is sent to the selected schools for allowing the student-teachers of the Institute to practice their teaching. School-wise list of student-teachers is prepared in consultation with the student-teachers. School representatives selected from among the student teachers contact and coordinate with the Time-table coordinator of each school. School representatives accompanied by student teachers collect time table from the Time Table Coordinator. Once the time table is fixed, the student-teachers collect course content to be taught from the concerned teachers and commence teaching. In internship the student teachers work as staff member of the respective school and understand the workings of the school in academic aspects. They get real experience of the work being done by the teacher and principal of the School.

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

Yes, both the school staff and method teacher co-operatively take part in practice teaching. They also observe the performance of student-teacher and rectify the errors and omissions done by the student – teacher.

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

The College organizes seminars in which subject experts and practicing professionals transform their latest knowledge to our students. Students are encouraged to participate in seminars, workshops, conferences, etc. organized in other institutions also. Academic experts are invited to deliver guest lectures who enlighten our students about the latest developments in the subjects and the teaching methodologies. The students are encouraged to prepare case – studies and project reports.

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

The Educational Technology Laboratory equipped with Multi-media Projector, Computers, Video/Audio CDs, CD-ROMs on different school subjects are at the disposal of the student teachers and faculty members. The staff members exemplify their use. Student-teachers are trained in the art and technique of giving lessons by using latest technology in education. Student-teachers are required to use the computer and develop their own presentation. The student teachers are free to take material and equipments (OHP, Power Point Projector, etc) required for practical or to be used as teaching aids from the Institute labs for effective presentation of their lesson. Student-teachers may opt to deliver at least one lesson-plan using computers (PowerPoint Presentation).

2.4 Teacher Quality

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

The serving teachers of the practice-teaching schools are effectively involved in the internship sessions right from developing the lessons plans down to delivery of the lessons, and even beyond the classrooms. Before the commencement of the school based activities, one day workshop is arranged with the Principal and one teacher of each associated school, at our Institute. The sole aim of the orientation is to seek and provide guidance.

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

There are 100 student teachers in our college. The ratio of student teachers to practice teaching schools is 3 or 4 students per school in our college. The ratio has been decided on the basis of the total number of student teachers of our college and the number of nearby schools which permit our students to take practice teaching in their schools.

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

The teacher in the classroom, in the lab, provides feedback to the students. Sometimes the pupil-teachers are given feedback of reinforcement, stimulus - variation, probing, etc. in demonstration lesson, micro teaching, practice teaching and project work.

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

The changes suggested by NCTE are also passed on to the student teachers for a proper understanding and implementation of the policy directions. Any changes in curriculum, examination reforms, and teaching methods are conveyed to the students in the classrooms as part of curriculum teaching. Student-teachers are provided with the latest information about the class-subject-content area and school by the teacher educators and subject teachers of the school concerned.

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

The teacher-educators and student-teacher of the Institute are enabled to keep pace with the recent developments in the school subjects and teaching methodology. The Institute has a broad-band internet service and a separate Internet facility to provide this facility to the majority of the students. Through the use of the Internet, our faculty keeps pace with the urban faculty about the recent developments in the subjects. The Institute teachers refer to the newsletters of different organizations relating to the school

education and journals on education. Teacher educators are also informed by the principal on the latest information regarding school education. The teacher educators and the principal keep themselves in touch with the latest information through channels of the principals of good schools. The students are motivated to read related material. Special talks are also arranged to keep students posted with the latest developments that concern them.

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.)

Faculty Development Programmes are organized in the college. Similarly, our faculty members are sponsored for faculty development programs organized in other institutions also. Teachers are given study holidays and also leave to carry out their research work or to collect data relating to their research.

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

Our institution is rewarding a cash award for producing state and district ranks for all faculties including the principal. Extracurricular participating teacher will be awarded. Sports activity participant teacher is also honored.

2.5 Evaluation Process and Reforms

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

The college is situated in a neat and clean surrounding and housed in a pollution free environment in a well constructed building with all infrastructural facilities conducive for the conduct of teacher education programme. Students enjoy the facility of dropping in their suggestions, complaints in complaint box. Any stake holder can put his/her

suggestions/complaints in the box. The suggestions are analyzed and worked upon. Faculty members identify Learning barriers during classroom interaction. During tutorial periods, group as well as individual problems are discussed and addressed. Individual grievances are addressed by the grievance cell and dealt accordingly. Access to technology has been discussed above.

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

Through unit test as internal assessment, general test, university test at the end of the academic session practical tests, etc. are being conducted for assessing student performance. Marks are given to the students of their test.

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

On the basis of internal assessment done through units tests student teachers are informed about their level of performance and guidance is given for improvement. Internal examination and revision test evaluation result are also shown to the student teachers and their weaknesses are discussed personally and they are given suggestions for improvement and are motivated for better performance.

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

The total internal assessment process outputs are entered in the computer. This database helps the processing easy and objective. ICT is used to prepare the assessment questions. Even the various types of questions have been developed by using the ICT. Mostly the evaluation of the all assessments will be done by the teaching staff. The results of all assessments recorded through ICT.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

The institution is providing very cordial and friendly pattern of instruction and evaluation. The students are well detailed about the teaching skills by conducting workshop on lesson-plan. Each and every aspect like arranging subject matter, framing specific objectives, methodology to be used, and preparation of learning aids like charts, one dimensional, two dimensional, three dimensional, improvised models, evaluation of lesson plan, micro-lesson planning is well demonstrated by teacher educators. Special tests in which student-teachers are divided into a group of 20 each are allotted with one or two questions and they prepare for the same. They are evaluated and remedial steps are also taken. This technique helps much to prepare for final exams and reducing stress and anxiety of Exams.

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

The institute has latest sound system, LCD Projector, Slide Projector, Overhead Projector, CDs, DVDs along with chart, maps and models are used for effective delivery of instructions in the class room. Individual attention and interaction with entire class is emphasized.

CRITERION III
RESEARCH,
CONSULTANCY AND
EXTENSION

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

Teachers who undertake research are given facilities like study leave, reduction in workload, and also on duty to visit libraries. Giving facilities like leave and on duty, keeping net facilities available beyond college hours on request, encourage the staff members for attending seminar, workshop sanctioning On Duty for the staff members and TA, DA are provided for the same.

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

The Institute has put some thrust for research on the topic of creativity, Stress coping Management, teacher's effectiveness & educational management, teacher's behaviour, class-room teaching, environmental and adolescent education etc.

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. The research areas are like less participation of students in curricular activities, use of more conventional methods in the teaching practice, learning problems of students, errors in communication, discipline problems etc.

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

Dr. M. Solayan, Principal.

(a) Organized the following national seminars:

1. Humanism in Dravidian Literature. 2nd March 2010

2. Quality Education for the students belonging to Marginalized sectors of the Indian Society. (September 8th 2010)
3. The Role of Philosophical and sociological perspectives in enhancing Teaching Learning process. (31st Dec 2011)
4. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
5. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)

(b) Organized the following workshop:

1. Workshop on History culture & Literature of Greece 1st & 3rd December 2009.

(c) Organized the following international conferences:-

1. International Conference on Education, Culture and Literature of Greece and India
2. International Conference on the contribution of Rabindranath Tagore Literature, culture and Education
3. International Conference on Influence of Rabindranath Tagore on Indian Literature.
4. International Conference on Indian Writing in English: Current Critical approaches

Mr. M. Ponnusamy,

Asst. Professor.

