SELF APPRAISAL REPORT

OF

CHELLAMMAL COLLEGE OF EDUCATION.

E.B. Office Back Side,Theni Road, Aundipatty, Theni district,
Tamilnadu.

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bangalore - 560 072. INDIA

FORWARD

Education is a tool to improve the knowledge of human being. Today there is an explosion of knowledge in the world. So by the help of new technology we can change the global scenario. Today, knowledge is power and by the help of power we can change the world. This power also helps the individual to contribute the national development. So Chellammal College of Education has decided to share with society by giving 'Quality Education'. With this thought we are ready to submit the SAR to NAAC (National Assessment and Accreditation Council, Bangalore) for assessment and Accreditation.

It will help us in uplifting our existing quality, this SAR is a back bone of quality improvement exercise.

I do also expect this SAR will carry out the strength & weakness of our institute. I do also hope that the work of my college will improve by analysis of each and every thing.
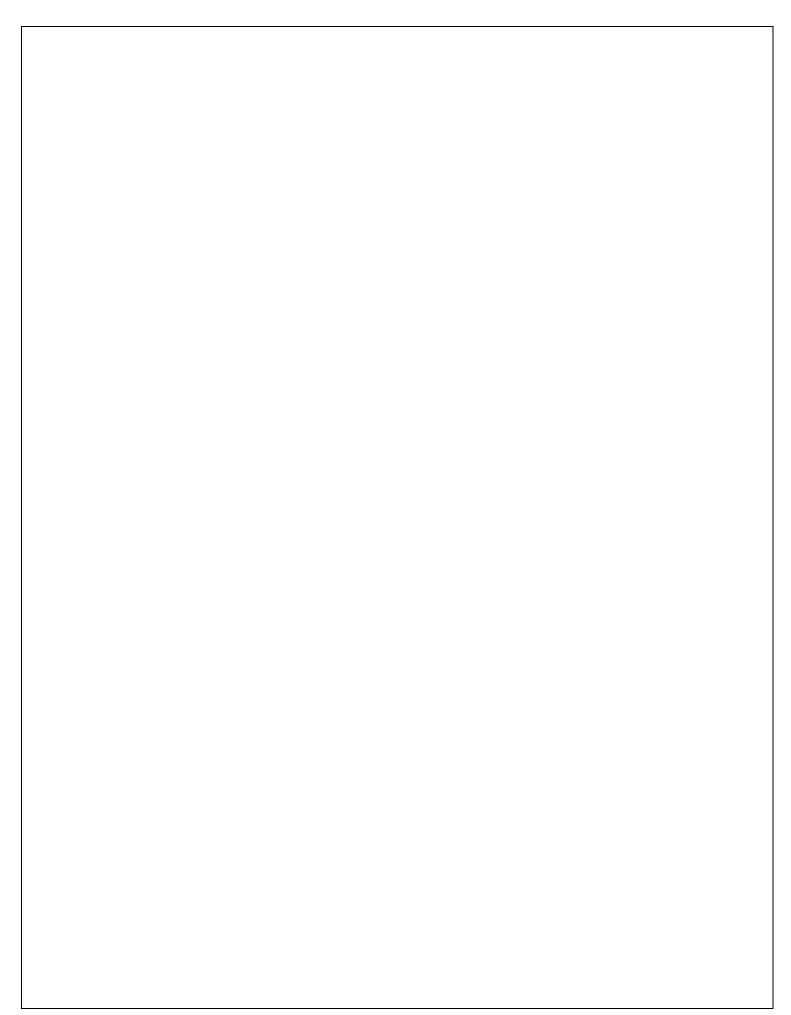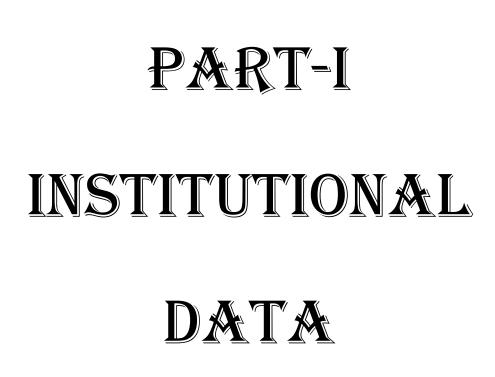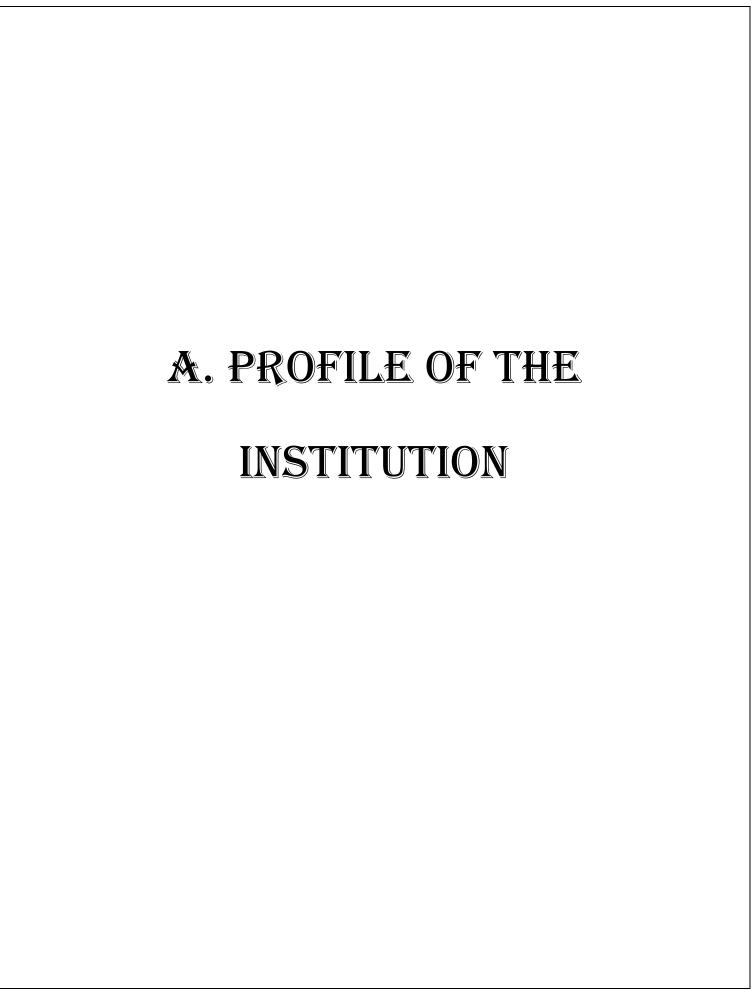
Principal

Place:

Date:

CONTENTS

PART-I

INSTITUTIONAL

DATA

A. PROFILE OF THE

INSTITUTION

A. Profile of the Institution

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

                      CHELLAMMAL COLLEGE OF EDUCATION,
                           E.B. Office Backside,
                           Theni Road,Aundipatti,
                           Theni District.
                           Tamilnadu.

2. Website URL   : www.chellammalcollege.org
3. For communication   : chellamvetri@yahoo.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.V.Gurusamy.	04546-291567	-	chellamvetri@yahoo.com
Vice-Principal Mr. M.Balamuruganpillai	04546-291567		chellamvetri@yahoo.com
Self - appraisal **Co-ordinator.** Mr. S.Jesuraj.	04546-291567		chellamvetri@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.V. Gurusamy.	04546-291567	
Vice-Principal Mr. M. Balamuruganpillai	04546-291567	
Self - appraisal Co-ordinator. Mr. S. Jesuraj.	04546-291567	

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rural ✓   Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: | 5.05 Acres |

6. Is it a recognized minority institution?   Yes ☐   No ✓

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

MM	YYYY
04	2009

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

| Tamilnadu Teachers Education University, Chennai. |

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

	MM	YYYY
2f	-	-

   Month & Year

	MM	YYYY
12B	-	-

10.   Type of Institution

a.   By funding   i. Government   ☐

                                ii. Grant-in-aid   ☐

                                iii. Constituent   ☐

                                iv. Self-financed   ✓

                                v. Any other (specify and indicate)   ☐

                                                                                   ☐

b.   By Gender   i. Only for Men   ☐

                                ii. Only for Women   ☐

                                iii. Co-education   ✓

c.   By Nature   i. University Dept.   ☐

                                ii. IASE   ☐

                                iii. Autonomous College   ☐

                                iv. Affiliated College   ✓

                                v. Constituent College   ☐

                                vi. Dept. of Education of Composite   ☐

                                    College

                                vii. CTE

                                Viii. Any other (specify and indicate)   ☐

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

    Yes   ✓   No   ☐

    If yes, has the institution applied for autonomy?

    Yes   ☐   No   ✓

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

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

(Additional rows may be inserted as per requirement)

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.SRC/NCTE/2009/B.Ed./ RO/11997. Dt., 24.04.2009		100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

CRITERION-WISE INPUTS

CRITERION I
CURRICULAR ASPECTS

Section-B
Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
   Vision

Yes	✓	No	

   Mission

Yes	✓	No	

   Values

Yes	✓	No	

   Objectives

Yes	✓	No	

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

Yes		✓	No	

   If yes,

   a) How many programmes?

1

   b) Fee charged per programme

Rs.41, 500 /-

3. Are there programmes with semester system

No.

