

SELF APPRAISAL REPORT
OF
P.S.V COLLEGE OF EDUCATION

Mittapalli(vill), Balinayanapalli(po), Krishnagiri(Dt),Pin-635108.

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Nagarbhavi, Bangalore, INDIA

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PART-I: INSTITUTIONAL DATA.

A. Profile of the Institution

1. Name and address of the institution:

P.S.V COLLEGE OF EDUCATION (11105)
Mittapalli(vill), Balinayanapalli(po),
Krishnagiri(Dt),
Pin-635108.

2. Website URL : www.psvcoe.ac.in

3. For communication : psvcollege@yahoo.in

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Nataraju	04343-268333	04343-268420	psvcollege@yahoo.in
Vice-Principal A.Annie Kiruba	04343-268333	04343-268420	gracevathani@gmail.com
Self - appraisal Co-ordinator. C.Karthikeyan	04343-268333	04343-268420	karthikcmamed@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Nataraju	04343-268333	8148780463
Vice-Principal A.Annie Kiruba	04343-268333	9159054554
Self - appraisal Co-ordinator. C.Karthikeyan	04343-268333	8608548123

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

1 Acre

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
10	2006

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

Tamil Nadu Teachers Education University, Tamil Nadu.

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

Month & Year

2f

MM	YYYY
	-

Month & Year

12B

MM	YYYY
-	-

10. Type of Institution

- | | | |
|---------------|--|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite
College | <input type="checkbox"/> |
| | vii. CTE | <input type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> |

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.,	F.SRO/NCTE/B.Ed/2006- 2007/8682 Date:24.10.2006		100
Post Graduate				
Other (specify)				

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?

One

b) Fee charged per programme

Rs.41500

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.

Optional-I:

1. Teaching of Tamil Paper-I
2. Innovations in the Teaching of English
3. Content And Methods of Teaching Mathematics
4. Content And Methods of Teaching Physical Science
5. Content And Methods of Teaching Biological Science
6. Content And Methods of Teaching Computer Science

Optional-II:

1. Teaching of Tamil Paper-II
2. Content and Methods of Teaching English

Elective:

1. Environmental Education
2. Human Rights Education
3. Guidance and Counselling

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes No

Number

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

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

Yes

No

Number

NA

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

Yes

No

Number

1

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

Yes

No

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

Yes

No

Criterion II Teaching-Learning and Evaluation

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted –(2013-2014)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	22	78	100	22	78	100			
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

18890

b) Unit cost including salary component

38560

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.	-	-	92.60 %	43.44%
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.	56%	20%	24%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	8
---	---

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

0	2
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching.

4	7
---	---

b) Total number of practice teaching days

4	0
---	---

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

4	0
---	---

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

No. of Lessons In simulation	05
No. of Lessons Pre-practice teaching	02

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 seasonal tests held for each paper

0	4
---	---

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

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	11.12%
--------	---	---	--------

2. Does the Institution have ongoing research projects?

Yes No

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

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

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

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

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

• Teachers are given study leave

• Teachers are provided with seed money

• Adjustment in teaching schedule

• Providing secretarial support and other facilities

• Any other specify and indicate

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

Yes

No

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

a. Ph.D.

NA

b. M.Phil.

NA

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
International Seminars/National Seminars	2	-
State Seminars	4	-
Any other academic forum	6	4

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

2

16. Does the institution provide consultancy services?

Yes No

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

No

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input type="checkbox"/>
International level	<input type="checkbox"/>

Criterion IV
Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources

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

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

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

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

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

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

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

64000

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

200000

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	2

10. Total number of posts vacant

Open Reserved

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

11. a. Number of regular and permanent teachers

(Gender-wise)

	Open		Reserved	
Lecturers	M	F	M	F
			3	5
Readers	M	F	M	F
Professors	M	F	M	F
			1	

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

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

c. Number of teachers from

Same state

8

Other states

1

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:12
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Open Reserved

	M	F	M	F
Permanent	1	3		
	M	F	M	F
Temporary				

b. Technical Assistants

Open Reserved

	M	F	M	F
Permanent	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)

63.15%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

9 A.M to 5.P.M

On holidays

During examinations

8.30 A.M to 5.30 P.M

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books

5834

- Text books

1752

- Reference books

512

- General books

4082

b. Magazines

06

e. Journals subscribed

- Indian journals

08

- Foreign journals

01

f. Peer reviewed journals

-

g. Back volumes of journals

05

h. E-information resources

- Online journals/e-journals

-

- CDs/ DVDs	47
- Databases	-
- Video Cassettes	NIL
- Audio Cassettes	NIL

20. Mention the

Total carpet area of the Library (in sq. mts.)	200 Sq.mts
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

12

Maximum numbers of days' books are permitted to be retained

by students

10 Days

by faculty

20 Days

Maximum number of books permitted for issue

for students

02

for faculty

05

Average number of users who visited/consulted per month

400

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

1:40

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

2.15%

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

Year →	I (2010-2011)		II (2011-2012)		III (2012-2013)	
Categories ↓	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	571	70186	410	69232	290	45930
Other books	136	18326	117	15176	95	12350
Journals/ Periodicals	09	1344	07	1040	09	1760
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	2012-2013	2011-2012	2010-2011
D.Ed.			
B.Ed.	2	0	0
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			PG		
	2012-2013	2011-2012	2010-2011	2012-2013	2011-2012	2010-2011
Pass percentage	100	100	100	-	-	-
Number of first classes	79	72	75	-	-	-
Number of distinctions	19	24	20	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-

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

NET

SLET/SET

Any other (specify and indicate)

I	II	III
--	--	--
--	--	--
7	4	6

Teacher Eligibility Test(TRB)

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

Financial Aid	2010-2011	2011-2012	2012-2013
Merit Scholarship	--	---	---
Merit-cum-means scholarship	--	--	--
Fee concession	7	6	6
Loan facilities	15	9	17
Any other specify and indicate(SC/ST, Govt., Scholarship)	10	11	11

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?