Workshop:

History, Culture and literature of Greece. (30th Nov, 1st & 3rd Dec 2009)

National Seminar:

1. AIDS and Drug De-Addition 16th Dec 2005.
2. Reproductive health 18th August 2006.
3. Quality improvement of the staff of the Adult, continuing Education and extension programs - 30th & 31st March 2007
4. Emerging Trends in educational technology for 21st century- 9th & 10th March 2007
5. Disabilities in children- 20th & 21st March 2007

6. Emerging Trends in fitness for legerity and education for empowerment 5th & 6th March 2009
7. Quality Education for the students belonging to Marginalized sectors of the Indian Society. (September 8th 2010)
8. The Role of Philosophical and sociological perspectives in enhancing Teaching Learning process. (31st Dec 2011)
9. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
10. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)
11. Modern Techniques and Technologies in Teaching and Learning (12th & 13th April 2014)
12. Humanism in Dravidian Literature. 2nd March 2010
13. Education for women's Empowerment (9th & 10th March 2013)

Symposium:

1. Freshwater Aquaculture 12-13th Sep 2003.
2. Relevance Of Gandhism In The New Era 27,28,29th March 2006.

International Conference:

1. Emerging Trends in fitness for longevity and education for empowerment 5th & 6th March 2009
2. Education, culture and literature of Greece and India- 2nd Dec 2009
3. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
4. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
5. Indian writing in English current critical approach (15th March 2014).
6. "Approaches and strategies for generation y learners" 21st to 23rd June 2013.

Mr. M. Soviviswanath

Asst.Professor

International Conference:

1. Education, culture and literature of Greece and India- 2nd Dec 2009
2. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
3. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
4. Indian writing in English current critical approach (15th March 2014).
5. "Approaches and strategies for generation y learners" 21st to 23rd June 2013.

National Seminar:

2. Quality Education for the students belonging to Marginalized sectors of the Indian Society.
(September 8th 2010)
3. The Role of Philosophical and sociological perspectives in enhancing Teaching Learning process. (31st Dec 2011)
4. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
5. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)
6. Modern Techniques and Technologies in Teaching and Learning (12th & 13th April 2014)
7. Quality Enhancement in Teacher Education (QEITE-12) (24 & 25 Oct 2013).
8. Education for women's Empowerment (9th & 10th March 2013)
9. Revitalization of Teacher Education (18th February 2012)
10. Educational Transactions. (14 & 15 April 2012).

Mr. R. Prakash

Asst. Professor

National Seminar:

1. Quality Education for the Students Belonging to Marginalized sectors of the Indian Society. (September 8th 2010)
2. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
3. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)
4. Modern Techniques and Technologies in Teaching and Learning (12th & 13th April 2014)
5. Education for women's Empowerment (9th & 10th March -2013)
6. Revitalization of Teacher Education (18th February 2012)

International Conference:

1. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
2. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
3. Indian writing in English current critical approach (15th March 2014).

T. Vanitha

Asst Professor

National Seminars:

1. Quality Education for the students belonging to Marginalized sectors of the Indian Society. (September 8th 2010)
2. Swami Vivekananda's contribution to Education and Society (27th & 28th October 2012)

3. Enhancing Quality Education at the secondary school level. (18th & 19th October 2013)
4. Modern Techniques and Technologies in Teaching and Learning (12th & 13th APRIL 2014)
5. Education for women's Empowerment (9th & 10th March 2013)
6. Revitalization of Teacher Education (18th February 2012)

International Conference:

1. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
2. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
3. Indian writing in English current critical approach (15th March 2014).

V. Savithri Devi

Asst Professor

National Seminars:

1. Humanism in Dravidian Lit. 2nd March 2010
2. Quality Education for the students belonging to Marginalized sectors of the Indian Society. (September 8th 2010)
3. The Role of Philosophical and sociological perspectives in enhancing Teaching Learning process. (31st Dec 2011)
4. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
5. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)
6. Modern Techniques and Technologies in Teaching and Learning (12th & 13th April 2014)
7. Quality Enhancement in Teacher Education (QEITE-12) (24 & 25 Oct 2013).
8. Education for women's Empowerment (9th & 10th March 2013)
9. Revitalization of Teacher Education (18th February 2012)

Workshop:

History, Culture and literature of Greece. (30th Nov, 1st + 3rd Dec 2009)

International Conference:

1. Education, culture and literature of Greece and India- 2nd Dec 2009
2. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
3. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
4. Indian writing in English current critical approach (15th March 2014).

K. Pradhiba**Asst Professor****Workshop:**

1. Workshop on career development. (Feb 2nd 2006)

National Seminars:

1. Quality Education for the students belonging to Marginalized sectors of the Indian Society. (September 8th 2010)
2. Swami Vivekananda's contribution to Education and Society (27th & 28th October 2012)
3. Enhancing Quality Education at the secondary school level. (18th & 19th October 2013)
4. Modern Techniques and Technologies in Teaching and Learning (12th & 13th APRIL 2014)
5. Education for women's Empowerment (9th & 10th March 2013)
6. Revitalization of Teacher Education (18th February 2012)

International Conference:-

1. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
2. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
3. Indian writing in English current critical approach (15th March 2014).

P. Kala**Asst Professor****National Seminars:**

1. The Role of Philosophical and sociological perspectives in enhancing Teaching Learning process. (31st Dec 2011)
2. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
3. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)
4. Modern Techniques and Technologies in Teaching and Learning (12th & 13th April 2014)
5. Education for women's Empowerment (9th & 10th March 2013)
6. Educational Transactions. (14 & 15 April 2012).

International Conference:

1. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
2. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
3. Indian writing in English current critical approach (15th March 2014).

S. Chitra

Asst. Professor

Workshop:

History, Culture and literature of Greece. (30th Nov, 1st + 3rd Dec 2009)

National Seminars:-

1. Humanism in Dravidian Lit. 2nd March 2010
2. Quality Education for the students belonging to Marginalized sectors of the Indian Society.
(September 8th 2010)
3. The Role of Philosophical and sociological perspectives in enhancing Teaching Learning process. (31st Dec 2011)
4. Swami Vivekananda's contributions to Education and Society (27th & 28th October 2012)
5. Enhancing Quality Education at the secondary School level (18th & 19th October 2013)
6. Education for women's Empowerment (9th & 10th March 2013)
7. Revitalization of teacher Education (18th Feb 2012)

International Conference:-

1. Education, culture and literature of Greece and India- 2nd Dec 2009
2. Rabindranath Tagores contribution to Literature, culture and Education (2nd & 3rd January 2011)
3. The Influence of Rabindranath Tagore on Indian Literature (2nd & 3rd March 2012)
4. Indian writing in English current critical approach (15th March 2014).

3.2 Research and Publication Output

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

Our student teachers prepare the necessary self-instructional materials to enhance the quality of teaching. These materials are prepared by the student teachers under the guidance of teacher educators. Print materials are prepared by the teacher educators on important issues in their respective subjects and are distributed to the student teachers after discussion. The student teachers prepare non-print materials such as slides, transparencies, booklets, scrap books and pamphlets to enhance the quality of teaching. For the preparation of these materials, they are given necessary guidance by the teacher educators. The student teachers are guided to prepare slides for power point presentation. With the availability of LCD projector, teaching with power point presentation is done. Charts as well as working and non-working models are also prepared based on the respective subjects.

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

Equipments such as slide projector, OHP, LCD and computer with facilities such as internet, e-mail and websites are available in the College for developing varieties of instructional materials. The labs such as Computer Lab, Language Lab, Educational Technology Lab, and Arts and Crafts Room are utilized to prepare the instructional materials such as slides, transparencies, CDs, programmed learning materials and computer assisted learning materials.

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

Our faculty members deliver lectures by PPT method. Efforts are taken to encourage the student teachers to use PPT method for teaching. Presently the Institute has nearly

fifty educational CD's. These CDs are regularly screened for the benefit of the students. The students can watch these CDs in the Institute.

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

The college organizes different workshops for the students of B.Ed. programmes on formulation of instructional objectives, lesson plans and teaching aids. These workshops are organized by the college as per the requirements.

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

Initiatives are taken to publish the articles in journals. But The College has brought out the following six books in English and two books in Tamil compiling the research papers presented in the conferences.

- The college has brought out the following 9 books in English and two books in Tamil compiling the research papers presented in the conferences.
- Rabindranath Tagore: vision and art. (2011)
- Contribution of Rabindranath Tagore to culture, Literature and Education (2011)
- Rabindranath Tagore and Indian Literature (2012)
- Studies in Rabindranath Tagore (2012)
- Indian writing in English: current critical approaches- volume-I (2014)
- Indian writing in English: current critical approaches- volume-II (2014)
- Indian writing in English: current critical approaches- volume-III (2014)
- Humanism in Tamil Literature (2009) (in Tamil)
- Education, Literature and Society: A Comprehensive outlook (2009) (in Tamil)

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

The Institute awarded the staff who shown 100% result in their subjects. Three faculty members of our college joined as Teachers in the Government service. One faculty member has cleared TET Examination.