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

Yes		No	✓

   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.

    | 2 Elective |
    | 6 Optional |

    M.Ed. (Full Time)

    M.Ed. (Part Time)

    Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	✓

Number	

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

Yes	✓	No	

    - Academic peers

Yes	✓	No	

    - Alumni

Yes	✓	No	

    - Students

Yes	✓	No	

    - Employers

Yes	✓	No	

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

| One year |

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

| Yes | | No | ✓ |

| Number | - |

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

| Yes | ✓ | No | |

| Number | 1 |

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

Yes | ✓ | No | |

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

Yes | ✓ | No | |

CRITERION II

TEACHING-LEARNING AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
    - a) Through an entrance test developed by the institution ☐
    - b) Common entrance test conducted by the University/Government ☐
    - c) Through an interview ☑
    - d) Entrance test and interview ☐
    - e) Merit at the qualifying examination ☑
    - f) Any other (specify and indicate) ☐
      (If more than one method is followed, kindly specify the weightages)

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

    a) Date of start of the academic year — 19.07.2012.

    b) Date of last admission — 31.10.2012.

    c) Date of closing of the academic year — 20.05.2013

    d) Total teaching days — 180

    e) Total working days — 220

3. Total number of students admitted

Programme	Number of students			Reserved(SC/ST)			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	29	69	98						
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students? Yes ☐ No ✔

    If yes, how many? ☐

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. 32,500 /-
    b) Unit cost including salary component Rs. 19,800 /-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	86%	46%	80%	45%
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%	25%	13%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days | 0 | 6 |

    b) Minimum number of pre-practice teaching lessons given by each student | 0 | 3 |

11. Practice Teaching at School

    a) Number of schools identified for practice teaching. | 3 | 0 |

    b) Total number of practice teaching days | 4 | 0 |

    c) Minimum number of practice teaching lessons given by each student | 2 | 0 |

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

No. of Lessons In simulation   No. 05   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	6

       b) Number of assignments for each paper

0	5

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

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

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

Yes	✓	No	

Number	1

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

Yes	✓	No	

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	0	1	12.5%

2. Does the Institution have ongoing research projects?

Yes		No	✓

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

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

   (Additional rows/columns may be inserted as per the requirement)

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

--

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

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

   ○ Teachers are given study leave — [-]

   ○ Teachers are provided with seed money — [ ]

   ○ Adjustment in teaching schedule — [✓]

   ○ Providing secretarial support and other facilities — [✓]

   ○ Any other specify and indicate — [ ]

   (Incentive granted for acquiring additional research degree)

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

Yes ☐   No ☑

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. ☐

   b. M.Phil. | 2 |

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

Yes ☑   No ☐

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

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

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

| Yes | | No | ✓ |

| Number | ---- |

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

	Faculty	Students
National seminars	-	-
International seminars	-	-
Any other academic forum	--	--
State level seminars	2	--

11. What types of instructional materials have been developed by the institution? (Mark `✓' for yes and `X' for No.)

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

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

Yes ✓   No ☐

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge ✓

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

Yes ☐   No ✓

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

Yes ✓   No ☐

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

----

16. Does the institution provide consultancy services?

Yes ✓   No ☐

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

Free consultancy

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

Local level	✓
State level	✓
National level	
International level	

CRITERION IV

INFRASTRUCTURE AND

LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

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

   | 3100. Sq.mts |

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

a)	Methods lab	Yes	✓	No	
b)	Psychology lab	Yes	✓	No	
c)	Science Lab(s)	Yes	✓	No	
d)	Education Technology lab	Yes	✓	No	
e)	Computer lab	Yes	✓	No	
f)	Workshop for preparing teaching aids	Yes	✓	No	

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

   | 30 |

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

   | Rs. 1,02,000 /- |

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

   | Rs. 7,200 /- |

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

   | Rs.72,500 /- |

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

   | Rs. 1,00,000/- |

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

   Yes ✓   No

9. Total number of posts sanctioned   Open   Reserved

	M	F	M	F
Teaching	4	5		
Non-teaching	3	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		

	M	F	M	F
Readers				

	M	F	M	F
Professors			1	

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

Open   Reserved

	M	F	M	F
Lecturers				

	M	F	M	F
Readers				

	M	F	M	F
Professors				

c. Number of teachers from   Same state | 9 |

Other states | --- |

12. Teacher student ratio (program-wise)

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

                                          Open   Reserved

13. a. Non-teaching staff

	M	F	M	F
Permanent	2	2		
	M	F	M	F
Temporary				

b. Technical Assistants

	M	F	M	F
Permanent	1	1		
	M	F	M	F
Temporary				

14. Ratio of Teaching – non-teaching staff

3:2

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

61.59%

16. Is there an advisory committee for the library?

Yes   ✓   No

17. Working hours of the Library

On working days   8.30 A.M to 5.00 P.M

On holidays   ---

During examinations   8.30 A.M to 5.00 P.M

18. Does the library have an Open access facility

Yes	✓	No	

19. Total collection of the following in the library

✓a. Books

6426

   - Text books

2431

   - Reference books

538

   - General books

3457

b. Magazines

06

e. Journals subscribed

   - Indian journals

11

   - Foreign journals

01

f. Peer reviewed journals

-

g. Back volumes of journals

9

h. E-information resources

   - Online journals/e-journals

01

   - CDs/ DVDs

69

   - Databases

   - Video Cassettes

-

   - Audio Cassettes

-

20. Mention the

Total carpet area of the Library (in sq. mts.) | 141.58Sq.mts |

Seating capacity of the Reading room | 50 |

21. Status of automation of Library

Yet to intimate   ☐

Partially automated   ☐

Fully automated   ✓

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

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

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day   16

Maximum numbers of days' books are permitted to be retained

        by students   10 Days

        by faculty   15 Days

Maximum number of books permitted for issue

        for students   03

        for faculty   04

Average number of users who visited/consulted per month   535

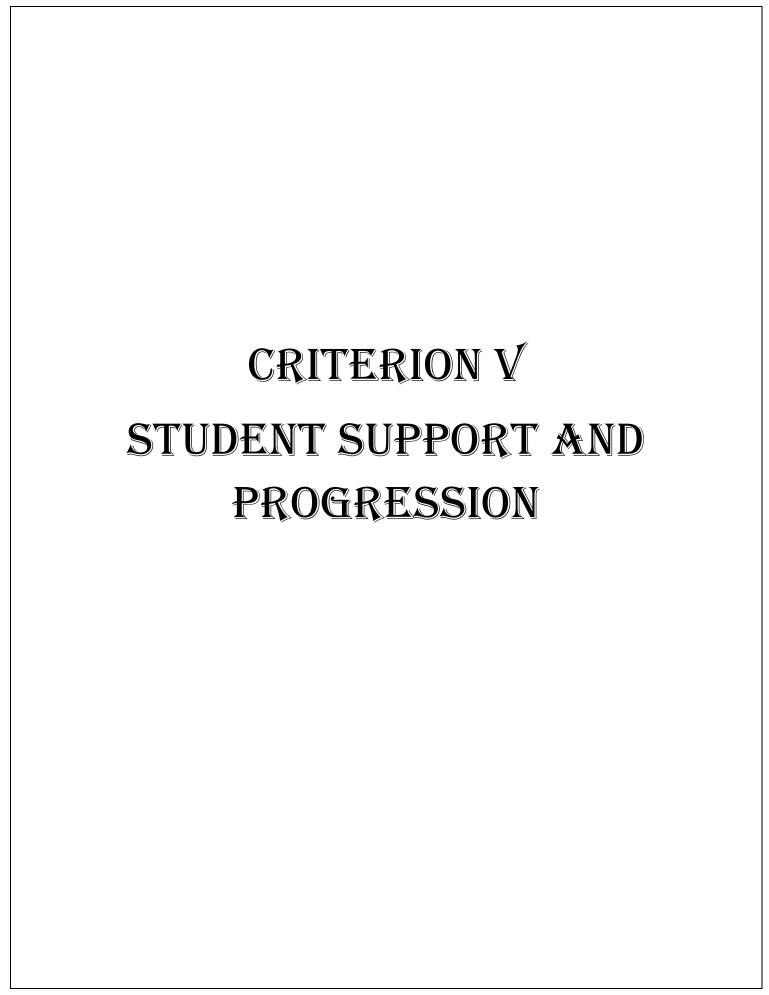Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled

| 1:42 |

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

| 7.5% |

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 (2009-2010)		II (2010-2011)		III (2011-2012)	
Categories ↓	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	1200	3,19,250.	352	79,200.	448	1,09,760.
Other boo ks	2180	5,73,500.	753	1,84,485.	667	1,75,960.
Journals/ Periodicals	05	3570	09	7150	11	8200
Any others specify and indicate (Magazine)						

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.	---	---	2
M.Ed. (Full Time)	---	---	---
M.Ed. (Part Time)			

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

   | Yes | ✓ | No | |

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

   | 1 : 11 |

3. Does the institution offer Remedial instruction?

   | Yes | ✓ | No | |

4. Does the institution offer Bridge courses?

   | Yes | ✓ | No | |

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

	UG (B.Ed.,)			
	09-10	**10-11**	**11-12**	**12-13**
Pass percentage	100%	100%	95%	88%
Number of first classes	80	89	81	65
Number of distinctions	20	07	12	21
Exemplary performances (Gold Medal and university ranks)	-	-		**District first rank** **865/1000**

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

	I	II	III
NET	--	--	--
SLET/SET	--	--	--
Any other (specify and indicate)	--	--	--

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

Financial Aid	2009-2010	2010-2011	2011-2012
Merit Scholarship	--	---	---
Merit-cum-means scholarship	--	--	--
Fee concession	08	05	06
Loan facilities	05	15	25
Any other specify and indicate(SC/ST, Govt., Scholarship)	23	20	22

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓

Non-teaching staff

Yes		No	✓

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

| Yes | | No | ✔ |

   If yes, number of students residing in hostels

   Men | -- |

   Women | - |

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

	Yes		No	
Sports fields	Yes	✔	No	
Indoor sports facilities	Yes	✔	No	
Gymnasium	Yes		No	✔

12. Availability of rest rooms for Women

| Yes | ✔ | No | |

13. Availability of rest rooms for men

| Yes | ✔ | No | |

14. Is there transport facility available?

| Yes | ✔ | No | |

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

| Yes | ✔ | No | |

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓				
Inter-university		✓				
National		✓				
Any other (specify and indicate) Intra college cultural meets	✓		02			

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes | ✓ No |

If yes, give the year of establishment

2012

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

Yes [ ]   No [✓]

20. Does the institution regularly publish a college magazine?

Yes [ ]   No [✓]

21. Does the institution publish its updated prospectus annually?

Yes   ✓   No   ☐

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

	2009-2010 %	2010-2011 %	2011-2012 %
Higher Studies	35	37	40
Employment	38	33	39
Teaching	30	31	34
Non-teaching	08	02	05

23. Is there a placement cell in the institution?

Yes   ✓   No   ☐

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

2009-10	2010-11	2011-12
08	11	12

24. Does the institution provide the following guidance and counseling services to students?   Yes   No
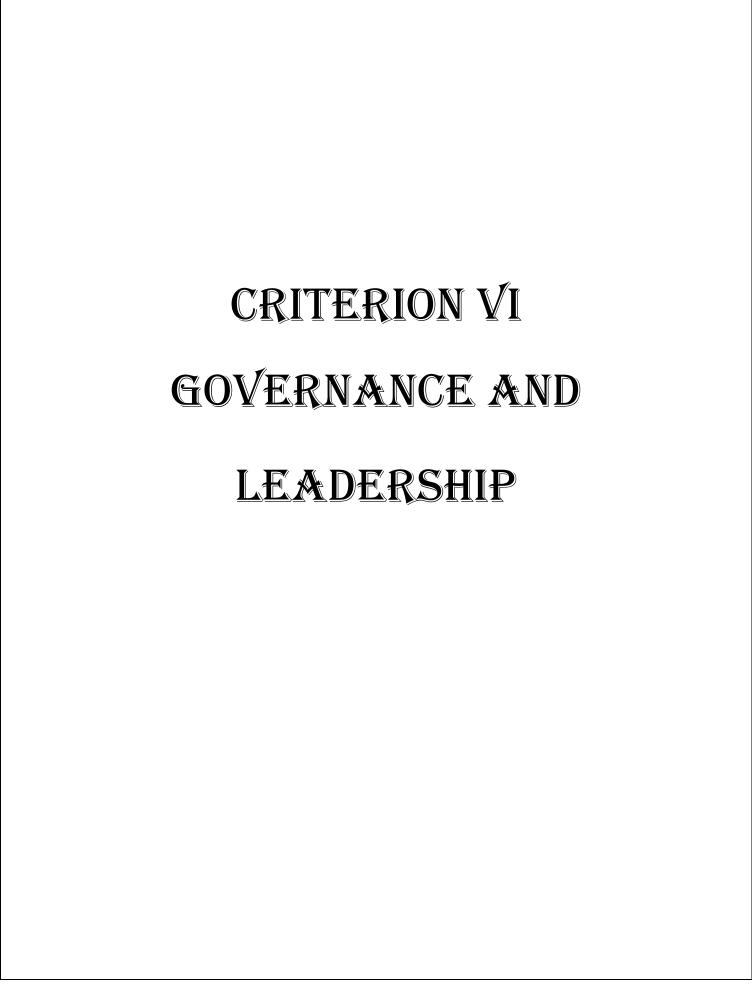
- Academic guidance and Counseling   ✓ ☐
- Personal Counseling   ✓ ☐
- Career Counseling   ✓ ☐