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) College Level	✓		6			

(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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2013

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

	2010-2011%	2011-2012%	2012-2013%
Higher Studies	47	55	58
Employment	30	32	38
Teaching	21	25	27
Non-teaching	9	7	11

23. Is there a placement cell in the institution?

Yes No

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

2010-2011	2011-2012	2012-2013
14	16	19

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	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

Loan facility

Yes	✓	No	
-----	---	----	--

Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes		No	✓
-----	--	----	---

Other (specify and indicate)

Yes		No	✓
-----	--	----	---

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

0	0	3
---	---	---

5. Furnish the following details for the past three years

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

3

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	5
---	---	---

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

0	0	4
---	---	---

e. Research development programmes attended by the faculty

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

f. Invited/endowment lectures at the institution

0	0	4
---	---	---

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

1 hour /week

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

Grant-in-aid	---
Fees	4150000
Donation	---

Self-funded courses

Any other (specify and indicate)

9. Expenditure statement (for last two years)

Year 1 Year2

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	53.10	54.10
% spent on the salary of non-teaching employees	10.05	11.05
% spent on books and journals	3.15	2.15
% spent on developmental activities (expansion of building)	9.60	8.10
% spent on telephone, electricity and water	3.21	3.90
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.50	3.50
% spent on maintenance of equipment, teaching aids, contingency etc.	4.19	4.24
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.78	4.11
% spent on travel	3.41	3.75
Any other	5.01	5.10
Total expenditure incurred	100%	100%

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

Surplus in Rs.

Deficit in Rs.

11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

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

Administration

Yes	✓	No	
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Finance

Yes		No	✓
-----	--	----	---

Student Records

Yes	✓	No	
-----	---	----	--

Career Counseling

Yes		No	✓
-----	--	----	---

Aptitude Testing

Yes	✓	No	
-----	---	----	--

Examinations/Evaluation/

Yes	✓	No	
-----	---	----	--

Assessment

Yes	✓	No	
-----	---	----	--

Any other (specify and indicate)

Yes		No	✓
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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., - 2013 -2014

	Category	Men	%	Women	%
a	SC	1	1	4	4
b	ST	-		-	-
c	OBC/MBC	14	14	41	41
d	BC	7	7	33	33
e	Physically challenged	-		-	
f	General Category	-		-	
g	Rural	17	17	53	53
h	Urban	5	5	25	25
i	Any other (specify)	-		-	

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	22.23	1	20
b	ST	-	-	-	-
c	OBC/BC	4	44.45	3	60
d	Women	5	55.56	3	60
e	Physically challenged	-	-	-	-
f	General Category	-	-	-	-
g	Any other (specify) MBC	3	33.34	1	20

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	52.37%	54.82%	63.79%	67.11%
ST	-	-	-	-
OBC/MBC	65.94%	67.89%	72.59%	70.61%
BC	71.11%	68.32%	71.99%	70.25%
Physically challenged	-	-	-	-
General Category	-	-	-	-
Rural	-	-	-	-
Urban	-	-	-	-
Any other (specify)	-	-	-	-

PART-II

EVALUATIVE REPORT

EXECUTIVE SUMMARY

St.Peters Educational Trust, the Parent Body established the P.S.V. College of Education for imparting quality education to meet the genuine need of the people of the region in particular with poor folk in focus. The College functions under the aegis of the Trust. The Trust is financially sound enough to sustain infrastructure and provide modern facilities to meet its stated vision. Spread over well developed, elegant lush green campus, the College is located in a serene and pollution free surrounding. Its learning environment is secure enough to attract all, female-learners in particular.

REGULATORY BODIES

The regulatory bodies are NCTE and Tamil Nadu Teachers Education University. The Trust provides all the assistance to the college for the smooth running in accordance with rules and regulations of NCTE. We have a warm relationship with the NCTE. Our institution recognized by the Tamil Nadu Teachers Education University. The institution is run by the rules and regulations of the university and NCTE.

PRACTICE TEACHING SCHOOLS

The relationship with the practice teaching schools is based on mutual interests, complimenting each other's roles and honor sensitivities and needs. It goes beyond the sphere of operation of internship.

THE COMMUNITY

The College addresses needs of the society, students, school sector, and nourishes values. It undertakes community and nation centric activities and educative programmes' (literacy drive, awareness programme on girl's early marriage and female feticide, AIDS Awareness Programmes, Tree plantation drive, etc) through folk-lore, plays, cultural programmes, etc) and extends helping hand to meet educational needs of the poor.