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

Yes, the institution encourages Action Research. The research areas are like less participation of students in curricular activities, use of more conventional methods in the teaching practice, learning problems of students, errors in communication, discipline problems etc. two faculty members doing Ph.D. with the support of management.

3.3 Consultancy

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

Institute provides consultancy service for establishment of teacher education Institute like B.Ed. Institutes and academic support to the newly established institutes of teacher education. It is an honorary service on innovative and managerial aspects. The principal and selected staff members gave free consultancies to our students regarding their career opportunities and higher studies through the Placement Cell.

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

Some staff members are competent but they do not find much time to spare for consultancy work. No formal consultancy service is provided by Our College as revenue generation source.

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 college has not charged money for the above stated service. On Honorary basis consultancy service provided. No revenue is generated by the Institution.

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

The institution doesn't get any money for the consultancy services.

3.4 Extension Activities

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

The local community is benefited by the Institute's contribution for various extension activities like - Education for all, Adult Education programme, Awareness about environmental problems and health awareness. Every year the Institute in collaboration with the local social bodies, NGOs and other social activists conduct many programmes of awareness in the community to the social problems afflicting the society. AIDS awareness programmes are conducted in the nearby villages in collaboration with the local body. Adult literacy drive is carried out in the remote villages in association with the local village Panchayat. Child line programmes are organized. Tree plantation camps are held in and outside the campus.

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

Getting suggestions from Parent Teacher Association meetings for further development of the college. Permit our student teachers in school for their practice teaching programme. Supporting and Co-operating the Camp activities organised by the college.

Permit the students to attend the medical camp. Provide classes and students for practical examination.

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

The Institute as stated above is very active in organizing many activities in collaboration with different social bodies like NGOs and GOs, etc. With similar vigor and dynamism, the Institute has planned to collaborate and wants to organize Blood donation camps in association with the Local Health Department /Centre, Indian Red Cross Society. Many more community awareness programmes will be carried out in association with many more organizations.

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

No. But in future the institute plan to do projects related to eco environment and education in the village.

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

The Institute develops social and citizenship values and skills among its students through cultural activities.

3.5 Collaborations

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

- In Collaboration with ICSSR, CIIL, Ministry of culture, Govt of India and Sahithya Akademi, NewDelhi seminars and conferences were conducted.
- Dravidian University has brought out a special issue of their Journal of Dravidian studies compiling the papers presented at our college in a National Seminar.

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

In Collaboration with Thessaloniki University Greece, Dr. Katonis had delivered special lectures on Greek literature to our students for the past three years.

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

The linkages with such national level organizations contribute to the Curriculum Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension and Publication in many ways, Curriculum Updating and Improvements in the Teacher Education Field, Professional Development of Teachers, Organization of Extension Activities with a theme specification.

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

The Institute has good association with nearby schools of the town and the surrounding areas, for organizing different activities. The Teaching and teaching practice of our student teachers are conducted in the nearby schools. Other than this, an explicit understanding is there with the schools in the regions for passing on the different resolutions related to teaching-learning. The Institute even deputed some teachers for delivering lectures in nearby schools whenever there is a mass scale programme initiated by health, social welfare or programmes of social nature introduced by some organizations.

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.

This is done as part of mandatory practice teaching. The teacher educators made observation on student teachers practice twice in their period. Teachers visit the school,

consult the Head master and guide teacher about the duration of practice teaching, number of observation classes, and nature of supervision by guide teachers and method of evaluation.

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

The Institute faculty is actively collaborating with various schools, other Institutes and university faculty for augmenting teaching-learning activities. The cooperation with schools is related to conducting practice teaching programmes and Education Department for enhancing our student teachers' knowledge. We have very cordial relations with the surrounding Institutes and especially with other Institutes and work in coordination with them for some activities.

3.6. Best Practices in Research, Consultancy and Extension

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

The college, though in its infancy has encouraged research consultancies and extension by Encouraging teachers to initiate and lead the extension activities. Giving Support to staff members to felicitate the consultancy regarding the placements, By involving students in community services, By establishing linkages with society and institutions.

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

The Institute has good practices in Research, Consultancy and extension activities.

A few of the best practices are given as below:

1. The Institute encourages all faculty members to undertake research. The Institute provides flexibility in teaching schedule to the faculty doing research.
2. Some of our faculty members provide honorary consultancy to educational institutions.

3. In extension activities, the Institute in association with NGOs and GOs organize camps, tree plantations, AIDS awareness programmes, etc.
4. The library is enriched with ample number of books, journals and magazines.
5. Providing Computer lab facilities with internet.
6. Regularly organizing seminars, conference, workshops in national and international levels.
7. Collaboration with various organizations.

CRITERION IV
INFRASTRUCTURE AND
LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, the institute has the physical infrastructure as per NCTE Norms. The amount invested for developing the physical infrastructure is contained in the detailed income and expenditure account of the institute. The master plan of the building is enclosed as Annexure.

- Principal room.
- Administrative Office.
- Staff room.
- Class rooms.
- Library.
- Physical science lab.
- Biological science lab.
- Computer science lab.
- Language lab.
- Psychology lab.
- Educational Technology lab.
- Art, craft, SUPW, music room.
- Placement cell.
- Guidance and counselling cell.
- Toilet facilities.
- Auditorium.

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

The Institution is continuously augmenting the infrastructure facilities to keep pace with academic growth. The college has one unit of intake of B.Ed. programme. The college has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further. Besides, every year, funds are earmarked in the budget to meet the existing needs and for augmentation in library, ICT lab, college building (for renovation and maintenance), science lab, art and work experience lab i.e. SUPW Lab. Sports and play ground is properly maintained and additional sports material and other material are made available to the students. The budgetary provisions are made in advance to meet the requirements for augmentation.

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

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

Art, Craft Room and Work Experience Room has been established on the lines of 'Learning by Doing' philosophy in Teacher Education. The lab is equipped with moulds of chalk making, candle making and essential material of interior decoration, Paper cutting, musical instruments, pot making, bag making material and board preparation.

Provision of playground for organizing games like badminton, volleyball, handball, and football is available. The college has adequate quantum of material of games and sports organized in the vicinity.

Provision of the multipurpose hall with a seating capacity of two hundred persons is there in the institution for providing a common platform to students, faculty and renowned educationists for regular interfaces, conferences, and seminars. The hall has been equipped with proper lighting and communication tools like public addressing system.

Games room has provision of indoor games like Chess, carrom board, T.T. Table, skipping ropes, etc.

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

College has its own separate building including Laboratories, multipurpose hall, and library. The canteen and playground are shared with its sister institutions.

- 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 Institute has separate common room and washroom for girls and boys. It has a canteen to meet the needs of refreshment for the staff and educands. The Institute has an arrangement with a local medico to visit the Institute regularly. The Institute has water cooler attached with purifier for the provision of drinking water. Canteen facility is also available in the College. The Teacher-in-charge for canteen ensures that the food articles made available are fresh and hygienic. For health care, a primary health centre is available in the campus with a provision for bed and emergency medicine facility.

- 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.**

No. Most of the students come from local rural area. And the college has good transport facility. So, most of the students have used the college transport.

4.2 Maintenance of Infrastructure

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

- **Building**
- **Laboratories**

- Furniture
- Equipments
- Computers
- Transport/Vehicle

The management has plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives. The detailed income expenditure statement is enclosed.

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

The infrastructure facilities established in the college are kept open for the students and faculty members during working hours and extended hours whenever required. The Physical infrastructure is judiciously and optimally put to use. This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously.

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

The institution owns an eco friendly infrastructure with lush green uncovered area. The infrastructural features of the institute consist of the units of academic block, administrative block. The library and computer lab of the institute are well stacked and arranged with modern hardware and software. ICT facilities are adequately available in the institution for its academic purposes. The development of the infrastructure and physical facilities of the institute keep pace with the development process of the institution.