CRITERION VI

GOVERNANCE AND

LEADERSHIP

Criterion VI: Governance and Leadership

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

   Yes ✓   No ☐

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

Governing Body/management	3
Staff council	4
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	2

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	

   - **OTHERS**
     1. Advance amount has been given for various reasons.
     2. Free transport Facility for all staff members.
     3. Refreshment is provided.
     4. Maternity Leave

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

| 0 | 0 | 2 |

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

| --- |

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

National

| --- | -- | --- |

International

| --- | -- | --- |

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

| 0 | 0 | 2 |

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

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

| 0 | 0 | 2 |

e. Research development programmes attended by the faculty

| --- | -- | --- |

f. Invited/endowment lectures at the institution

| 0 | 0 | 2 |

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

2 hours

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

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

9. Expenditure statement (for last two years)
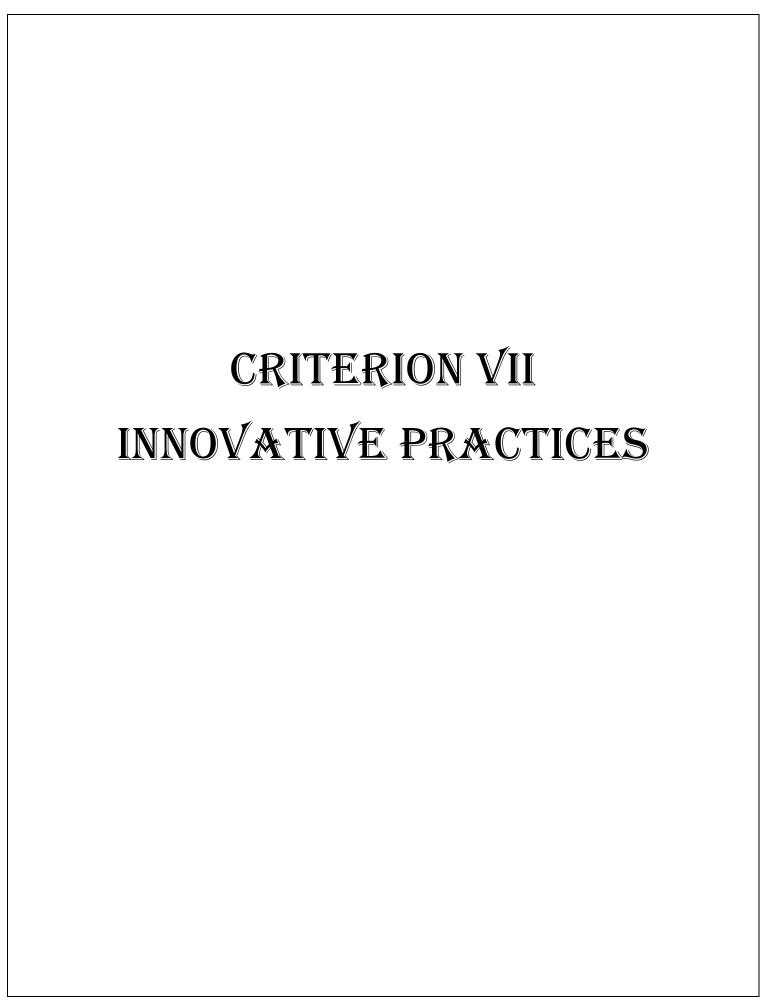
	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	49.26	52.72
% spent on the salary of non-teaching employees	08.01	08.87
% spent on books and journals	10.80	7.08
% spent on developmental activities (expansion of building)	9.76	6.40
% spent on telephone, electricity and water	3.21	3.56
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.45	3.78
% spent on maintenance of equipment, teaching aids, contingency etc.	3.20	4.30
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2.89	3.00
% spent on travel	2.41	3.90
Any other	5.01	6.00
Total expenditure incurred	100%	100%

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

Surplus in Rs.	Deficit in Rs.
54,000/-	
57,000/-	
65,000/-	

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	✓
		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?
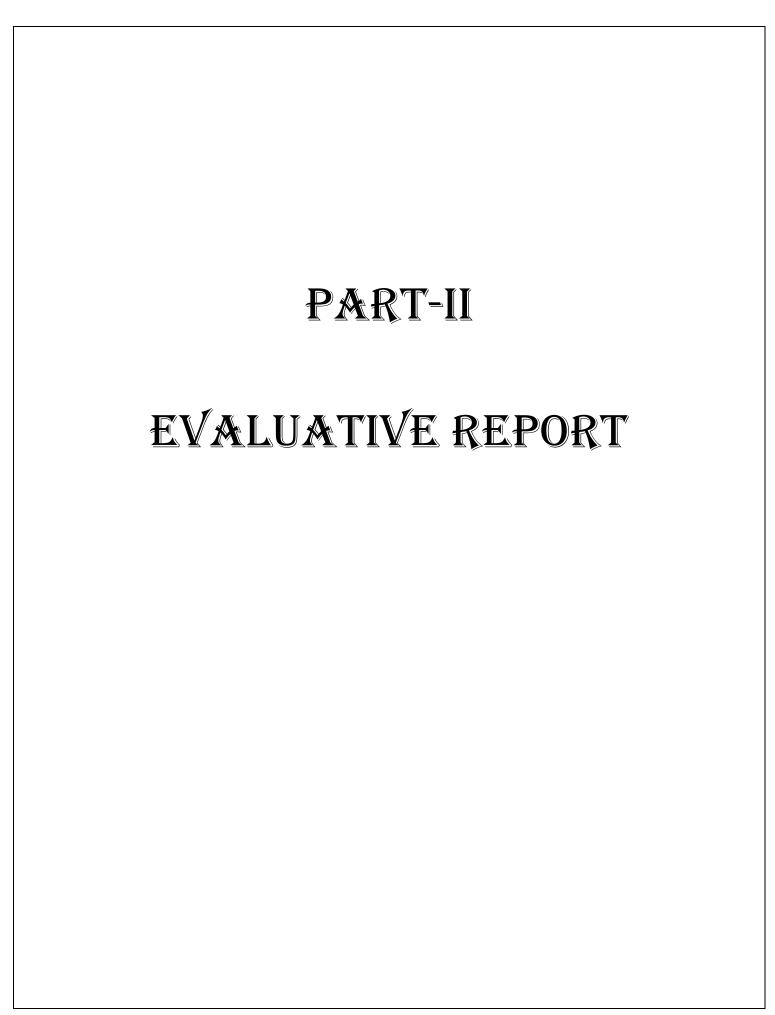
B.Ed., - 2012 -2013

	Category	Men	%	Women	%
a	SC	15	15.30	16	16.32
b	ST	-		-	-
c	OBC/MBC	09	09.18	20	20.40
d	BC	05	05.10	33	33.67
e	Physically challenged	-		-	
f	General Category	-		-	
g	Rural	20	20.40	47	47.95
h	Urban	09	09.20	22	22.45
Q	Any other (specify)	-		-	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	12.50	-	-
b	ST	-	-	-	-
c	OBC/BC	7	87.50	4	100
d	Women	3	37.50		
e	Physically challenged	-	-	-	-
f	General Category	-	-	-	-
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I	**Batch II**	**Batch I**	**Batch II**
SC	62.50%	66.82%	64.76%	68.43%
ST	-	-	-	-
OBC/MBC	69.15%	70.72%	71.43%	72.23%
BC	69.78%	71.50%	72.13%	73.16%
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	**-**	**-**	**-**	**-**

PART-II

EVALUATIVE REPORT

EXECUTIVE SUMMARY

CHELLAMMAL COLLEGE OF EDUCATION

AUNDIPATTI TALUK, THENI DISTRICT

Introduction:

Chellammal Educational Trust was established on 2005 by our Chairman Mr. Vetrianandan., M.A., B.Ed., M.Lisc., The great vision of Chellammal Educational Trust is to serve the public, poor and downtrodden people in this rural area so our Chairman started Chellammal College of Education in 2009. He is supported by his family members. Our Chairman's Vision came to practice by the team of well qualified staff with 100 B.Ed. students in the year 2009-10. To encourage, include, develop a sense of internal strength and confidence to face life skill building to contribute national development. The main aspiration of our Chairman is to eradicate illiteracy and elevation of status of downtrodden students in society.

Location:

Our Chellammal College of Education is situated in the airy and well ventilated buildings located in scenery atmosphere of greenery in the Madurai, Kumily main road. The campus is 60 K.M. from Madurai. Nearest airport Madurai Airport and nearest railway station is Madurai railway junction.