CHALLENGES

The College has hardly faced insurmountable barriers. Yes, matching the increasing quality-based needs with fixed income does pose a big problem. The college family works as a team. It perceives, visualizes problems and provides preventive, reformative solutions. Hindrances are addressed immediately and corrective actions taken.

CRITERION-WISE ANALYSIS

Criterion-I : Curricular Aspects

1.1 Curricular Design and Development

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

Objectives:

- To prepare prospective teachers for leadership roles in education
- To understand , reform and improve education
- To improve the conditions of teaching and learning
- To create an intellectually sound generation
- To train competent teacher who are able to transact curriculum through advanced technological means

- 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 curricular development process is under the purview of Tamil Nadu Teachers Education University. Feedback regarding teaching methodology, faculty and curriculum is taken at the end of the academic session, which enables the college

to improve educational strategies and evaluate individual faculty and the programme. Since the curriculum and annual calendar are provided by the Tamilnadu Teachers Education University and NCTE, decisions pertaining to curriculum are taken by these two statutory bodies. However, the college submits its suggestions/feedback as and when required

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

The university modifies the curriculum from time to time taken into consideration the global trend. If required, minor changes and modifications are made every year by the university. At the local level the college submits its own proposals. Every student has been assured access to the computer. The library has a computerized access system. The library is equipped with internet for use. Computer aided Instruction is a regular feature of the programme: class lectures are supplemented by slide presentations. Students watch programmes through VCDs. In view of the fact that present day education is no longer confined to the four walls of the class room, students are exposed to outdoor activities, participation in Inter collegiate events and social surveys.

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

The curriculum syllabus contains of elective papers which consist about the national issues and challenges

Environment:

Environment education is one of the elective papers; it deals with the national issues like pollution control and waste management etc. This paper consist the

methods of imparting environmental education at various levels of education like primary, secondary, higher secondary schools and colleges.

Value education:

This is also elective paper deals with the core knowledge of human life and activities. The professional ethics and the values to be followed in all walks of life.

ICT:

It is the abbreviation of Information and Computer Technology. It provide as an elective paper in the B.Ed., syllabus, which includes various modern teaching aids.

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

Student teachers are encouraged to prepare their lesson plans using ICT. Model lesson plans in all subjects are made through the use of computers. The students who have opted computer as a subject very particularly develop lesson plan through the use of computer Teaching skills are taught through LCD presentations. Student-teachers are also encouraged to use electronic teaching-aids during their teaching practice to make their lessons more effective. Teaching skills are taught through LCD presentations. Project based learning is encouraged through the use of computers.

1.2 Academic Flexibility

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

The institution provides flexibility in the operational curriculum as ICT is use for transaction of the syllabus. Microteaching, simulated teaching and practice teaching is planned according to university and school schedule. Making

opportunities to observe the video classes, and then conducting discussion on it. Creating opportunities to observe plenty of class of seniors from the school in the campus. Then the trainees are preparing critical notes on it. Making opportunities to attend the demonstration class of experts or seniors. Conducting criticism on the classes of each and every student.

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

The college encourages its students to take responsibility of their learning and create dynamic partnership with peers, teachers and researchers. Students contribute to the creation and maintenance of an effective learning experience by:

Collaborating with other students in learning; Contributing to the college-university community and participating in life beyond the classroom; actively participating in discussion and debate and respecting the others' viewpoints by being reflective, creative, open-minded and receptive to new ideas; Accepting the responsibility to move towards intellectual independence; Providing feedback on the quality of teaching and college services The various laboratories are well equipped to foster experimenting and scientific temper in students. Due arrangement is made in the Time Table for Practical Work.

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..

We conducted value education class based on life skill and also many speeches of social workers. We conducted discussions and orientation classes for developing

sympathy, empathy, co-operation, devotion and ability to be a successful personality in a plural society. We conducted various celebrations like Deepavali, Christmas, and Ramzan 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).

The subjects of B.Ed have interdisciplinary nature which combines philosophy and sociology to understand the complex reality of education as a social task. Principles of Philosophy and Sociology are applied in curriculum transaction. Approach is interdisciplinary wherein concepts of psychology are used in teaching skills, classroom management and evaluation. Interdisciplinary Teaching Aids are used to teach all subjects. Teaching is done through computers. The student teachers have to compulsorily take part in the multi-skill activities are organised by the college. Student teachers' participation in different extra-curricular and co-curricular activities that are organised throughout the academic session ensures multi-skill development. This helps them acquire leadership traits. Teachers use well-constructed plans and identify specific accommodation, modifications, and goals for each student thus providing opportunity for ongoing training and staff

development. Student teachers participate in the co-curricular and other interactive activities. Besides, the College works for promoting family-school partnership.

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?

The students, who are the primary and most important source of information, furnish feedback through questionnaire at the end of each academic session. Alumni meetings are held once a year. Interaction with them provides feedback on the relevance of the course content, methods of teaching, use of teaching aids, etc. Input from parents of the students and interaction with neighbourhood, provide general feedback about the related curricular/co-curricular activities. Feedback from peers is gathered during formal meetings of Principals of various colleges.

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.

Feedback relating to the curriculum from all these sources are collected and intimated to the Management. The feedback forms filled by the students are analyzed and report is prepared. On the basis of the analysis, suggestions pertaining to the curriculum are given rational thinking and if the suggestions could be implemented at the Institute level the same is done without delay.