4.3 Library as a Learning Resource

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

The college has a qualified librarian and assistant librarian and sufficient technical staff to support the library for materials collection and media/computer services.

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.).

Our library is computerized library. With the following collections.

Books	4212
Text books	1675
Reference books	346
General books	2191
Magazines	8
Indian journals	11
Foreign journals	2
Online journals/e-journals	1
CDs/ DVDs	84

And our library has internet connection to search, browse the books and other details required by the students, faculty, and non teaching staff. A photocopying machine is placed in our library.

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

The library is managed through an advisory committee constituted for the purpose. In this committee in addition to library staff, representation of faculty members and principal is ensured. The composition of the committee is decided in consultation with the Secretary of the institute. The library has been made student friendly in as much as popular literatures on the suggestion of students are also subscribed / procured from

time to time. The library has reading carrels, lounge area for browsing and released reading. The committee meets once in three months to invite suggestions and ensure their proper implementation.

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

Yes, the library is fully computerized with bar coding system. All the details regarding the title, author, number, price of the books are stored in it.

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.

The Institute's library has computer, Internet and reprographic facilities. Staff can access to the library books. Teachers and students use computer and internet for academic purposes to obtain required knowledge. The library functions from 8.30 a.m to 5.30p.m on all working days including examination days. Approximately a no. of 20 students makes use of computer, internet and reprographic facility per day.

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

The institute does not have the facility of Inflibnet/Delnet/IUC. It is part of future plan.

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 remains open about all working days in an academic year except national holidays. Library facility is made available on all working days from 8.30 AM to 5.30 PM.

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

There is separate new arrival rack for newly requisitioned books. Such books are put on display in the New Arrival Rack.

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

Yes, the Institute has book-bank facility for the students of economically weaker sections. The text books are issued to the students for the entire academic session under book bank facility. Educands who want to avail themselves of the book bank facility may apply to the Principal and the Principal after consulting with the members of the library committee give permission for this facility.

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

Physically challenged students are accommodated in a specially created space suiting to their requirement and the same are reserved with facility asked for / requested by them in the library.

4.4 ICT as Learning Resource

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

The institution has advanced ICT equipments. Our institution has Computer lab with ICT facilities. The lab comprises of 20 computers LAN connected with Internet facility (Broadband). The software setup has latest version of Windows. Software in the form of CDs' based upon various subjects like linguistic skills, children with special needs, information and communication; health and fitness etc. are available. The Educational Technology lab comprises of various equipments like LCD projector, OHP, TV, Tape Recorder, Models, maps, globes, pictures, slides, and transparencies. Our institution has well equipped Language lab to improve the communication skills of student teachers, which is more important for the rural background peoples. Public address system is available in the college. Pupil teachers are given training in handling these equipments and using them in making teaching effective.

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

There is a provision in curriculum for imparting computer skills to the pupil teachers. Computer is an optional paper in the curriculum. However, we give training for computer awareness to all the students. Provision of a period for computer training is included in the timetable in which pupil teachers learn working and use of all the technological aids. They also learn the skill of handling these equipments and their effective use in Teaching Learning process.

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

The institute extends facility for improving language and communicative competence of the students and faculty members. For this purpose language software has been installed in our Language Lab. Beside this LCD is also available to improve the classroom presentations and learning interactions. They are also encouraged to prepare power point presentation (PPT) and accessing to online teaching learning resources available.

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)

Training for the use of ICT is provided to teachers and lesson material is prepared in the form of CDs. The lectures are given through power point presentation and OHP presentation. Teachers prepare study material for their students. The college incorporates and makes use of the new technology in the curriculum transaction process at the college itself as well as in the schools of practice teaching.

4.5 Other Facilities

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

The instructional infrastructure facilities established in the institute are kept open for the students and faculty members during working hours and also for extended hours whenever required. The College ensures that the instructional infrastructure facilities are optimally used. Various instructional facilities like O.H.P., L.C.D. projector, Auditorium etc. The college encourages educands to become tech-savvy and for this purpose, they are motivated to communicate among themselves through email using internet facilities provided by the college. Educands are encouraged to make their email Ids and use it to communicate among themselves and with their friends and relatives.

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

Apart from the ICT including computer hardware & software, the institute has taken adequate measures to arrange CDs containing the contents of school level subjects in teaching learning subjects.

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 Institute has the following laboratories:-

- Psychology Laboratory
- Science Laboratory
- Computer Laboratory
- Language Laboratory
- Educational Technology Laboratory
- Art, Craft and Music, SUPW, Work shop for teaching aids.

The college enhances the facilities in laboratories according to the requirement of the B.Ed. curriculum. Faculty-in-charges of concerned laboratory takes classes in the laboratories. Regular maintenance of infrastructural equipments requirement are met on the basis of particular laboratory. The requirements of the laboratories are reviewed from time to time. On the basis of review, new requirements are determined. Management allocates funds required for maintenance and up gradation of the laboratories.

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

Our institute has a multipurpose hall with the capacity to accommodate 150 members, an auditorium with the capacity to accommodate 200 members, workshop where it can be used as art, craft, music and SUPW room. And the institute has well facilitated transport facility for students around the district.

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. There is multipurpose hall, Auditorium and ET lab and they are equipped with latest technology including sound system, collar mikes and LCD projectors which are used as and when required. These all are equipped with inbuilt installation of sound system. The future planning includes installation of e-learning technologies in the classroom for tech-savvy teaching-learning.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty seek to model and reflect best practices in the diversity of instruction by using LCD, OHP etc in the programme of classroom discussions, question-answer sessions, Brain Storming and seminar based study material prepared by teachers. Faculties are encouraged to use innovative methods to enhance the teaching learning

process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD player, OHP in pedagogy. The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners.

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

The use of ICT especially in the shape of PowerPoint presentations has proved to be more efficient in delivering and transferring the knowledge and content. In some cases, the live situation of classrooms in other related sites are shown for better acquisition of experimental learning without physical participation in the process. All these have contributed a lot in enhancing and achieving the goals of learning on quality scales.

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

Library is the backbone of any college. Our college is enriched with well maintained computerized library. It is accessible for the pupil teachers, the faculty as well as the researchers. Internet facility is available in the library. Trained and experienced staff provides required services promptly and successfully. The library has a book bank also. Experts of various fields related to education are invited for delivering extramural lectures to our faculty members, pupil teachers and researchers from time to time. The college enjoys the privilege of having their expertise shared right on the campus of the college as well as at the seminar rooms of other institutions of higher learning. Live interaction with the community in the college surroundings and on different occasions make the learners realistic about the overall milieu and environment that surrounds and sustains them.

CRITERION V
STUDENT SUPPORT AND
PROGRESSION

Criterion V: Student Support and Progression

5.1 Student Progression

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

The institution organizes many competitions, time to time, in order to assess and enhance the professional competency of the student teachers. Student teachers are encouraged and sponsored to participate in the inter college competitions. For developing teaching skills the college organizes various training programme of "Micro Teaching". Where the student teachers are encouraged to participate in order to prepare them for the development of various aspects of their personality, inherent potential and interest, a Talent Hunt programme is organized in the beginning of the session. They are encouraged to participate in various activities of the programme. Teacher-educators observe the micro teaching sessions, sectional work and academic achievement through class tests and internal tests to ensure that they are receiving appropriate academic and professional advice.

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

Financial help is given to the poor and needy students by giving fee concession. All the students of the college can avail the bus facility. Indoor and outdoor games facility is available. All the needy students admitted in the institute can avail the book bank facility. Guidance and counseling is an ongoing feature at the college. The Principal and Faculty provide it from time to time as and when required. The institution identifies the

needs of the students and provides individualized support in the form of remedial programme for under achievers and enrichment programme for high achievers.

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?

In the last five years only one student was dropped out from the course. The student teachers dropped out from the studies because of their personal problems. In order to diminish this we have taken more steps to resolve their problems inside the campus through guidance and counselling cell.