College Campus:

Our Chellammal College of Education is an exclusive college. It is situated in natural settings with beautiful greenery and scenery. It creates a conducive atmosphere for active

learning. The natural setting maintained in the college campus provides a calm atmosphere which is pleasant, healthy and stimulating the teaching learning forces effectively. Well equipped library with net facility motivates the students in reading habits. Language Lab with essential facilities encourages for perfect communication and language learning. The college has a galaxy of classrooms, well-ventilated and well equipped with tube lights, fans and furniture. The play ground with its size and quality is a charming feature of the campus. A very grand conference hall and a well equipped Physical/Biological Labs. The students are motivated and encouraged in co-curricular and extracurricular activities.
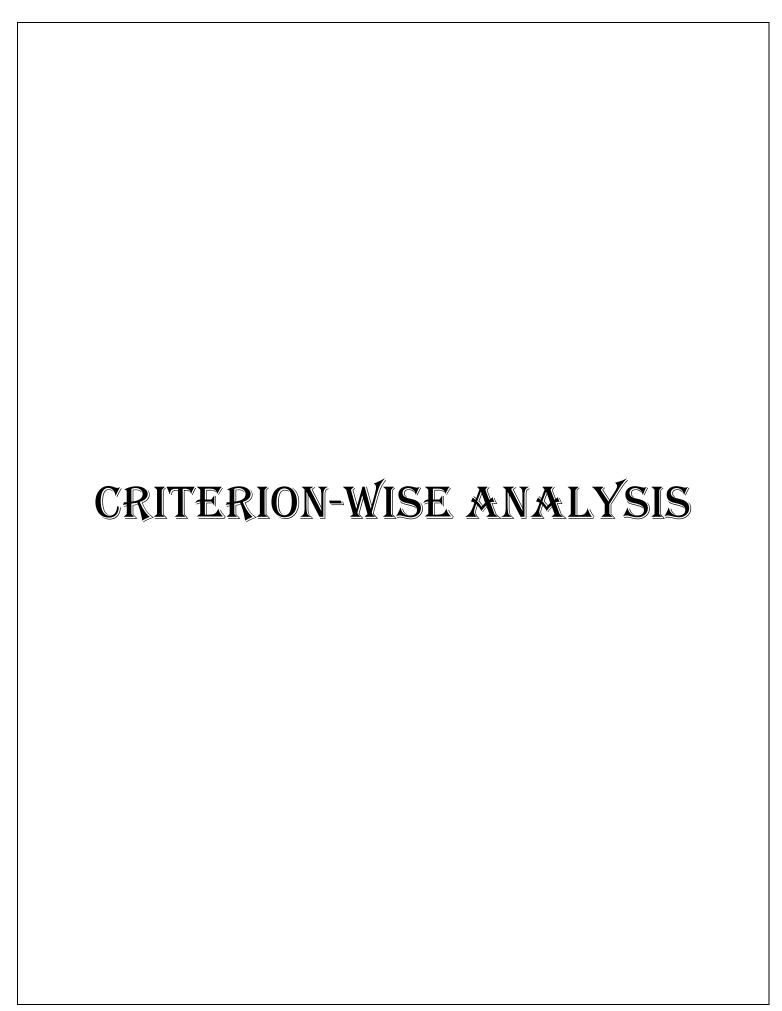
Vision:

To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.
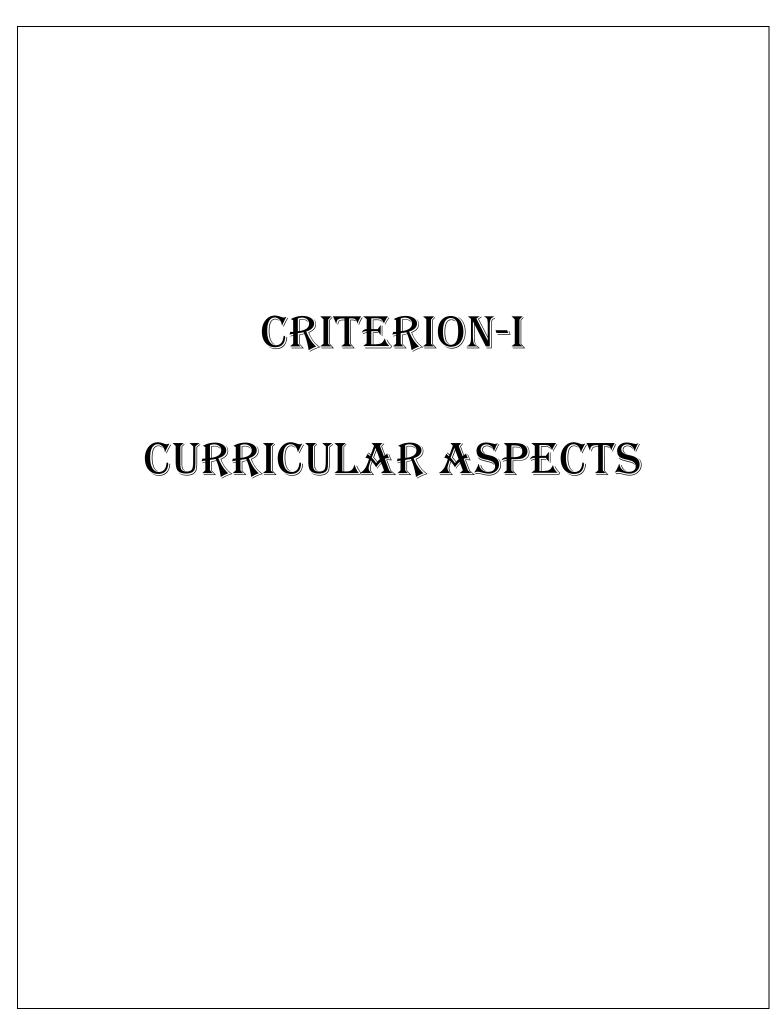
Mission:

To offer job-oriented, cost effective teacher education programmes aiming at the development of core teaching skills, innovativeness and professional commitment with due regard to the value system.

Objectives:

- To promote quality moral and value based teacher training/ education.

- To make young men and women become competent and resourceful   teachers.

- To train the students in various work experiences, SUPW, Community work.

- To sensitize them in national mind and universal brotherhood.

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 of Chellammal College of Education

•   To promote quality moral and value based teacher training/ education.

•   To make young men and women become competent and resourceful   teachers.

•   To train the students in various work experiences, SUPW, Community work.

•   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.

Assessment

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,

Development of information database

i)   Database from faculty

ii)   Database from students

iii)   Formal assessment

iv)   Informal assessment

v)   Data base from Alumni

vi)   Data base from Employers

vii)   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 TNTEU, Chennai, the Institute has to follow the curriculum framed by the university. The TNTEU University 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. Recently, the Institute has 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. The staff of the College 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 is 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, 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 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 skill 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 thetenure 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 TET (Teachers Eligibility Test) conducted by the government. This elective subject will be 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.

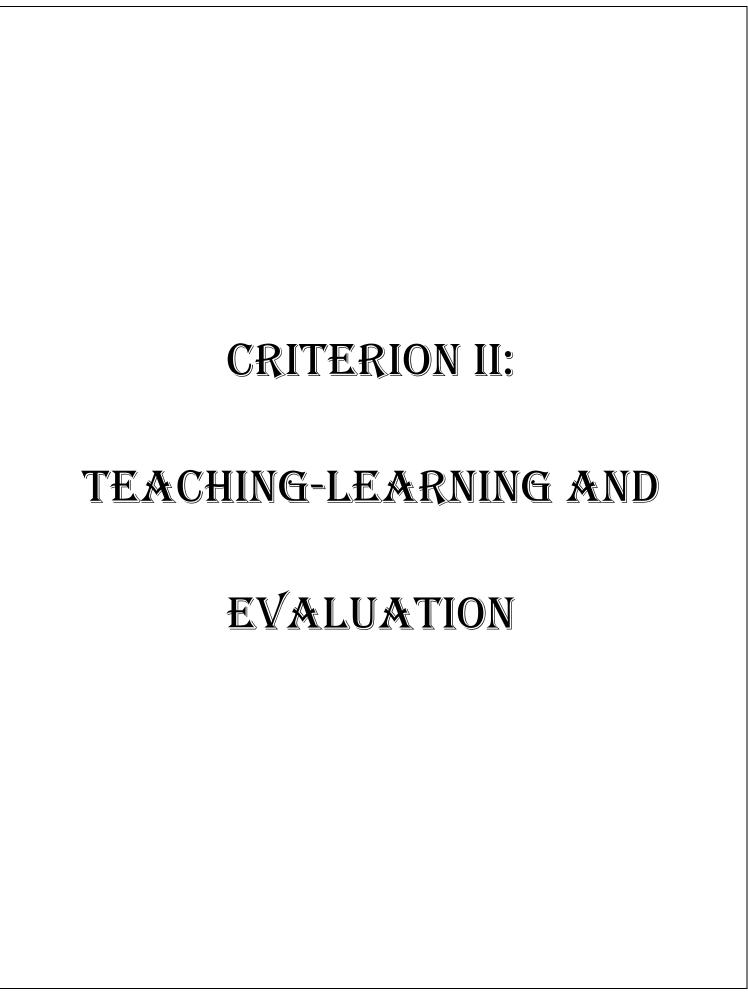**1.5   Best Practices in curricular Aspects**

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 .

3.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 with 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?

Counseling of the prospective students is organized by the University .Thus the students are allotted the Government or the self financed colleges or the Colleges of Education for taking admissions. The college of education has to abide by the determined admission criteria of the government and the University.

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

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

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

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

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

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

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

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

Orientation Programme:

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

relationship develops between student teachers and teachers. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

2.2   Catering to Diverse Needs

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

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

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

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

- Extra classes for weak and needy student-teachers

- Issuing books to student-teachers during annual examinations

- Arrangement of seminars at class level as well as college level

- Organizing the Extension Lectures by prominent educationist

- Student-teachers are provided financial support to attend workshops/Seminars/Competitions etc.

- Assignment and projects are assigned to the student-teachers.

- Student-teachers need for academic areas are discussed through the tutorial and   are also provided with remedies

- Special Attention is given to slow as well as advanced learner

- Remedial teaching is given after every class /unit test and house   examination

- Proper orientation about examination and evaluation system

- Proper & appropriate demonstration is given to the student teachers for   model lessons in different skills & teaching practices etc.

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

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

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

The teacher educators are knowledgeable and sensitive to students' needs and it is reflected in the following activities: Teacher's qualification and experience. Organizing remedial teaching. Various co-curricular activities. The students are given opportunities of actual interaction with in

the nearby school for 40 days teaching practices. The teachers themselves are asked to keep observed with the modern teaching method.

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

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

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

•   Constructing and using Diagnostic Tests.

•   Remedial Teaching

•   Using continuous and comprehensive Evaluation

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

•   The pupil teachers are sensitized about the needs of Physically, Mentally & Socially diverse groups in following ways:

The pupil teachers are taught to identify diverse groups

The pupil teachers are taught to take into account the needs of each student in the classroom. The pupil teachers are taught to transact curriculum and apply all the classroom

practices effectively keeping in mind the need and pace of diverse students.

2.3   Teaching-Learning Process

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

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

These are:

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

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

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

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

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

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

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

• Complete assignments independently.

• Use resource material available in the library and laboratories.

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

• Form focus groups to prepare teaching aids and hold discussions on various

 topics.

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

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

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

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

The list of participatory learning activities being used are:-

- Paper presentations in seminars.

- Participation in debates.

- Extempore speeches.

- Quiz competitions.

- Group discussions.

- Use of library and information services.

- Use of Internet.