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

The college is not a member of the University/Department of Education's BoS. Timely suggestions are however forwarded. These suggestions are recorded during seminars discussions, and worked out in Workshops on curriculum development, discussion on teaching-aid-use and their effectiveness and paper presentation on paradigm shift in curriculum.

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).

No revision has been done by the university for last three years.

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

Feedback from practicing schools, students and faculty are reviewed and then suggestions are sent to the affiliated university for curriculum revision and update.

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?

The Tamil nadu Teachers Education University prescribed curriculum is followed without any deviation. The university always tries to modify the curriculum by incorporating some dimensions of teacher education in terms of global development. The Institute tries to improve on its own by using relevant technology and equipment.

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

Our institution always encourage the innovative teaching methods in the classroom teaching like group discussion, team teaching, debate, peer group teaching. And also staff members are encouraged to prepare and present PowerPoint presentations, animated modules, videos to our student teachers. Student teachers are highly motivated to present their assignment and seminar using technology in the college.

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?

The institution has a transparent admission process. As the university gives the directions for admission, the institute issues an advertisement in all leading News papers of for admission notification. This advertisement covers the point regarding eligibility criteria as per NCTE norms, and Tamil nadu Teachers Education University, norms, reservation of seats in different categories as per State Govt. norms. Filled applications received by the Institute are scrutinized and admission process is followed strictly as per the Tamil nadu Government Norms.

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 college publishes advertisements in all leading dailies regarding admission to B.Ed., course. Printed prospectus will be issued to all the applicants. Norms of the university, course details, eligibility for admission, theory and practical aspects of the courses, etc are given in the college prospectus and college calendar.

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

The Institution monitors admission decisions through an Admission Committee constituted by the Principal and strictly complies the norms of the Tamil Nadu Government.

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

The college takes necessary efforts to effect the diverse student population. The admission is open to both sexes irrespective of cultural, communal and religious backgrounds. The college supports the students of scheduled caste and scheduled tribe to get scholarship from government. Besides the scholarship, the college also offers fee concession to backward communities from financially under privileged section of society. The college is equipped to meet the needs of differently able students.

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.

After the admission process the institution assess the students' knowledge and skills through marks secured by the candidates, group discussion, assessment tests and personal interview. This process helps the teachers to know the students' potential, academic background and their skill in communication, ICT, etc. Each optional teacher educators took in charge to assess the details of the above said.

2.2 Catering to Diverse Needs

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

In addition to the best infrastructural and instructional facilities, the Institute regularly organizes Seminars, Workshops and Competitions in various fields towards creating an overall environment conducive to learn and develop the students.

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

The college encourages and supports the teachers to make provisions for developing diverse learning needs of students through Practicing Variety of Strategies in Teaching, Motivating Student Teachers to take Seminars by giving Assignments, Making use of the available resources and Library, giving Practices in utilizing Computers and Internet facilities, develop Teaching Competency of the Student Teachers through Micro Teaching and Internship Programmes, organizing Seminars, Debates and Motivating Students to participate and present papers, organizing camp activities, participation in inter-collegiate Cultural and Sports activities.

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

Our institute follows Tamilnadu Teachers Education University curriculum. In theory classes, 75% attendance is compulsory as per the university rules to make the student eligible to appear in the examination. In practical, each student teacher has to undertake school based activities throughout the academic year. Besides, the

student teacher has to participate and accomplish extra-curricular activities of the Institute to develop their personality as a professional teacher. The individuality of the students is well appreciated and a different viewpoint is taken as a rational viewpoint. Teacher educators of the Institute generally take care of all above-mentioned aspects that help to understand diversity in terms of their learning ability. Attitudes, aptitudes, the psychological attributes revealed in practices are well disciplined to our observation. The total awareness of the teaching and non-teaching staff, create an atmosphere of exchange of ideas in a democratic way and in a way understandable to all.

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

Staff Meetings are conducted by the principal regarding the academic activities. Every activity is initiated and guided by the teacher educator in the college. Teacher educators are exposed to attend seminars, workshops and training programmes to update their knowledge and they are encouraged to use the library, resources and internet to become knowledgeable one. Diverse student needs are satisfied by the teacher educators as a leader and role model in the diverse learning situations. Diverse needs of the students are met with technology lab, computer cum language lab, library, variety of activities etc.

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

Student teachers are given extra training in terms of democratic values, effective classroom interactions, use of methods and techniques in classroom situation and they are also trained how to identify students in different need perspectives by

observing, talking, intervening, negotiation and discussion. The participation of the Student teachers in the class room is given due importance and two-way communication is even promoted. The identification of the students in psychological aspects is generally made on the opinions of the teachers interacting more with them. Thus learning, motivating aspects, problem solving situations, critical thinking opportunities are given due importance within the group of student teachers.

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 encouraged to use the college library and public library. In the computer laboratory internet browsing facilities are made available to visit the educational websites. Website evaluation is done by the student teachers. B. Ed. students are given an action research during the teaching practice and group projects as assignments. Ample opportunities are given for role playing and peer group teaching in the campus. All students are sent for practice teaching for a period of 40 days.

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?