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

The institution provides a wide variety of learning experiences to the students to enable them to compete for the jobs and get progress in higher education. Guidance and counseling cell properly guides student teachers to choose right and appropriate course and profession after the B. Ed.

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

The college has developed a mechanism to keep track of the students going for higher studies or opting for teaching career. The available data showed that some students go for master degree in their subject in post graduation, but some other took up teaching profession. Some students got into government job. An average of 35 students in last three years chosen higher studies after their B.Ed., program. An average of 30 students got teaching jobs.

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.

The institution carried out the meeting of Alumni Association at regular intervals. The members of Alumni Association are given the facility of use of library services and internet access in the computer laboratory. The member of Alumni Association of this institution are given library facilities at free of cost whenever as per their need with the permission of principal.

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

Yes, we have placement cell, the guidance cell and placement cell members take the responsibility of placement. When the schools nearby to college inform about the vacancy and members make arrangements for sending the students to that particular schools for interviews. More than 40 students placed by our placement cell in the past two years.

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

No difficulties are faced by the placement cell.

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

The principal and guide teacher of the practice school observes the performances of the student teacher during the teaching practice session. If they satisfied with the performance and as well as if there is requirement for the particular subject teacher, then they will contact our college and make arrangements for recruit the particular student teacher to their school.

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

The college provides necessary human and material resources to place the students in various schools.

5.2 Student Support

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

The curriculum is designed and developed by the apex bodies and implemented strictly in the institution. However after consulting senior faculty members the head of institution plans and develop a flexible annual calendar for whole academic session for the curricular, co- curricular and extra-curricular activities. The functioning of institution is communicated to the students through prospectus, notice boards, etc. Curricular and co-curricular activities are planned by mutual discussion of different committees like academic advisory board, library advisory committee; cultural committee etc. and responsibilities related to these events are allotted to the different pupil teachers in the direct supervision and guidance of teacher educator. To discuss and to plan future programmes and policies for effective implementation, regular staff meetings are held under the chairmanship of chairman of institute.

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

Senior faculty helps by guiding them in all activities, so that they are able to compete with their student friends. They are given equal opportunity to take part in all activities like seminars, debates, poem recitation etc. Nearby schools are allotted for teaching practice. Counselling services are provided to them as per their need.

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

The institution has mentoring arrangement. The Principal and senior faculty members extend maximum assistance to the new faculty members for his/her adjustment. They are provided guidance to bring about effectiveness in their lecture. For students with slow learning capacity extra attention is provided to them to solve their problems. Subject experts work hard to provide guidance in lesson planning. There is also a provision of tutorials in the time table, in which tutorials head helps in solving the difficulties faced by students.

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

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students. The institution encourages and promotes the faculty members to attend and actively participate in Seminars, Extension lectures, Workshops organized by the different universities and other reputed institutions. They are also encouraged to present papers in national seminars, conferences, orientation programmes, refresher courses, etc. Teachers are given duty leave as well as registration fee for attending and presenting papers in seminars, workshop and conferences. Teacher educators are encouraged to write research article in journals. The working environment of the college is conducive for the overall development of the faculty as well as the student teachers. Faculty members have been provided with Audio-Visual aids, LCD projector, OHP etc. through which learning is made effective & efficient.

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

The college has its own website which provides all possible information, History of the college, Vision and mission of the college, Objectives of the college, The Management Trust, Details of the Faculty, Overall information about the infrastructure facilities

available at the college, Course profile- B.Ed., Admission procedure. The website is updated at the interval of every three months. In between if any urgent information is to be posted, it is done immediately.

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

The students with lower academic level are identified and maximum help is extended to them and extra attention is given during the classroom teaching. The faculty members are always eager to help these students to overcome their educational problems. They are provided with remedial teaching in their weaker areas after the regular classes.

7. What specific teaching strategies are adopted for teaching

For advanced learner extra work load in the form of more assignment, project and additional responsibilities are given to encourage and motivate them. Such students are also involved in various committees during the organization of co-curricular and extra co-curricular activities.

The Slow learners are given extra and personal attention. The teaching faculty provide maximum support and counseling to these students. These students are also encouraged and asked to participate in all type of curricular and co-curricular activities.

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

The faculty members provide guidance and counselling to student teachers in academic, extracurricular, extension activities, practice teaching, career development etc, through guidance and counselling programs.

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

The college has constituted a grievance redressal cell comprising of Principal and senior faculty to resolve the problems and difficulties of the students and staff. Students who approach the cell with their grievances are counselled accordingly. Suggestion box kept in administrative Block is checked frequently. However, it is noted that students prefer to meet personally to the concerned teachers for different problems. Almost all the students are satisfied with the working of the institute.

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

The progress of the candidates at different stages of programs is assessed by their performances in weekly test, assignments, co-curricular activities, practical works, and day to day task assigned to the student teachers: regular guidance and counseling is provided to the students.

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

The institution has a very unique and well organized system to make the students competent for the teaching before going to the school for teaching practice. Initially the subject teacher provides theoretically knowledge in depth regarding the concept process, phases and cycle of micro teaching. Side by side each skill is explained to the students by taking relevant examples from their chosen teaching subjects. Students query regarding the concept of teaching are also satisfied during the theoretical processes. Before the beginning of micro teaching practice the whole teaching faculty provides the final demonstration to the students by taking examples from the concerned teaching subjects. The micro teaching process has divided into two phases i.e. teach and Re-teach session. During teach session each student is keenly observed by the teacher educators and suggestions/encouragement are given to the students regarding their weakness and strengths in teaching. According to the suggestions given by the teacher educator the student performs again the re-teach session. This hard

practice mentally prepares and makes the students competent for the real teaching practice in the school. During the real school teaching practice the teacher educator and the subject teacher of the school provides timely and regular suggestions to the students both verbally and in written in their lesson plan criticism books.

5.3 Student Activities

- 1. Does the institution have an Alumni Association? If yes,**
 - (i) List the current office bearers**
 - (ii) Give the year of the last election**
 - (iii) List Alumni Association activities of last two years.**
 - (iv) Give details of the top ten alumni occupying prominent position.**
 - (v) Give details on the contribution of alumni to the growth and development of the institution.**

Yes, the institutions have an alumni association. Alumni meets contribute to the maximum growth and development of the institution as the alumni interact with the pupil teachers to share their views regarding the B.Ed. course. They give suggestions to get good marks in the exam, to develop their personality, to develop their skill to meet the interviews etc.

The following are the activities done by the alumni association meetings, Get together of the alumni is organized, Feedback is taken from the alumni, Cultural activities organized during the meet, Refreshment for the alumni and students.

- 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.**

Our institution regularly organize co-curricular activities like debates, speech competitions, quiz competitions art & craft competitions, sports meet etc. for overall development of the students. Students are also motivated to take part in inter college competitions. The institute provides rewards for the achievers in the competition.

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

The college provides many opportunities to involve the students in various activities. The institution publish college magazine and the students give their participation by giving their art, poem, articles etc., and also student teachers participates in editor panel. This helps to promote literary and creative interest of the student-teachers. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.

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

No, we do not have student council. Various group of students will be involved as volunteers in various activities of the college. Selected student representatives will take part in the activities of particular committees.

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

The institution provides an opportunity to all the students for being part of almost every activity. Every year student representatives are selected. These representatives are consulted every time when any decision has to be taken for the students whether it is selection of uniform or organizing educational tour or organizing any function of the institution etc.

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?

Suggestions are invited from the students through a 'suggestion box' installed in the college premises. They provide suggestions, point out our strengths and weaknesses related to the programmes & facilities. Different feedback Performa's are also filled up by the student/ alumni. Student's feedback on teacher's performance is also taken on a prescribed Performa. The feedback covers components like punctuality, knowledge of subject-matter, co-operation, behavior in relation to classroom management, relationship with students etc. There are various formal and informal situations such as staff meetings, discussions with the Principal, peer interaction etc. where faculty members interact and express their own achievements and shortcomings. Our institution has a mechanism to seek and use data and feedback from graduates and employees to improve the presentation of the programme.