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

Yes, the trainees are made aware of various teaching models in the classes on methodology. They are practicing all these models in their pre-practice- teaching sessions in the College and during teaching practice sessions in the school under the guidance and supervision of the staff-in-charge in the College and the guide teacher in the schools. Trainees are exposed to simulated classroom teaching by experienced teachers. They learn new methods by observation and discussions that follow such sessions.

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

The following eight core skills are practiced by each class.

(1) Introducing, (2) explaining, (3)stimulus variation, (4) questioning, (5) Probing questions, (6) reinforcement, (7) using blackboard, (8) closure. Each student is made to practice three micro skills and one link practice. Re-teach is conducted for weak students in the specific skills

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

During the first leg of practice teaching in schools (usually for 10 days), the trainees observe the classes given by the guide teacher. In the next leg (usually covering 30 days), they teach one to two periods a day under the observation of the guide teacher. The teacher educator monitors the classes through occasional visits. The guide teacher and the teacher educator compare notes and offer suggestions to trainees. Their lesson plans are gone through and modified if necessary by both. In extreme cases they are asked to re-write their lesson plans. The teaching aids and supplementary exercises undergo the same process.

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

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

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

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

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

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

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

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

2.4 Teacher Quality

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teacher. The inputs provided by the subject teacher in the practice teaching

school are used to plan practice teaching lessons. The lesson to be taught by the pupil teachers are procured from the concerned school's subject teachers.

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

The allotment of trainees is done on the basis of the availability of students' strength and the number of guide teachers, following the orders by Chief Educational Officer, Theni (Dt), Tamilnadu. on the basis of students and teachers ratio 2:1 (Govt norms)

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

The practice teaching sessions are closely monitored and evaluated during the planning and the execution stages. The lesson plans are carefully scrutinized and improvements suggested. The classroom performance is watched by the guide teacher and suitable feed-back and corrective advice given to the trainees almost as a daily measure. The college faculty in-charge evaluates the lesson plans at the preparation stage itself and suggests ways of improvement. He interacts with the guide teacher and has joint sittings with the trainees. Similarly the student feed-back is obtained informally by the guide teacher and through informal write-ups by the trainee himself for performance improvement.

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

- Updating the teaching strategy according to the educational needs of the

school by shifting to the constructive paradigm .

- The pupil teachers are updated on the policy directions and educational need

  of the school by:-

- Displaying news/ articles, cuttings on the notice board / library.

- Announcements made during morning assembly.

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

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

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

The college encourages Teaching Staff to enhance their academic qualifications.

- ➢ To attend and participate in seminars, workshops, orientation and refresher programmes (FDP).

- ➢ To publish educational articles in different educational journals and magazines etc.

- ➢ To write books.

- ➢ To allow the faculty to attend the classes based on modern teaching methodologies.

- ➢ To allow the faculty to do research work.

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

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

2.5   Evaluation Process and Reforms

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

The Institution takes all efforts to ensure a smooth teaching-learning process. The library and the laboratories are well equipped. The teachers are always available for consultation and guidance. There is a Tutorial System that ensures individual attention to every learner. The management is liberal with funds for the improvement of infrastructure. There is inter institutional resource-sharing and adequate peer group interaction through invited lectures and visits to peer institutions. Through establishment personal contact with the students and conducting periodical exam such as unit test, house exam and preparatory exams and tests sometimes a communication is established with the students in the morning assembly and a general lecture is delivered to redress their general barriers. The college also organizes expert lectures to students from time to time in the form of guidance.

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

Conducting Unit Test, internal assessment using the prescribed Performa, internal viva on the basis of practicum and practical records and public exam by the university.

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

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

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

Using MS Excel for preparing mark sheet, ranking etc.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

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

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

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

The best practice encourages frequent contact between students and faculty in and out of the class which motivates the students to be actively involved in the teaching learning process.

Best practices include forming of study group, collaborative learning, brain storming, problem solving and discussions.

The pupil teachers are encouraged to discuss what they are learning (theory), write reflectively about it, relate it to past experiences and apply it in the class room / real life situations.

Good practices include pupil teacher to access their knowledge and competence by giving them prompt and accurate feedback about their performance in theory and practice teaching.

All teacher educators are computer literate. They teach the pupil teacher how to use computers and its use in daily practice, research, enquiry, communication and curricular transaction. The college endeavors to integrate technology in teaching and learning.

CRITERION -III

RESEARCH, CONSULTANCY

AND EXTENSION

3.1 Promotion of Research

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

Institute always instigates the teachers to research as under Study leaves are provided to the

teachers.

Adjustments in teaching schedule are done for attending any research program.

Financial helps are provided to the teachers concerned. Typing, photo copying, internet facilities are available in the Staff room.

Special increments provision to the staff members to attend any national / international seminar/ workshop etc.

Transportation facility to the staff to attend the program.

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

As our institute has only B.Ed., we have the major research area as Action Research only.

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

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

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

The staff members are allowed to attend the Seminar and Workshops. The staff are being paid TA and DA from the college for attending the Seminars and Workshops. One seminar and one workshop has been organized by our institution.

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.

The institution has a tradition of acquainting the student teachers of programmes with the development of various types of teaching aids and teaching-learning materials. The institution has developed various charts, models, improvised materials for enhancing quality of teaching-learning process. The teachers and students have also prepared OHP transparencies and power point presentations on various topics which are used by them in regular classes and micro teaching/simulation sessions respectively for enhancing their teaching effectiveness and skills.

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

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

- Computer laboratory with internet connectivity.

- Educational technology laboratory.

- Language lab.

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

Yes, The college has developed OHP transparencies, number of charts, models on various topics of school subjects and power point presentations for making their use in teaching-learning and training process.

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

a.   Organised by the institution

b.   Attended by the staff

c.   Training provided to the staff

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.

Some of our staff has prepared to publish the papers in the journals.

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

No such awards were received

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

No such projects were completed.

3.3   Consultancy

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

Yes – few staff members provide consultancy services to the different schools as per the requirements at free of cost.

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

Yes- Areas of competency

- Teacher training & interactive.

- Learning disabilities.

- Guidance & Counseling.

- School administrative & discipline.

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

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

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

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

There is no revenue generated through consultancy.

3.4   Extension Activities

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

Through the various types of awareness camp, rallies associated with social organization in personal seminars. Free medical camp, Eye camp, blood donation camp with government organization. Yoga, meditation   and   sports programmes for surrounding communities. Social education service programme as adult education child education, women education etc

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

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

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

One week teaching to the weaker section of the society, General awareness camps (Aids, drug , voters day, etc)

To seek co-operation of the society to abolish child labour system

To insist on the importance of education

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

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

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

Through the cultural activities, games and sports, community works, participation in other college activities like contact of interactive session with guest faculties, morning assembly, Citizenship training camp.

3.5   Collaborations

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

There are no linkages at national level organizations.

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

There are no linkages at international level organizations.

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

- Curriculum Development

- Teaching

- Training

- Practice Teaching

- Research

- Consultancy

- Extension

- Publication

- Student Placement

In Curriculum development, Suggestions regarding lesson plans, writing of objectives teaching aids, etc were incorporated.

In Teaching, Enhancement in quality of teaching is made possible by guidance from national organizations. In Training, Improvement in the quality of teaching by incorporating the suggestions given/methodology used and thus making teaching learning process interesting and effective.

In Practice teaching, Linkages not only provided us with the schools for internship but also led to enhancement in quality level of the teaching by the use of latest teaching aids to which the student teachers were exposed during such visits. Interaction with the staff of these national organizations helped the student teachers to remove a number of doubts about „How‟ and „When‟ to use the educational technology, as and when made available to them. Improved efficiency of practice teaching, e.g. addition to basic knowledge by the use of screening various CDs on teaching of various subjects.

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

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

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

The faculty members design, deliver and evaluate teaching practice collaboratively with the school teachers. The time table and the content to be taught is decided by the school Principal /subject teacher and the teacher educators.

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

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

3.6. Best Practices in Research, Consultancy and Extension

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

Computerized Library, internet facility, e- learning facility, A number of good journals are available at college. Special provisions for the research work, academic leave provision for the extension of research work, special increment policy for financial incumbent and recognition are available.

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

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

CRITERION -IV

INFRASTRUCTURE AND

LEARNING RESOURCES

Criterion -IV Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes. The Institution has a spacious building with well ventilated ICT enabled classrooms, a seminar hall, computerized library and reading room facilities, well equipped laboratories for Education Technology, Science, Psychology and Computer Laboratory, Principal's room, Office room and Staff room. The total amount that has been invested for developing the infrastructure is Rs. 8, 50,000. The details of infrastructural facilities are given below:

S.NO	ROOMS
1	Principal room
2	Administrative office room
3	Staff room
4	Class rooms
5	Library /reading hall
6	Physical science lab
7	Biological science lab
8	Computer/language lab
9	Educational technology lab
10	Psychology lab
11	Store rooms
12.	Common room for girls
13.	Sports centre
14.	Multipurpose hall
15.	Toilets

Master Plan of the Building enclosed

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

Only the fees from students. Resources have never been lacking with our Educational Trust. The trust has the resources and they will augment the infrastructure to keep up with the academic growth and also in view of the stipulations made by the Regulatory authorities like NCTE and Affiliating University.

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

A vast play ground including facilities for shot put, javelin, discuss throw etc. Stitching machine and other facilities for developing productive work. Multipurpose Hall - Hall (with LCD facility) covered with transparent sheet where college students gather for morning assembly (news and views delivered by the students), Seminar, Indoor games. Work Experience - Provided with all kinds of materials required to prepare teaching aids, charts, models etc.

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

The infrastructure of our institute is used only for teacher education program.

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.)**

Rest room, wash room, drinking water facility, separate wash basin, health centre, counseling facilities within the campus.

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.

 Maximum numbers of students are from nearby local rural areas only. So there is enough transport facility available. So there is no hostel facility available in our institute.

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

Budget is allocated in the beginning of the year optimally for all the above items and spent fully. Supplementary budget provisions are made during the year if necessary/required. The Budget, Income – Expenditure statement of College is enclosed.

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

The available infrastructure facilities are necessary for running the institution successfully with satisfaction. So we are utilized with maximum level. The infrastructure is created as per the norms & requirement of regulatory body which optimally used for all the curricular, co-curricular and extra – curricular purposes for which it is meant. In addition to the infrastructure, facility are extended to cultural programmes and other community related events.

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

Institution takes care of the environmental issues associated with the infrastructure as

• Most of the rooms have good space, ventilation & light therefore minimum use of the electricity is required.

• The campus is idyllic and environment friendly and has developed green zones

• To develop green zones and gardens no chemical fertilizers are used.

• Give necessary attention for keeping ensure the proper use of septic tanks,

waste water tank etc.

• Cleaning the rooms and other areas daily, give keen attention to keep the bathrooms and toilets with highly hygienic. Nourishing a garden, cultivating plants, trees etc. and keeping a green atmosphere in the campus.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and a peon to operate photocopier and for works related to library.