Institute working starts with a prayer session which is managed and conducted by the students on rotation. Student groups are formed and responsibilities are given

for successful organization of this activity. It is followed by a theme based talk by a teacher educator as thought of the day. By this activity students cultivate their will and self-confidence. Students are given personal counselling for better organization of prayer assembly. Student teachers are engaged in preparing self learning materials, website analysis, text book review, and industrial visits and data collection for projects.

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.

Our Institution adopts various instructional strategies such as Project Method, Assignment, Seminars, Workshops, and Discussions etc. Science students study the various models of teaching. Facilities are given to students to get exposed to issues of social relevance of importance to education. Students conduct action research to identify the causes of Late Coming, Learning Disabilities etc.

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.

The Institute does not provide additional training in models of teaching. The curriculum prescribed by the university includes only limited contents of the models of teaching. In the schools, students are not accustomed to innovative practices as most of the Schools go for routine and traditional process of teaching and learning. Simulation is one of the important practices of the Institute and it covers important contents that make learning more effective.

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.

Microteaching technique is used for developing the teaching skills of student teachers during the pre practice teaching period. Demonstration in each skill is given by the teacher educators and then practiced by students. The following microteaching skills are practiced before students go for teaching practice. Introducing a Lesson, Probing Questions, Skill of Explaining, Skill of Reinforcement, Stimulus Variation Use of Black Board.

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

Each student has to perform a total 40 practice teaching lessons during the teaching practice. Apart from these 40 practice teaching lessons. The teachers also provide a well-planned demonstration of actual classroom teaching by using available teaching aids systematically. They are trained about how to observe a lesson in a systematic way and that provides good feedback to the student teachers. The actual time table of the school is well maintained by the student teachers and the guide concerned. More emphasis is put on effectiveness during the Block Teaching under the supervision and guidance of teacher educators. During teaching practice pupil teachers are provided with actual experience like on field training. They interact with the senior teachers and the principal for better understanding of the roles as a teacher.

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

The institution gets the permission and allocation of schools from the concerned Chief Educational Officer. The Heads of the concerned schools also express their consent. The usual practice is to send the allotted number of student teachers to the schools according to the strengths of the school to conduct classes under the supervision of the guide teachers. Teacher educators, also visit the schools, observe their teaching and offer feedback.

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 practice teaching carried out in partnership with the school headmaster, and the guide teacher. The student teachers are first asked to observe the teaching of the mentors and after getting proper instructions, the student teacher conducts classes for 40 sessions.

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

Through simulated teaching and guest lecturers of experienced school teachers, the student teacher will be prepared to face the diverse learning needs of students in school. Following are the points which help to manage diverse needs of the students in Schools by the student teachers: Students are ever welcome for any question or doubts regarding the contents of the subjects. The student teachers are advised to face different classroom situations in a constructive way. The learning outcomes are given importance and should be student centered. The socio- psycho needs of trainees are addressed by the supervisors to create conducive atmosphere to learning. The student teachers even motivate the school students for better

performance during their hours in the school. They also plan out a programme to talk in a group with the students informally.

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

Most of the schools have facilities for the talk and chalk facility only. However, when the facilities of OHP, computer etc, are available, student teachers are advised to use such facilities in teaching. For this, training is given to student teachers to prepare powerpoint preparations, writing in OHP sheets and developing film strips. Educational Technology Lab sessions help the students to handle LCD, OHP projector effectively. Mostly these technological components are included as a effective 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.

Practice teaching plans are developed by student teachers with the guidance of mentor teachers. There is no involvement of school staff. But for the time planning, the school may include for the teaching plans.

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

In general, the ratio of the student teacher to identify practice teaching school is 1:5. But in some situations the ratio of student- teachers may be less than five depending upon the demands of the student-teachers and school. This is based on

the medium of instruction, strength of the classes and locality of the school. Schools are allotted as per the directive of the Chief Educational Officer.

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

Students are observed by their supervisors during practice teaching. Evaluation scale is prepared for student teacher to evaluate teaching and observation. During the school based activities and lessons, the student teacher is observed by the teacher educator, mentor teacher. All of them give their feedback and suggestions at the end of each session. If any suggestion for the improvement comes up, then the teacher educator explains the same and does the necessary counseling related to the exact point. Feedback is also received reciprocally by the student teacher, the teacher educator, by holding a meeting for motivation, improvement and discussion of some points raised by the student teachers and it also includes observations of the teacher educator concerned.

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

Whenever there is a new educational policy introduced, the same is intimated to the student teachers through lectures by resource persons. Our students are given exposure to Active Learning Methodology, which is recently introduced by the government of Tamil Nadu.

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

Through Continuous visits to schools and Institutes. Teacher Educators, informed by the Principal, about the latest information regarding school education. The

Teacher Educators and the Principal of the Institute even keep in touch with the Principals of good schools for the latest information about school education. Teacher Educators also refer to the books published by Central Board of Secondary Education, Tamil Nadu Board of Secondary Education and books Published by N.C.T.E, and N.C.E.R.T. etc. to keep pace with the relevant developments in the school subjects and teaching methodologies.

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 management sanctions On Duty, leave and bears the expenses incurred by the staff for attending training programmes, seminars, and conferences. Faculty development programmes are arranged by the institution. Research is encouraged among the teachers by extending all possible support for those who are doing Ph.D./M.Phil. The college has also organized state level seminars and workshops to promote professional competency.