5.4. Best Practices in Student Support and Progression

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

From the start of the academic session, care is taken on general and personal basis of every student. The management and the administration ensure that no student is deprived due to financial constraints. If any poor student approaches for help, it is arranged by the college. Books are provided to the needy students free of charge/ cost. The college has made efforts to provide student support system for the growth of student teachers and to make them professionally capable to undertake teaching as a profession. The college maintains a well equipped library. It has textbooks, other books, reference materials, journals, magazines, newspapers and internet facilities. These facilities are available to the students on roll as well as to those who have already passed out. Remedial help is given personally to slow learners. The college also provides various counselling services to students whenever they are in need of it. Students are also provided guidance whenever students participate in the inter college competitions.

CRITERION VI
GOVERNANCE AND
LEADERSHIP

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Objectives

- To inculcate moral values among the student teachers.
- To promote quality and value based teacher training/ education.
- To make young men and women become competent and resourceful teachers.
- To sensitize them with nationalistic spirit and ardour for universal brotherhood.

Vision

- To attain excellence in all spheres of education with particular emphasis on Pedagogy, learning, Administration, Research and Extension.

Mission

- To provide quality Teacher Education to the Teacher Trainees, so that they are transformed into intellectually competent human resources that will help in the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence.

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, our college serves the society by producing highly skilled teachers to serve all section of the society. The institute also provides aid to financially weaker students.

There is a provision of assembly to inculcate the Indian values. Educational tours, action research, community work, environmental projects are assigned to the students to understand the socio-economic and environmental conditions of neighborhood society with reference to children education. The B.Ed. students undertake teaching classes at different schools like aided schools, Public schools etc. and get familiar to the different educational institutions traditions and values.

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

The institute is blessed in having a management whose glorious and proactive role in the cause of education is exemplary for past many years. The Management regularly visits the college and interacts with the Principal, faculty and other staff members. The management review students' results and activities regularly and always appreciates faculty and students' discipline. For efficient transaction of teaching and learning processes various committees are evolved such as IQAC, Student Grievance Cell, Library Committee, Extension activities Committee, etc. All these committees hold regular meetings to achieve their goals.

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

Management defines and assigns responsibilities, which are communicated to the staff of our college through official orders. The principal, in consultation with Chairman distributes work load keeping in view individual's strength, weaknesses, predilection and potentiality. It is ensured that all the staff members work as a team and maintain cordial harmonious relationship between them and with the students. Providing an environment that is conducive for effective functioning of our college remains the end purpose. Each faculty is equally involved in extracurricular activities according to their potential, taste and need. Each of them are assigned some 'in-charge-ships' to look into specific area of our college. Communication with the staff which is crucial remains very

clean and direct. It is established by conducting formal and informal meetings from time to time, and as and when needed. The management looks after the working in totality and supplements the financial needs. The day to day functioning of our college is looked after by the Principal.

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?

To gather information about the various aspects of Our college functioning Head of Our college relies on personal interaction with students, the faculty and nonteaching Staff, parents, information available in student feedback forms, self-appraisal forms of teachers and reports of parents meetings.

The feedback-input is compiled, analyzed and a report is prepared for the perusal of the management. The principal meets the management at the start of academic session and seeks policy directives in the light of the report based on feedback and his own perception. The management issues necessary directives and makes the required resource available for meeting the changed or changing needs.

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

Any hindrance in achieving the goals are addressed immediately and corrective actions are taken. Our college identifies the barriers through feedback as mentioned above. Then, the management along with all functionaries and the faculty members try to perceive problems in advance and provide preventive or reformative solutions Whole college works as a team. As a matter of fact, our college has hardly faced any barriers worth mentioning. There is more than often interaction between the Principal and Secretary and it acts as facilitator and catalyst. All the players that matter in achieving the vision/mission and goals remain well informed about and sensitive to their goal-based tasks.

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

The management encourages participation of the staff in the process of decision-making in institutional functioning. Both teachers and non-teaching staff have their representatives in our college's various committees which take decisions on institute-functioning. Our college has constituted different Committees and Cells with teacher and student representatives, which play an important role in the planning and implementation of activities in different spheres of institutional functioning. Participatory role of the staff in the management encourages and sustains their involvement, which is necessary for the efficient and effective running of our college besides the Management encourages involvement for improvement of institutional processes by providing them democratic environment for applying their innovative ideas and also seeking their suggestions time to time. Secretary/chairman meets the staff members and interacts with them to ascertain constructive ways to face any situation and effect improvement. Teachers meet together to discuss and make activities more effective and efficient. The working is democratic that ensures personal involvement of the faculty and others. Besides, all committees remain active in their relevant fields. The Secretary and Principal establish personal rapport with all other members of the staff and thereby motivate and inspire them to work collectively as a team and with dedication.

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

Head of the Institute ensures that all academic, co-curricular & extra-curricular activities are held regularly and in time. Through regular meetings with committee members, students' problems if any are promptly resolved and discipline is maintained. To achieve the objectives of the institute and maximum utilization of resources for development of students a good feeling of team-work is developed. Professional accountability is appreciated.

6.2 Organizational Arrangements

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

The management and our college have constituted various committees for ensuring smooth functioning of the college and its activities. The meetings of various bodies were held several times a year and decisions of immediate and long term nature were reviewed, taken and implemented.

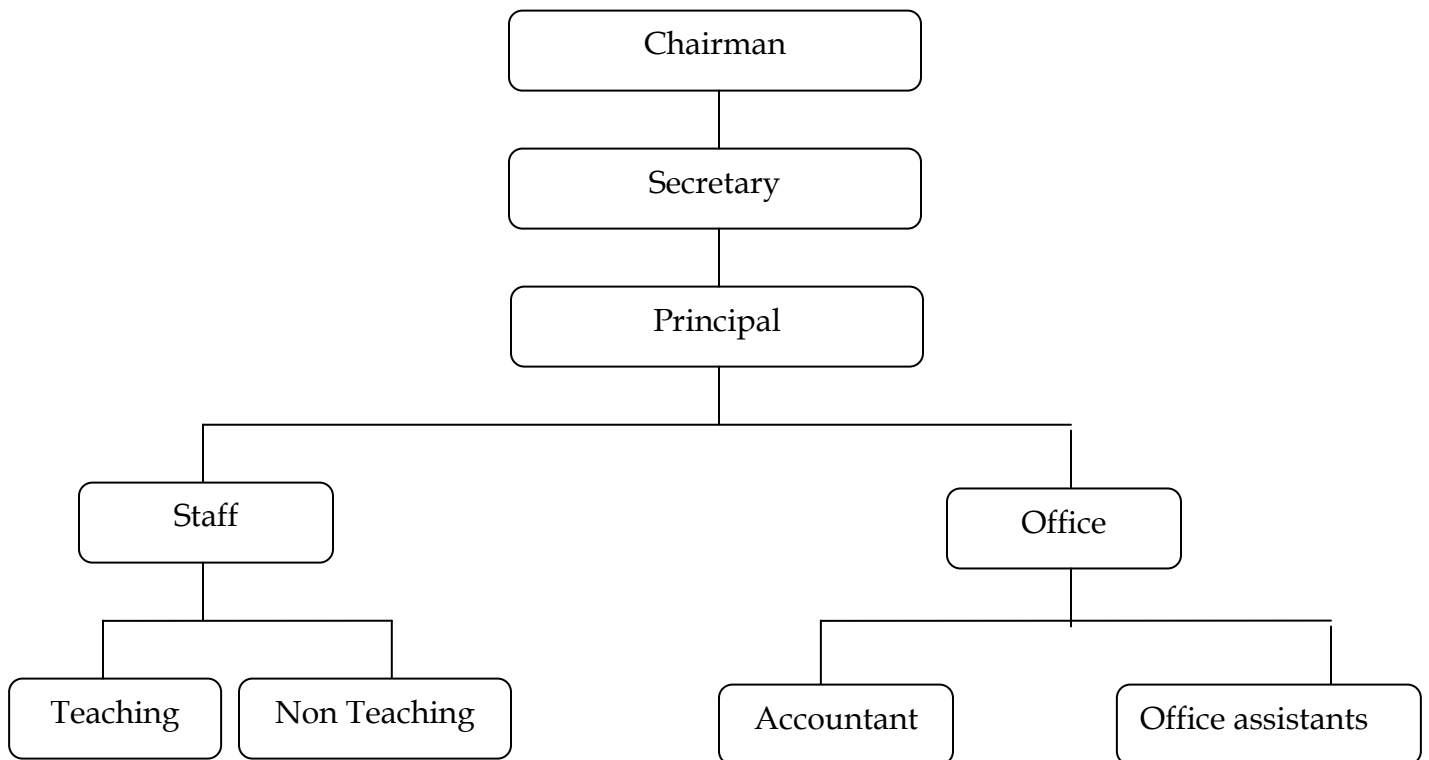
Decisions regarding academic management are taken by Internal Quality Assurance Cell, Annual Calendar and Time Table Committee, Guidance and Counseling Committee, Admission Committee and Examination Committee. These committees met at regular intervals.