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

S.NO	DETAILS	
1.	Total no. of Books	6426
2.	Reference books	538
3.	Magazines	06
4.	Journals	12
5.	CD's/DVD's	69
6.	Computers with internet	5
7.	Photo copier	1
8.	Scanner	1

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

The college has a mechanism to systematically review the various library resources. The librarian contacts the different publishers for catalogues. These catalogues are given to the college library where the teachers select the books as per requirement of their subject. Teachers avail library to make notes, wherever they feel requirement of particular books, journals and

reports. They communicate with the librarian. Through these mechanisms, required books and literature are bought up in the library.

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

The library is computerized, has a computer with a database which is used as a catalogue and for daily routines like issue, return, renewal and reservation of books etc.

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

Library has a computer with internet facility, the students and staff members can use to browse the various websites and printing and copying etc. There is a photocopy machine for utilization of library resources.

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

No, we will implement them in future.

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 in all days from 8.30 am to 5pm except public holidays.

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

All the new arrivals are displayed on the separate display rack and list is also displayed on library Notice Board.

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

There is a book bank in the library. These books are issued to the economically backward students for one year. The books to this scheme are donated by the students.

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

The library is easily accessible to differently abled persons. To physically challenged persons, the library staff and class mates do all the help to get the books and to return them back.

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.

We have well equipped computer lab.

It has the capacity of 30 seats.

•   Computers with Internet Facility-30.

•   Printer

•   Scanner.

☐   **In ET lab**

•   O.H.P.

- LCD projector.

- Television.

- DVD player.

- Computer with internet facility.

- Transparencies.

- Digital Camera

These hardware and software aids are used in various academic activities, conducting according to the time-table in the college like computer learning, Language Learning, Educational technology practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, Teaching by teacher educators and student-teachers.

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

Yes. Trainees are given practice in using OHP's, and LCD's.   They are trained in the production of computerized materials for Practice Teaching and for seminars. The computer laboratory in the College is well utilized for computer practical as per the curriculum as well as for developing teaching materials.

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

Whenever necessary, ICT tools are used to supplement lectures. The students use the language laboratory, the internet facilities in the computer laboratory and the Educational Technology

Laboratory in the curriculum transactional process. They also interact with the teachers and technicians to get clarifications in using these facilities.

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)

During the time of teaching practice, the students prepare their lesson plans using power point presentation. They also use computers for displaying Images, Video clips and Audios related to their lesson plans

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 infrastructure is optimally used. Students and members of staff from peer institutions and community are allowed to use the facilities with necessary permission and whenever needed.

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?

Video lessons related to different subjects which includes demonstration classes and educational videos on variety of relevant topics are available. Students are asked to write observation reports

on video lessons and submit assignments on educational programmes. Innovative techniques followed in the video lessons enable the students to make the teaching practice effective

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?

There are various Labs (Resource centers), established in the college.

These are:

Psychology lab

Multimedia – ICT Resource Center

Language Learning – ICT Resource Center

Computer Learning – ICT Resource Center

Sports – Yes

Work Experience – Yes

Science Resource Centre – Yes

Anatomy Resource Centre – No

Lab technicians are appointed in labs. They look after the requirement and maintenance etc. for their labs/resource centers.

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

- Multipurpose Hall – It contains LCD projector with screen, O.H.P. and the capacity of 250 chairs.

- Workshop – It contains long tables and benches for preparing instruction materials for the capacity of 60 students.

- Music Room - Harmonium, Tablas, Dholak, Mirudangam, etc. are available in music room.

- Sports room & Playground – There are most of the sports items available in this room.

- Transport – College Bus.

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.

No, the computer lab of the institution is accessible to all students at any time. We are planning to modernize the classrooms.

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?
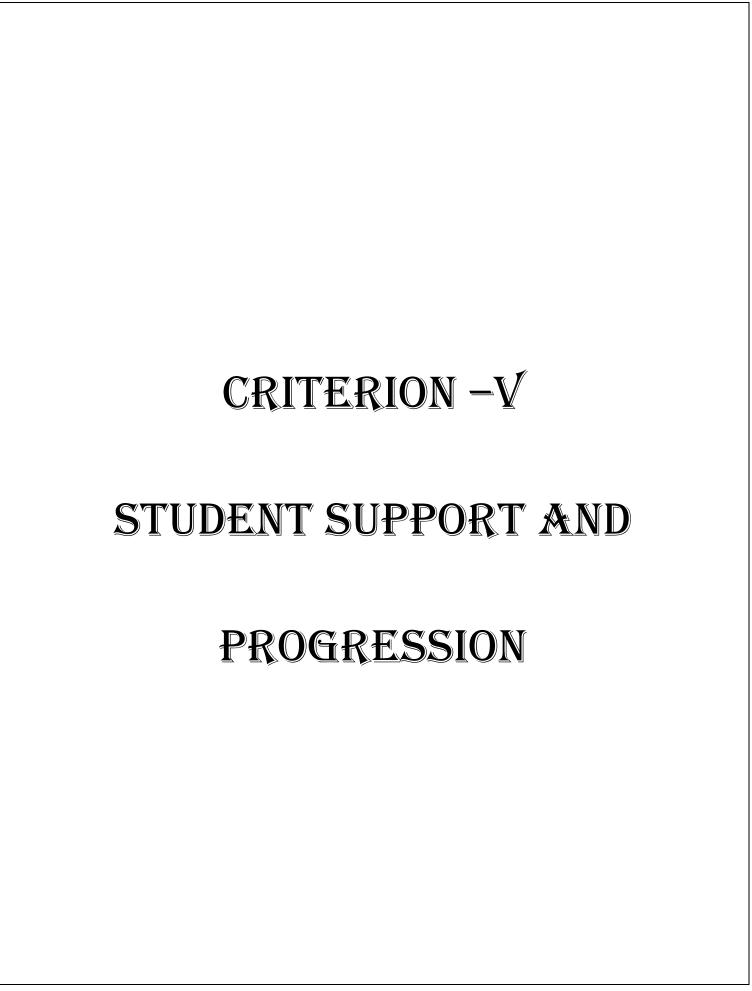
The faculties try to make the trainees aware of the diverse strategies and tools available and the modalities of using them through giving model lessons especially in optional papers

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

Innovative practices like the classes using projectors and computers, exhibiting the Video lessons etc. are provided. The exposure to the Language Lab and the practice gained thereby led to a qualitative improvement in the spoken skills of the trainees. They become better speakers and better readers. The facilities in the Education Technology Laboratory and Computer Laboratory used for students also promote their ability.

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

We have installed software to encourage the students' use of language lab. We have added more than 50 books and some educational CDs to the existing collection in the college library in this year.

CRITERION –V

STUDENT SUPPORT AND

PROGRESSION

<u>Criterion –V Student Support and Progression</u>

<u>5.1 Student Progression</u>

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

The institution asses the students preparedness for the programme by Conducting their interview which includes certificate verification. Appropriate academic and professional advices are ensured through by getting feedback through periodic exam and interaction with the students.

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

For making the environment of the campus motivate, healthy and student- friendly, the college ensures participant-centre approach for providing varied learning experiences to the students through organization of various academic, co-curricular and extension activities. The college promotes active learning among students. Different committees have been framed in which the students have been given due representation to ensure student-centre approach. These committees are responsible for organizing various types of activities in the college.

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?

2 students dropped their course in 2012-2013 academic year. They have got government job.

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?

- Conducting TET coaching classes.

- Conducting personality development programmes/ workshops

- Display information/ news paper cuttings on the bulletin board

- Making announcement during the assembly.

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

Details	2009-2010 %	2010-2011 %	2011-2012 %
Higher Studies	35	37	40
Employment	38	33	39
Teaching	30	31	34
Non-teaching	08	02	05

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

Yes, after training from the college they are encouraged to use library and relevant information is also provided from time to time by alumni association.

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.

Some of the students who have scored well were referred to some of the nearby institutions to consider their candidature on requirement. The placement cell collects the information of job opportunities and inform to the student through displaying on notice board or personally.

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

Some schools are not caring to submit paper report and feedback to help us for reform our efforts and services for the development of students.

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

Yes, the institution has tie up with all practice teaching schools. As per Their requirement they select students and place them.

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

All facilities are provided to conduct interview in the campus itself. College provides hall/ computer lab for conducting written test.

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?

For effective transaction of curriculum, the teachers of our institution prepare course outlines in the teacher diaries for the concerned subjects to be taught by them. These course outlines are prepared well in advance by the teachers before commencement of classes and planning is done month-wise as well as week-wise. In these teacher diaries, the outlines for micro teaching and simulation activities are also prepared. The planning is done by keeping in view the resources and time available. The planning is done in such a way that there remains a scope for carrying out revision of certain important topics and conducting practical activities. Regarding co-curricular activities, a list of activities is prepared after discussion in staff meetings and in the meeting of co-curricular activities management committee, extension   activities   cell.   The academic calendar is planned strategically on the basis of previous years' experiences and

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

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

Planning is done as per the requirement of physically handicapped students

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

The institution makes adequate arrangements for mentoring. Mentor interact with students tries to solve their problem through Tutor wards system and guidance & counseling cell.

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

The college follows tutorial, extra class, remedial class system to support and enhance the effectiveness of the teaching through mentoring process.

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

Yes, www.chellammalcollege.org.   An overall information about the institution posted. Information uploaded periodically.

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

Yes, the college offers remedial instruction to academically low achievers. The students' performance in class and house examinations is considered as a base for providing additional

academic help and guidance. This remedial programme (remedial classes) is organized during Preparatory vacations before the commencement of final examinations. The teachers identify the needs of students in concerned subjects where they are facing difficulties and individualized support (depending on the nature and extent) in the form of remedial programme to the low achievers is provided. Remedial help in the form of individual guidance is also provided to the students by the faculty members during the period when the classes are in function, especially during lunch break hours.

7.   What specific teaching strategies are adopted for teaching

a)   Advanced learners and (b) Slow Learners

The specific teaching strategies for:

a. Advances learners:-

-       Providing advanced topics

-       Providing technology based classes

-       Providing library times

-       Providing co-curricular activities

b. Slow learners:-

-       Providing remedial teaching

-       Providing study rest- study rest method

-       Give special guidance

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

'Guidance Cell' has been framed in the college. The main functions of guidance cell are as under:

- To provide academic and career guidance to the college students.

- To provide students with study material required for various competitive examinations.

- To provide the students with information related to various competitive examinations.

- To organize educational and vocational guidance activities for senior secondary school students.

- This guidance cell collects study materials from faculty members, students and others and makes it available to the needy students as per their requirements.

- The students get it photocopied and return the original to the in charge of guidance cell. This guidance cell operates on cooperative and contributory approach.