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

Teachers are rewarded for their good performances and motivate them by giving monetary and non-monetary incentives for the achievements and success of any faculty are appreciated at different functions on the platform of the Institute. The achievements are given as news items in the local newspapers. Feedbacks of the students are taken at the end of the academic year after the completion of the final university examination. Analysis of the feedback is done and analysis report is prepared. The prepared report is circulated among the members. From the analysis,

if any particular staff member is to be augmented, then the same is done by the Principal on personal basis. Any other good work of the staff is always appreciated by the Principal and Management at different functions. The non teaching staff including the supportive staff are always rewarded by giving them appreciation letters and also in monetary terms.

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 students are given a conducive learning environment in the campus. The airy classrooms, spacious library, availability of ICT components, exposure to various co-curricular activities and variety in teaching make the learning process smooth. The college pays attention to recruit professionally qualified and well experienced personalities as teachers. Grievance Committee is running in the campus to identify and solve the problems of student teachers. Through interaction with the students, their problems in learning are identified and steps will be taken accordingly.

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

Continuous assessment and evaluation of the students is done through seassional tests and one pre-university examination. Minimum of five assignments in each subject and various practicum works are assigned. Number of theory tests and exams are conducted to prepare our students for their University Examinations.

The Institute is conducting various class test, unit test, term exams and model exams before appearing for university exam. Students performance in the various tests were analysed and reviewed. Weak and bright students students are identified. The weak students are given extra care. There are also practice lessons to be taken in different schools by the student teachers. These lessons are assessed by the teacher educator, school mentor. This feedback is passed on to the student teachers by the teacher educator after the practice teaching. If any corrective steps are needed, they are taken at the school.

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

The answer papers of all examinations are corrected in time and shown to the students for verification and by suggesting ways of improvement. Weak students are identified and remedial teaching is given to them with specially designed timetable. The name and marks of top scorers in each paper are displayed in the notice board. Progress reports are prepared and send to their parents. The results are kept as records and it is discussed in the PTA meeting also.

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

Assessment and evaluation of class tests are done by the teaching staff. The ICT is not in direct use for the assessment and evaluation of the students. The total performance of student teachers in examinations and practical work is spread. A spread sheet is prepared with the help of computer. The teacher educator is also provided with printed material and required profile of the students for their academic use.

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 college adopts participatory learning methods such as projects, assignments, seminars, peer group discussion, team teaching and role playing. Peer sharing and criticising sessions are conducted after practice teaching. All students are trained in the use of computer, preparation of computer assisted materials, PowerPoint slides, etc. Use of LCD for lectures and seminars by both students and staff. Use of OHP for lectures. Learning through Internet. Organisation of seminars, training Programmes / workshops. Arranging guest lectures by eminent speakers. Library kept open even after college hours. Infusing daily test to improve the study habits.

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

Over head projectors educational CD's and slides are used as modern teaching aids in teaching – learning. The Institute authorities guide, help and encourage the teaching staff and the students to make use of modern technology for the delivery of instructions, the Institute has procured facilities like Power Point Projector, LCD, video camera, etc. for preparation of Power Point Presentations.

Criterion -III

Research, Consultancy and Extension

3.1 Promotion of Research

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

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

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

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

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

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

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

The Institute is happy to state that the faculty members are active in taking part at the different Conferences, Seminars, and Workshops. Faculties participated and presented papers in two national seminars, four state seminars, and six workshops.

3.2 Research and Publication Output

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

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

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

Equipments such as slide projector, OHP, LCD and computer with facilities such as internet, e-mail and websites are available in the College for developing

varieties of instructional materials. The labs such as Computer Cum Language Lab, Educational Technology Lab, and Arts and Crafts Room are utilized to prepare the instructional materials such as slides, transparencies, CDs, programmed learning materials and computer assisted learning materials.

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

Our faculty members deliver lectures by PPT method. Efforts are taken to encourage the student teachers to use PPT method for teaching. Presently the Institute has nearly fifty educational CD's. These CDs are regularly screened for the benefit of the students. The students can watch these CDs in the Institute.

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

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

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

Our faculties take steps to publish papers in journals.

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

The Institute awarded the staff who shown 100% result in their subjects.

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

In the past even the management provides much more facilities for researchers, the faculties who came from rural background were struggling to do the researches. But we have taken the necessary initiatives for research.

3.3 Consultancy

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

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

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

Yes, the staff members of the Institute have requisite qualifications and experience in the field of education to provide consultancy and guidance to the neighborhood Institutions.

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

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

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

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

3.4 Extension Activities

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

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

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

Getting suggestions from Parent Teacher Association meetings for further development of the college. Permit our student teachers in school for their practice teaching programme. Supporting and Co-operating the Camp activities organised by the college. Permit the students to attend the medical camp. Provide classes and students for practical examination.

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

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

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

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

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

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

3.5 Collaborations

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

The Institute has linkage with Indian Red Cross Society. The Society will help the Institute in arranging blood donation camps and making the students and faculty members to become members of the Indian Red Cross Society.

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.

No linkages with the international organizations.