Finance is a multi committee affair. That means all the functioning committees functions with the help of the finance given by the management. And all the committee and cells required money for its efficient actions. Finance is related to direct management issue. So the committee and cells give the requirements to the head of the institution, which he will bring those to the management.

Matters concerning infrastructural requirements were taken up by the infrastructure committee, Library Committee, and Internal Quality Assurance Cell. The Library Committee met quarterly. Existing library resources were reviewed and decision was taken to procure new books and develop book bank. It directed to ensure the library as a zero-grievance area and wholesome service place for all its legitimate users.

Proper maintenance of the infrastructure was another concern that was systematized and duly channelized. Provision of resources was likewise made. Decision was taken by Internal Quality Assurance Cell to update the infrastructure and bring it at par with the revised norms laid down by NCTE.

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



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

The overall functioning of our college is decentralized. Depending upon the nature of the work to be executed various committees/cells have been constituted. These committees meet at regular intervals to take time to time academic, administrative, financial decisions. Different faculty members also meet regularly to take academic decisions. All the decisions taken at different levels, after passing through different relevant bodies are implemented. Besides, Heads of college plays an important role in advising the Management on matters of academic administration, student affairs and any other matter referred to them. Inputs required for decision-making are also obtained from units such as the Students' Council, Teachers' Unit, and Non-Teaching Staff.

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

Our college has sister institution working on the adjoining campus. Some of the infrastructure is in common use. There is complete coordination ensuring optimal use of the common facilities. In addition to this, many programmes such as cultural events, sports and games, etc. are sometimes arranged jointly.

- It collaborates particularly in lesson planning, developing and procuring available teaching learning material and for making presentations.
- It also collaborates with neighboring schools during teaching practice programme, and encourages them to make suggestions for quality improvement and for making teaching all the more effective.

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, feedback from students is obtained through a feedback form. Other feedbacks including those of teachers are obtained through meeting and discussions. Feedback and suggestions of the concerned school teachers and principal are also entertained in performance improvement of the institute.

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

Encouragement for interdisciplinary teaching. Delegation of responsibility for various Institutional functions to Committees, which allows for collective inputs and co-operative action. Support for our college's Faculty Development Cell to undertake faculty training programmes. Support for faculty to avail of faculty development schemes, participation in seminars, conferences and training programmes.

6.3 Strategy Development and Deployment

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

Yes the Institute has a Management Information System (MIS). The Chairman makes contact, discuss and exchange views through e-mails as well as intercom. These technical aids are helpful in collecting, analyzing and integrating academic, administrative data for the purpose of qualitative institutional effectiveness.

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

The Vice-Chair of various academic and administrative committee keep principal apprised with issues and requirements in their domain. Identification of issues and findings are used in our future plans for quality enhancement and development. The various data and information are discussed in management committee and steps are taken for performance improvement.

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

Work is divided equally among faculties. Each faculty holds task specific responsibility. Various functionaries, teachers-in-charge, head of the institution and Secretary examine the need and make proposals for supporting the implementation of the mission and goals as planned. The emergencies are met the same way. Mid-term evaluation is a common practice. Action plans are evaluated and necessary changes are made for accomplishment of objectives. Resources are accordingly allocated and reallocated. The management provides the staff as well as allocates the required funds. Any further need for human and financial resources is managed by our college. Our college after taking the management into confidence recruits the staff if it is so needed. Required funds for implementing new/modified plans are also made available by the management.

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

For the development of academic plan, staff meeting is arranged before start of the new academic session. With this procedure academic calendar is prepared and it includes:

- Admission and Orientation
- Time Table for curricular activities, co-curricular activities and extra-curricular activities.
- Arrangement of tutorial classes.
- Dates for Micro-teaching, Simulation teaching and teaching practice.
- Dates for mid-term and End-term examinations.

Principal and school teachers of practice teaching schools are involved to decide dates, classes and content of lessons plans.

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

The objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development through staff meetings and periodical monitoring by Head of the Institution.

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

The IQAC takes stock of administrative and academic matters to ensure monitoring of the programs and to ensure sustenance and enhancement of the quality of education, as stipulated. Then, meetings of Head- principal with teacher-in-charges of activities and, if need be, with the coordinators of various committees are conducted quarterly. Revision is done on rolling basis seeing the delicacy and requirement of the situation. Every year our college along with the management conducts a self retrospection and takes into account the feedback and suggestions from all stakeholders. Any change in scenario and emerging needs are given due consideration. The internal coordination of various activities of our college is done through the Committees. Certain issues needing

wider consultations and deliberations are sorted out either in the meetings of the Secretary with the Principal-Head and teachers-in charge.

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

The institution provide the facility for learning and using ICT for students and teachers like use of LCD projectors, OHP, Internet, Power Point Presentation of lessons and other materials.

6.4 Human Resource Management

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

An institution's effectiveness depends on academic and professional quality of the teachers serving in it. It is for this reason the institute takes feedback from the students and the report is discussed during faculty meetings. Faculty requirements are sent to the management. Principal supervises the activities of the faculty and staff and guide them personally. The institute provides On Duty Leave (OD) and study leaves for career progression such as further study, research work, attending seminars, workshops etc.

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

Teachers' performance is monitored by the management and principal regularly. University examination results are tabulated and presented to the Board of Management and their comments are communicated. Students' Feedback processes and Self appraisal Report have been initiated for performance assessment of faculty and staff. Monetary incentives as well psychological motivation are offered for the good service of faculty and staff.

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

- Training in the use of computers for supporting and sub staff to motivate them to undertake self-development.
- Facilitation of faculty participation in programmes for professional development, organized by our college and also other agencies, through grant of leave and providing financial incentives.
- Organization of Health Awareness programmes
- Outdoor activities including recreational tours for staff.

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

Our college is engaged in holding teaching development programs in order to upgrade the knowledge, inculcate teaching and managerial skills, and improve the personality of teachers. Besides, other short-term courses for students and teachers are to be organized.

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

Recruitment of permanent faculty and staff is governed by the selection committee with the norms of the Tamilnadu Teachers Education University, Chennai and NCTE.

Selection Proceedings:

- a) Advertisement is given in at least two leading newspapers and applications are invited within a stipulated time frame.
- b) Applications so received from the candidates are sorted as per their qualifications and specialization in related subjects.

c) Call letters for the interview is sent to the eligible candidates in accordance with the NCTE norms.

d) The Selection Committee comprising of Subject Expert appointed, Principal and the Chairman/Secretary of the Institute take the interview of the candidates.

e) The list of the selected candidates along with the proceedings of the selection is then sent to Affiliating University for approval.

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

The institute employs only permanent faculty because we feel that it is very difficult to expect academic accountability from part time faculty.

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

The Management and the Head-Principal support and encourage the faculty for their academic development by deputing them for refresher and orientation courses and for Ph.D. & M.Phil research. The Principal motivates the faculty to undertake minor and major research projects.

Study leave and financial support is granted to the faculty for attending seminars, workshops and conferences. Our college encourages the non-teaching staff to attend orientation courses/workshops regarding laboratory and office work organized by our college, management and other agencies. Our college also has provisions in its annual budget for providing financial assistance to faculty presenting papers in Seminars, undertaking field studies, etc.