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

Grievances collected from the complaint box and taking remedial actions by principal with the help of concerned teacher and student advisor.

Major Grievances redressed in the last two years

•   Transportation facility with regard to specific areas

•   Problems relating to the cleanliness of toilets

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

The progress of the students are measured by conducting Quizzes, slip tests, unit tests, and preparatory tests. The low scorers are asked to take the tests again. The students are given academic assistance and guidance. The high achievers are encouraged to compete for the University Rank

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?

By providing activities like projects, seminar, group discussions, simulations, role playing, brain storming, panel discussion, buzz session, collaborative & cooperative learning, different programmes, day celebrations, sports day, discussion with experts, using audio visual aids, field trips, yoga practice, video lessons, use of educational based software. Classes are conducted on different topics using LCD. Guidance are given to use video clippings to make lesson effective and attractive. Classes conducted by experts in theory and Demonstration classes conducted by eminent persons in educational field. Each trainee is practicing lessons in at least three models of teaching during criticism and teaching practice as per prescribed curriculum. Different activities are planned considering different levels of students. Lesson plans and activities are formed catering to the diverse needs. During group activities students are grouped considering their ability and interest. Action research, case study is conducted to manage The practical problems in the classroom. During teaching practice Diagnostic test is conducted to identified the students and their area of difficulty, which are solved by remedial teaching.

Teacher trainees are given instructions to take part effectively in the co-curricular activities in the schools. At school teacher trainees meet a number of cases which are identified and provided with appropriate guidance through counseling.

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.

Our institution has alumni association. But it is not in the official form of association. The alumni association means a group of alumni students meet in the premises of Chellammal College of Education and discuss about the development of college and their career. The alumni association is yet to be registered. The process is started.

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

Along with the B.Ed. course. The institute provides leisure time for recreational activities like Rangoli competition, folk song, pot painting, art &craft, folk dance, and other cultural activities.

For the physical (Yoga) fitness and extra activities institute has a proper arrangement of indoor, outdoor facilities. Top positioners in all activities are rewarded which motivates the students for active participations.

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 institution provides financial aid, raw material and other technological assistance to the students to encourage for publishing materials.

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

There are no such activities in our institution

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

Grievance Redressal Cell

Our college has the provision of the Grievances Redressal Cell with two students" representation on it. The student representatives pass the grievance of students to the faculty-in-charge who passes the information to the principal.
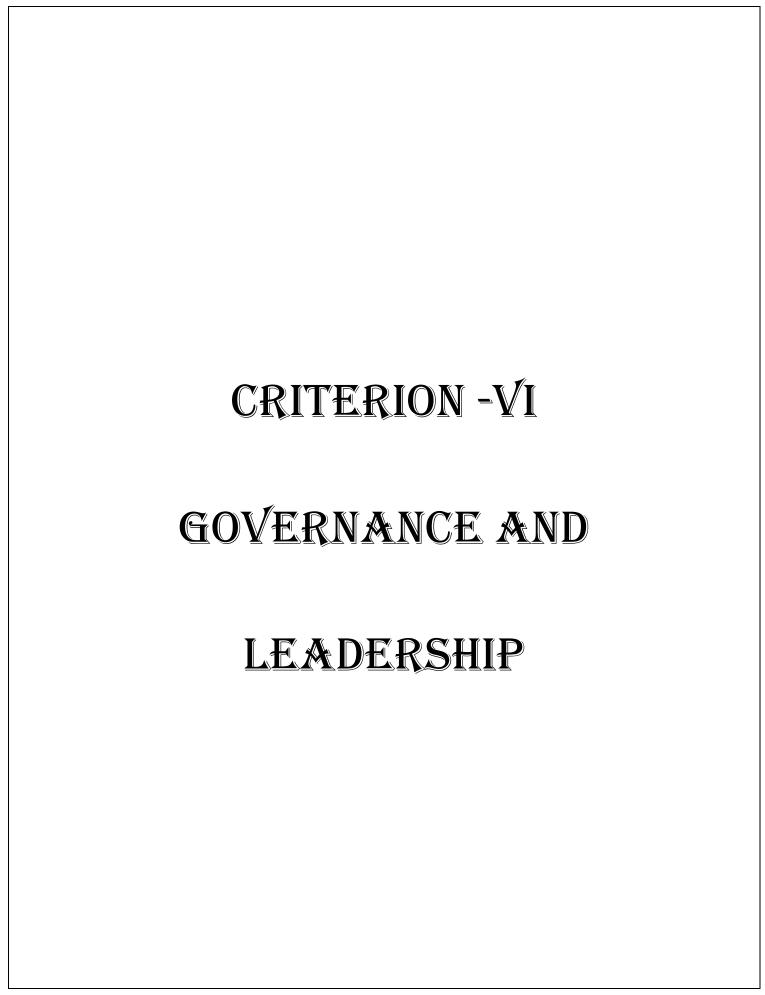
6.   Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes: The institution has developed a comprehensive system for different type of feedback for quality enhancement. It consists of a collective student feedback on teacher performance and institution's work as a whole.

Feedback also is obtained from the teachers voluntary or collectively for necessary change and improvements

5.4   Best Practices in Student Support and Progression

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

- The college prepares its academic calendar well in advance, examination   schedule   with syllabus is provided to the students

- The college has formed alumni association which closely interact with   students.

- Alumni association has helped in placement of our students

- By providing computer to the college for internet access computer work and assignments etc.

- The college organizes different workshops

- The college has conducted guidance classes for students to motivate   towards higher education.

- The college also conducted outreach programmes to attract students towards Teaching profession by visiting colleges

- The college has provided book bank facility to needy students.

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?

Vision:

To provide value-based curriculum and dynamic academic environment for strengthening faith in humanistic, social and moral values as well as in Indian cultural heritage and democracy.

Mission:

To offer job-oriented, cost effective teacher education programmes aiming at the development of core teaching skills, innovativeness and professional commitment with due regard to the value system.

Objectives:

• To promote quality moral and value based teacher training/ education.

• To make young men and women become competent and resourceful teachers.

• To train the students in various work experiences, SUPW, Community work.

• To sensitize them in national mind and universal brotherhood.

The pioneers of our college opened the Chellammal College of Education to carry education to the doors of the poor rural people.

The purpose, vision, mission and values of the Chellammal College of Education have been recorded under criterion I.

The mission and vision of our college is based on institutional traditions with value orientation and goal reflecting quality. Our college is working towards the accomplishment of the vision and mission.

The vision and mission of our college correlate with the national policies of higher education and views education as a means to development and social change.

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

Yes, the college strives to motivate students towards excellence in all walks of life. To inculcate traditional values Indian traditional dress code is compulsory. The day begins with morning assembly and prayers. Throughout the session the pupil teachers are taught to show respect towards elders ,teachers and seniors.

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.)

Chairman:

Over all supervision. To give suggestions to Secretary, Principal for organizing academic activities.

Principal:

Over all supervision: (i) Academic Activities (ii) Non- Academic Activities.

Meetings with the teaching staff and non-teaching staff.

Faculty:

Teaching.

Organizing the activities, allotted to them.

Conducting the activities of committees.

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

In the starting of the academic year, the duties- curricular and co-curricular- are dividing among the staff in detail and keeping the records. Conducting staff meetings fortnightly and receiving the works and dividing the present duties if necessary. Teacher educators are submitting the monthly reports the administration follows the committee system. The emphasis is on decentralization and interdependence. Plans and proposals spring from all levels and after active interaction are finalized into programmes. The responsibilities of various functionaries are clearly spelt out through circulars and individual briefing. The Principal and Management Trustee oversee the implementation of all programmes, helping out with suggestions and prompt decisions. The aim is to harmonize good governance and democratic values. In areas like co-curricular and extracurricular activities student representatives too participate in decision making.

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

The Management Trustee is very much a part of the academic exercise and so the Management has no difficulty in getting necessary feedback. Students and teachers can freely meet the members to express their views on programmes, courses and policies under implementation.

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

If any barriers are confront we discussing the matter in details with the stakeholders   And concerned persons and take necessary measures for overcome the barriers.

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

The staff has the freedom to try out new methods and materials. There are frequent interactive meetings of the staff with the Principal and the Management Trustee during which the performance of the Institution is reviewed and plans for improvement are charted out. There is due recognition for good performance.

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.

Discuss with the concerned persons about the curriculum in detail. Giving awareness about the vision and mission of the institution. Discuss with the staff about the importance of teacher

educators becoming a role model Utilizing the service of highly resourceful person, other eminent scholars.

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.**

•   Admission committee.

•   Library committee.

•   Grievance redressal cell.

•   Extra, co curricular activities committee.

•   Extension activities committee.

•   Guidance and counseling cell.

•   Placement cell.

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

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                    │   Managing trust    │
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                    │   Governing body    │
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  └───────────┘  └──────────────┘  └──────────┘  └──────────┘
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                 │Non-teaching staff│
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3.   To what extent is the administration decentralized? Give the structure and details of its functioning.

The institution has provision of decentralization of powers to accomplish the task. Powers are decentralized in hierarchical way to all the coordinators and committees. On behalf of given

power they all perform their duties. The College office, the departments and its faculty, the computer section and the library section function independently under the control of the Principal.

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

Participating seminars, workshops organizing the same and inviting the faculty members from schools, colleges and other educational institutes etc.   The faculties are also encouraged to visit various libraries and university education departments. The enable them to meet people and exchange views , ideas which help the school to sort out the problem of the classroom.

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

Feedback is obtained from all stakeholders and the views gathered are given due weightage in modifying patterns and strategies of instruction and administration. In matters relating to curriculum and course content the University is duly informed about the perceptions of the stakeholders.

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

The institute constantly endures in creating /providing environment conducive to know co-operation and empowerment of the faculty by

- Enhancing the knowledge of the teachers by conducting workshop's, excursion , lectures and seminars

- motivating the faculty members to upgrade their professional qualifications

- Motivating the faculty members to use library facilities optimally

- Providing academic leave / motivating to study further.

6.3 Strategy Development and Deployment

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

The institution has a procedure of MIS for academic and administrative mobility and up-gradation. Staff members' participation in various programmes, seminar, and workshops is a good source of collection of the data information which enables the institute to execute the latest up gradation.

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

Need analysis is done by the principal and the members of concerned committees in their respective domains and forwarded to the management for approval. Human resource allocation is done by the principal on the basis of institutional requirement, the experience and interest of the faculty. In case of requirement of additional teaching and non teaching staff due approval of the management is sought.

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

To achieve mission and goals, an academic calendar is made. On the basis of academic calendar, various activities are conducted in the college. These activities and programme not only include universities' prescribed syllabus, but more than that. To conduct these activities, human and financial resources are needed. Required qualified persons are appointed to run the college smoothly. The management allocates annual budget for the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

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

The academic plan is developed in accordance with the academic calendar.