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

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

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

The Institute has good association with nearby schools of the town and the surrounding areas, for organizing different activities. The Teaching and teaching practice of our student teachers are conducted in the nearby schools. Other than this, an explicit understanding is there with the schools in the regions for passing on the different resolutions related to teaching-learning. The Institute even deputed

some teachers for delivering lectures in nearby schools whenever there is a mass scale programme initiated by health, social welfare or programmes of social nature introduced by some organizations.

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

This is done as part of mandatory practice teaching. The teacher educators made observation on student teachers practice twice in their period. Teachers visit the school, consult the Head master and guide teacher about the duration of practice teaching, number of observation classes, and nature of supervision by guide teachers and method of evaluation.

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

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

3.6. Best Practices in Research, Consultancy and Extension

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

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

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

The Institute has good practices in Research, Consultancy and extension activities. A few of the best practices are given as below:

1. The Institute encourages all faculty members to undertake research. The Institute provides flexibility in teaching schedule to the faculty doing research.
2. Some of our faculty members provide honorary consultancy to educational institutions.
3. In extension activities, the Institute in association with NGOs and GOs organize camps, tree plantations, AIDS awareness programmes, etc.
4. The library is enriched with ample number of books, journals and magazines.
5. Providing Computer lab facilities with internet.

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.

Infrastructure is the basic and utmost need for any educational institution. Our college has excellent infrastructure which is sufficient to impart quality education as per NCTE norms. The College of Education is housed in a large beautiful ventilated block having total area of 3500 Sq. Mts. It includes a Multipurpose hall, Class Rooms, Laboratories, Principals Room, Staff Rooms, Administrative block, Library cum Reading centre, Arts and Craft room, Health and Physical Education resource centre, Girls Common Room and Store Room. The total amount involved for the building is 4,98,91,000. The master plan of the building is enclosed.

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

The Institute has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further. Though the Institute has one unit with 100 students in B.Ed course, it has got more infrastructure space facilities for additional course to be offered in the incoming year. Besides, every year, funds are earmarked in the budget to meet the existing needs and for augmentation in library, ICT lab, Institute building (for renovation and maintenance), science lab, art and work experience Lab, etc. Sports and play ground is properly maintained, and additional sport material and other material is made available to the students.

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

The following are the facilities available for extracurricular and sports, Play fields and Courts, Indoor games facilities, Auditorium, Rooms for Group work, Library and Laboratory facilities.

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

The following are the shared infrastructure with sister institutions -Multipurpose hall, play grounds, canteen, hostel.

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

The Institute has separate rest rooms for boys & girls. It has a canteen to cater the needs of the staff and students. The Institute has an arrangement with a local medico to visit the Institute. The Institute has water coolers attached with R.O for drinking water for the staff and students. The hygienic environment in the canteen and its surroundings are well Maintained.

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

Yes, but it is shared with its sister concern.

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.

- salary of faculty
- salary of non-teaching employees
- books and journals
- telephone, electricity and water
- maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.
- maintenance of equipment, teaching aids, contingency etc.
- on developmental activities (expansion of building)
- research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)
- on travel

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 infrastructure facilities established in the Institute are kept open for the students and faculty members during working hours and extended hours whenever required. The Institute proposes to bring additional course in Education in the

incoming year for optimum use of infrastructure. The management ensures smooth and regular functioning of the Institute so the entire infrastructure of the Institute continued to remain in effective use. Above all, Managing Committee ensures that the budgetary allocations being need based should be used properly and optimally.

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

The college is situated in a green forestry area. But the National Highway is situated nearby to the college. The college has taken the following steps to ensure a pollution free campus. Planting trees around the Campus , Beautify the campus by maintaining gardens, Keeping the campus Clean & Plastic Free, Precautions Board on the road to avoid the horns while the vehicles crossing the NH nearby to the college, Careful management of waste.

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 Institute has a qualified librarian and sufficient technical staff to support the library for material collection and media services.

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

The library has ample collection of books to the needs of the users .There is a detailed catalogue of books available to the users. Total number of books available in the library is 5834. The library subscribes 8 National journals, one International journal. Further there are 6 magazines and 4 dailies are also available. The library has also a collection of previous years Question papers. The library is also equipped with ICT facilities. A total number of 47 C.Ds are available for various disciplines. The students have access to internet. Daily working hours are from 9.00 a. m to 5.00 p.m.

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.

There is a Library Committee which meets at least twice in an academic session. The library committee meets to discuss the issues of purchase of books and journals as per requirement and pass the library budget. The Library Committee is responsible for the overall growth and development programme of the library. It holds at least two meetings every year to obtain feedback on the functioning from its members.

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

Yes, our library is partially computerized.

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

Yes, the library has computer, internet and reprographic facilities. It is accessed by the staff at any time as per their convenience and by the students in their library hours, leisure time and lunch breaks.

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

No. it is part of future plan.

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

The library is open on all working days from 9.00 am to 5.00 pm for the benefit of staff and students. The library is open for 8 hours for a day. All the working days of the academic year, the library is open.

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

New arrivals are made known to the students through display board.

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

Yes, the Institute has book-bank facilities for poor and meritorious students. Text books of their course are issued to the students for the entire academic session.

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

The college has not admitted any visually challenged students so far. But the institution will take special care to assist the physically challenged persons.