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

The institute provides well maintained staff room, good library facility, ICT Lab, OHP, Slide and LCD Projector, Science Lab, Psychology Lab and well maintained lawn for extra-curricular activities.

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

General instructions are given daily after prayer to the stakeholders. The College has constituted a students' Grievances Redressal Cell for the students. The students may put their complaints/suggestions in the Suggestion Box.

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

Our college follows the workload policy of the affiliating University and the norms of NCTE.

- Work load of teaching and non teaching activities is equitably distributed among the staff. The workload policy is grounded in the principles of equity and judiciousness.
- Our college assigns workload by taking into considerations the capability, potentiality, tastes and predilections of individual faculty member with reference to functional needs of our college. In this, democratic approach is practiced. Each member bears and shares the workload. Choices are given preference.
- Responsibilities are also changed so as each one may acquire grounding in all activities and none feels indispensability.

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

Extra increments for qualifying NET, awarded Ph.D. are given. Appreciation letter on the basis of students' feedback and Principal's report is given to the teachers by the Management.

6.5 Financial Management and Resource Mobilization

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

No, the institute does not get any financial support from the government. Tuition fees of the students are the only source of income to the institute.

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

Management is strictly against donations from the students.

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

Yes, the operational budget of our college is adequate to cover the day-to-day expenses. If at all any deficit occurs, then the same is fulfilled by the management trust.

- 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)**

Fees received from students are the only component of the resources of the college. The Income expenditure statements of the past three years and the resources allocated during the current financial year are placed on Enclosure.

Future Planning

Future planning depends on the availability of resources. The institute has been making some savings which it has decided to invest as under:

- To take up faculty empowerment programmes more vigorously
- To add additional unit of B .Ed
- To add M.Ed course

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 internal audit of the college accounts is done annually by an internal auditor selected and authorized by the Board. The external audit of the college accounts is done by an auditor appointed by the management.

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

The task of computerization of the financial management system, and also other administrative functions, is to be undertaken soon.

6. 6 Best practices in Governance and Leadership

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

- Substantial amount is incurred on purchase and maintenance of basic amenities.
- Devoted towards healthy academic environment.
- The system of management based on personal seamless contacts at all levels ensured free flow of information, timely remedial measures for achieving excellence and development. It has concretized into having committee of all heads of departments as apex body of deliberating on academic and administrative matters.
- Maintaining transparency in all aspects of our college's functioning through a process of broad-based consultation and involvement of stakeholders in implementation.

- Decentralization of administrative functions: The organizational arrangements have been well established with the duties well specified to each section/body.
- Annual organization of a special programme to felicitate faculty and meritorious students, etc
- The academic atmosphere is well maintained by observing the schedule worked out by the college.

CRITERION VII

INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, The IQAC was established in the academic year 2012-2013 in order to implement the NAAC accreditation work. It is at the beginning stage of planning activities to be undertaken.

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

- The institute organizes unit test, oral/written, mid-term examinations, Final examinations
- Internal Assessment related to B.Ed. course. Feed back by the school teachers and supervision by the faculty during practice teaching evaluate the change in behavior of the student teachers. Participation of students in various curricular and extra - curricular activities is always motivated and awarded.
- The college takes Feedback from student teachers regarding the course, infrastructure, teaching staff.
- The college takes feedback from alumni and parents.
- The college takes self appraisal of teaching staff.

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

The institute ensures the quality of its academic programmes by:

- Continuous assessment and evaluation of the students.
- Conducting remedial classes after every house examination.
- Stress on computer application in all the courses.
- Stress on enhancement of communication skills.
- Setting up of educational technology lab, Psychology lab as per NCTE norms.
- Ensuring optimum use of all the labs.
- Continuous up gradation of all the labs.

- Continuous up gradation of library facilities in terms of creating more space and books.

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

- Our college Committees with defined spheres of activity
- Student representation in our college Committees
- System of Internal and External Audit of our college accounts
- Computerization of office functions
- Training of office staff to work with computers
- Our college has several inbuilt mechanisms to ensure adherence to rules and regulations, proper utility and corrective measures. The relevant records and documents may be perused.
- Our college has inbuilt mechanisms to ensure adherence to rules and regulations, proper utility and corrective measures.

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

The institute identifies various types of needs through feedback from students, teacher educators, non-teaching staff, alumni etc. Through direct Observation of the heads, principal, director and management. Needs of the institution are fulfilled on the advice and suggestions of different committees IQAC's recommendations and suggestions provided to the management of the institution. After this, these good practices are shared with various constituents of the institute.

7.2 Inclusive Practices

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

Principal of the institute discuss the issues of National policies and inclusive education with faculty members. Faculties are directed to be unbiased towards students coming

from lower economic classes and towards physically challenged students. Further full support is given to them.

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?

In B.Ed. curriculum, following some of the major topics have been incorporated that provide opportunities for student teachers to learn about exceptional children, inclusive education and special teaching-learning strategies that can be adopted for various kinds of exceptional children: Concept of Exceptional children, types and characteristics Individual differences: Nature of accommodating individual differences in classroom. Learner centered techniques for teaching exceptional children. Means and measures are taken for equality of educational opportunities in terms of caste, tribes, disabled, gender and minorities. The students of the programmes are acquainted with various educational strategies to be followed for teaching exceptional children through regular teaching-learning process. The students are given practical training in preparation and use of different types of teaching aids and during microteaching, simulations, demonstrations and practice teaching sessions. Seminars, workshops and other activities are organized to make students aware about various exceptionalities and gender differences in classroom.

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

- Through citizenship training camp, community work and visit to the various schools, socio activities etc. they get on opportunity for social interaction. Project works are assigned in groups.
- For active engagement in learning and self-motivation, students are provided.
- Library facility to complete assignments given to them.

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

The institute organized different activities envisaged in curriculum and outside as case-study, action- research, different types of psychological tests, association with games and sports.

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

- In our college sometimes differently abled students are enrolled. Care is taken to provide them proper seating place and physical help during practice teaching.
- Many audio cassettes for the visually disabled student have been procured in the library.
- Special seating arrangements are made.
- Provision of free health check up/physiotherapy exists.
- Arrangement of “writer” during the time of examination for visually handicapped can be provided

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)?

Gender sensitization and empowerment workshops-seminars have been conducted. Thrust is on women empowerment, their constitutional rights, protection and safety. It also ensures facilities and provisions to women for their functioning and overall development. Women teachers are represented in all the Committees and Cells of the college. Awareness training programme (social, economic, legal, political, health, commerce, management, leadership) are regularly held for students.

7.3 Stakeholder Relationships

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

The information regarding academic and administrative aspects of the college is maintained well which is made available to various stakeholders as and when needed by them. The information about results of house examinations and annual examinations as well as internal assessment of students is displayed on the notice boards.

- The result and all the relevant information is uploaded on the website from time to time.
- The stakeholders are also given information during meetings, conferences, functions.
- Notices are put up on the board.

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

Through assessment of students' oral responses and written feedback about the various processes and programs the institute makes efforts for bringing qualitative improvements. Views of Alumni and parents are always welcomed and considered for improvement.

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

The following are the feedback system existing in the college.

Feedback from students on courses, teachers, infrastructure, and teaching practice schools Feedback from alumni, Feedback from parents, Feedback/Suggestions from teaching and non teaching faculties. The feedback is analyzed and feedback-report is prepared. The concerned committees prepare briefs, resolutions based on the suggestions/complaints received, and the same is passed on to the Principal-Secretary for appraisal and further action. The process has led to some improvement in the classroom environment-teaching, infrastructure, and in some cases, attitude of the faculty.

3. Mapping of Academic Activities

Month	August				September				October				November				December				January				February				March				April				May				June							
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44				
Admission and Orientation																																																
Theory																																																
Tutorial / Seminars																																																
Sessional Work-Tests & Assignments																																																
Practical Work																																																
Preparation of Internship: Demonstration/Observation of lessons/micro teaching/simulations																																																
Practice Teaching/Intership																																																
Co-Curricular Activities																																																
Working with community/Project work																																																
End-term Examination																																																