The practice teaching schedule is developed as under:-

- The syllabus to be covered during practice teaching is procured from the concerned subject teachers of the schools

- A suitable date for practice teaching is finalized in consultation with the School administrators.

- Faculty members deliver their model lessons.

- Workshops are held to train pupil teachers in the use of ICT in teaching learning process.

- Student teachers are trained in improvisation of teaching aids.

- Writing of instructional objectives in behavioral terms and lesson planning is taught.

- Micro teaching skills are practiced.

- Pupil teachers are required to deliver lessons in simulated setting.

•   The above process is planned with full involvement of faculty members and School teachers.

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

The employees are oriented to institutional goals and objectives through interactions with the Principal, senior faculty and the Management Trustee. However, adequate care is exercised to see that no one is overloaded. Whenever necessary, additional personnel are deputed, the senior faculty help out the juniors when they seem to perceive difficulties. The aim is to bring out the best in every employee through a synchronization of individual and institutional goals.

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

Assessment of plans and their implementation is done at the beginning and end of the session. The vision and mission of the institute are monitored at regular intervals. Meetings are held before and after, any planned activity to implement, review and monitor academic, curricular and co curricular work.

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

The Institution is eager to deploy new technologies in education. The committee suggests the adoption of such schemes. The management provides the fund. The teachers are deputed when necessary for short-term training in the use of such technologies. Alternately the suppliers of equipment arrange for technical personnel to train the teachers. The language laboratory and the use of CD's in classroom teaching are examples of such adoption of innovative technology

6.4 Human Resource Management

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

Faculty development needs and career progression of the staff is identified by getting

Self appraisal forms filled up by the faculty members, written feedback is also taken from the students.

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 assessed by self-appraisal Performa (Teachers) and Comprehensive evaluation Performa by the students. The college analyses these Performa's and use information (feedback) to improve teaching. Other staff –The performance of non-teaching is evaluated time to time. The weak areas are found through the feedback from students, alumni, parents, pre-institution, practice teaching schools and teacher of the institute.

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

•   Advance amount has been given for various reasons.

•   Free transport Facility for all staff members.

•   Refreshment is provided.

•   Maternity Leave

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

The institute motivates the faculty members to attend refresher/ orientation programmes conducted by University and various institutions.

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

The faculty positions falling vacant are notified in news papers. The applications received are processed and an interview conducted by the Staff Selection Committee, headed by the Principal and containing representatives from the Board of Management and senior faculty from Peer Institutions. The selected   candidates are issued appointment   orders. The   salary   is commensurate with qualifications and experience. Retired faculty is also inducted in order to

impart a fair amount of experience into the staff profile. Every effort is made to meet the UGC and NCTE regulations.

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

Yes, The College is also employing part-time faculty. Honorarium is paid according to lectures taken by him/her, workload is less than regular faculty and has specialized knowledge and qualification required for a Physical Education Teacher.

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).

Staff are encouraged to take up research leading to M.Phil.,/Ph.D., They can apply for study leave if they undertake full-time programmes. Publications by faculty and their participation in seminars, conferences etc., are encouraged with suitable incentives, like publication grants, leave on other duty, reimbursement of registration fees and travel expenses etc. Staff are motivated to apply for minor and major projects to funding agencies and are offered cash incentives when they succeed in getting them. They are advised to become members in professional associations

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

Teachers are provided proper space in staff room and also in labs and Library. The faculty room is spacious which is equipped with intercom and book shelves. Every teacher is provided with required material in the lab. Internet facility is provided to the teachers in computer resource centre.

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

Faculty can get information from the Principal and the Director or Office. Faculty can complain them personally and discuss his/her problems. The students can get information through class in charge. They can make complaints to the member of grievance committee. Parents of the students could seek information and make complaint through Alumni & Placement Cell. A complaint box is made available so that stakeholders are able to lodge complaint in anonymity.

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

The teaching work load in the Institution is as per the University and Government norms. Other community related work like community service etc. are distributed among the staff by rotations so that everyone gets the exposure. Due care is taken to avoid overloading any one. The workload of each faculty members varies between periods per week depending upon the duties assign to them.

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

Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes and at least two articles published in educational magazine/journals. If participates in any four in a year he is eligible for one extra increment.

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, our institute does not get any financial support from the government.

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

No donations are collected.

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 the college is adequate for day to day expenses, still when a special need arises management gives financial support.

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)

Mission of the college is working according to the budget allocated to them. However, if budget formulate any hurdles during fulfilling the mission, extra budget will be allocated for it. Extra budgetary resources are provided by the trust.

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

Yes, the accounts are audited every year. There were no major objections during last two years.

6.   Has the institution computerized its finance management systems? If yes, give details.
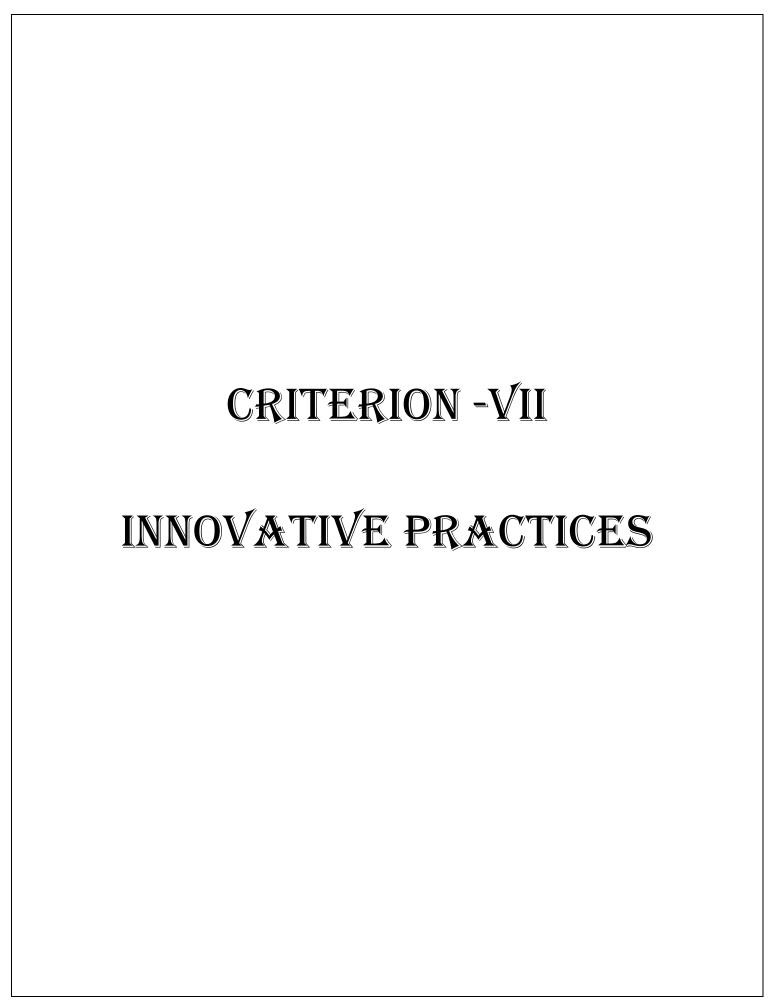
Institution is using Manual finance management system. At some level institution is using manual system like issuing of Fees Slip, Voucher etc. Further financial advisor and CA of the Trust / College are analyzing accounts through various computer software. However, various working of govt. dept. (like TDS, TAX, CHALLANS, and RETURN FILING) is now through internet and computerized online format, therefore it is mandatory for the college to use computerized finance management system.

6. 6 Best practices in Governance and Leadership

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

The significant best practices in governance and leadership are:-

•   The Management and the Principal periodically review the implementation of the plans.

•   Periodic meetings of various committees are held.

•   The feedback received is used to improve the services.

•   The Principal meets the students personally at regular interval to monitor the effectiveness of curricular and co curricular aspects.

•   He takes keen interest in ensuring quality and effectiveness of all the aspects of the institute.

CRITERION -VII

INNOVATIVE PRACTICES

Criterion -VII Innovative Practices

7. 1   Internal Quality Assurance System

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

Yes, 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 has adopted a mechanism regarding the achievement of goals, objective and quality assurance. Institution has a proper procedure of execution of policies, term evaluation and I.Q.A.C for internal academic audit and evaluation, self-evaluation of the teachers as well as students ,continuous monitoring and evaluation of the process (academic non- academic) for check-up and feedback of different existence in terms of college aims and objectives

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

The institute ensures the quality of its academic programmes by:

• Conducting remedial classes after every house examination.

• Continuous assessment and evaluation of the students.

• Stress on computer application in all the courses.

• Stress on enhancement of communication skills.

• Setting up of educational technology lab. Psycho 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?

The institute has a strong mechanism for internal audit evaluation system under the supervision of college management. The I.Q.A.C. is also involved in ensuring the internal academic quality. Programme exists questionnaire seeking information from students on the quality of college administration, their suggestions and criticisms are taken into serious considerations.

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

The institute identifies various type 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 I.Q.A.C'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.

The institute sensitizes teachers to various issues of inclusion and focuses on national policies and school curriculum by following methods:

• The articles published in the newspapers are displayed in the library bulletin board and also announced during morning assembly.

• Any information on the internet regarding /regulatory bodies are shared with teachers & students on regular basis.

• The faculty members/students are encouraged to visit schools meant for special children.

• Workshops/seminar/conferences are held from time to time

• As most of the faculty members & students are females the institute endeavors to empower women by giving information regarding women's rights, citizen's rights & duties, right to information and any other related issue.

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 TLM 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.

The activities envisioned in the curriculum to create environment that foster positive Social interaction, active engagement in learning and self motivation are:-

• Participation of students in seminars and group discussions

• Taking pupil teachers for educational tours

• Participation of students in sports

• Annual day celebrations

• Celebration of national/religious festivals

• Participation of students in awareness rallies

• Cultural programmes.

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?

The physically challenged students are helped and provided support in every possible manner.

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)?

Debates and talks by reputed persons on gender issues are organised in the institution.

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?

The Principal and the faculty analyze the data (results/feedback) from time to time and pass the information to the concerned committee for necessary action. The feedback collected from faculty members, students, employers and school teachers/heads on various aspects of college and teacher training is discussed and analyzed in staff meetings and necessary decisions are taken for future improvements. Certain major plans and decisions are discussed with employers for seeking their suggestions as well as approval and later on, the college and faculty members implement the same during the next academic session.

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?

- Oral and written feedback is taken from students, Alumni, Teaching practice Schools(teachers/Principal) Peer group etc. regarding curriculum, teaching practice, faculty etc. and analyzed in regular intervals
- Information is used for corrective actions

E. Mapping of the Academic Activities of the Institution

Month	August				September				October				November				December		January						February				March				April				May				June			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	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																															■		■		■						■	■	■	■