4.4 ICT as learning Resource

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

The Institute has software for Microsoft office, Anti Virus software, Language Lab software, Library Automation software, accounting software like tally etc. Students are split into five batches of 20 each and allotted specified days to use ICT and ensure optimum use of facilities. The students use the computer cum language laboratory of the institution as batch wise. The computers are provided with the necessary hardware and software requirements which facilitate the students learning through ICT. The computers are interconnected through networking and internet facility is ensured for each computer. There is a technological laboratory equipped with OHP, LCD, Film Strip Projector, Tape recorder, D.V. D Player and T.V.

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. In curriculum Computer Education is offered only as an elective subject. Beyond the curriculum, various strategies are implemented to train the students in computer skills. The college takes special interest in imparting computer education to all the students as per their needs.

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

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

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)

Developing lessons plans

The student teachers prepare lesson plans by collecting more information from website in addition to the content given in the text book. If the school have the projector facilities, student teachers use it as teaching aid.

Classroom transactions

The student-teachers prepare OHP sheets, power point slides, animated videos downloaded from website etc for effective classroom transaction.

Evaluation

The test questions are developed in the print form using the computer. The achievement and diagnostic test papers are manually evaluated, and the marks thus obtained are stored in the Excel (Microsoft) for statistical analysis.

Preparation of teaching aids

In preparing and presenting the teaching aids, relevant to the topic, students used ICT. Rare pictures, real videos, modules are downloaded and used as teaching aids.

4.5 Other Facilities

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

The instructional infrastructure facilities established in the Institute are kept open for the students and faculty members during working hours and also extended hours whenever required. The Institute ensures that the instructional infrastructural facilities are optimally used.

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

The institution has number of CD's in each discipline related to their topics and it is used as self learning packages and instructional aids. The college has camera, TV, tape recorder, video, DVD player LCD, OHP etc and students are all trained to use the audio visual equipments. Microteaching practice sessions are video graphed, replayed and feedback will be given to student teachers.

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

The following laboratories are available;

Language laboratory

Physical Science

Biological Science

Computer laboratory

Technology laboratory

Psychology Laboratory

The equipments are maintained well using registers and repaired as soon as fault is detected.

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

The Multipurpose Hall has an area of 2000 Sq.mts with the seating capacity of 250. A separate room for sports where keeping the sports items. Spacious playground is available with courts for different games.

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

Yes, the Classrooms, Seminars hall, ICT lab, Psychology lab and Science lab, are well equipped for the use of latest technology for teaching.

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 college proposes to have intensive training to the faculties to the use of Information Communication Technology and promote it to the student training. Power point and video presentation is encouraged for classroom teaching. Teacher educators make optimum use of equipments available in the technology laboratory and computer laboratory.

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

The following innovative practices related to the use of ICT which contribute to quality enhancement are given as under:-

Teaching through power point presentation, Teaching through OHP slides, Making lesson plan through computer, Lesson delivery through computer, Preparation and use of slides, Preparation and use of power point presentation, Collecting information through Internet, Increased and increasing use of L.C.D. for seminars/workshops.

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

The following are the innovative learning resources and infrastructure adopted by the institution, Using Computer Laboratory for preparing teaching notes, powerpoint presentations, downloading animated videos, sending notes via e-mail, Optimising the usage of educational technology lab for OHP presentations, training the student teachers to handle them, Giving practices to video graphing and evaluating the micro-teaching, Using Multipurpose Hall for students’ participation in group discussion and seminars, Updating the knowledge through library, Audio – visual aids for teaching and learning.

Criterion –V Student Support and Progression

5.1 Student Progression

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

The Institute conducts orientation programmes to ensure that the students are receiving appropriate academic and professional advice from time to time.

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

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

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

Yes. Those students 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?

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

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

	2010-2011	2011-2012	2012-2013
Higher studies	47	55	58
Teaching	21	25	27

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

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

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

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

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

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

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

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

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

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

5.2. Student Support

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

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

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

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

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

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

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

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

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

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

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

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

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

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

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

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

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

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

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

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

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

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

5.3 Student Activities

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

The Institute has an Alumni Association and the list of office bearers is given below:-

K.Senthil kumar President

S. Nagarajan Vice-President

R. Anihtha Secretary

R.Rajesh Treasurer

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

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

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

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

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

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

No. only student representatives system is alive.

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

The Institute has various bodies which have student's representation. The names of the bodies Committees are given below:-

Library Committee

Extension Activities Committee

Co-curricular Activities Committee

Sports Committee

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

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

5.4 Best Practices in Student Support and Progression

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

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

Criterion -VI Governance and Leadership

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 :

- Developing the Good Qualities Needed for a Teacher.
- Ensuring Professional Enhancement of Teachers through Various Activities.
- Integrating Innovations in Teaching Learning According to the Global Trends.

MISSION:

- To provide highest standard of quality education with latest technology
- To Uplift the Rural People through Literacy Drive Programmes.
- To do research and Development for promoting highest standard of Teacher education.
- To Promote Harmony and Peace in the Society.

OBJECTIVES:

- To prepare prospective teachers for leadership roles in education
- To understand , reform and improve education
- To improve the conditions of teaching and learning
- To create an intellectually sound generation
- To train competent teacher who are able to transact curriculum through advanced technological means

The Vision and Mission of the college are made known to the various stake holders by publishing them in the prospectus, college magazine and college website. They are also made known by displaying them in the building.

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 mission includes the Institution goals and objectives in terms of the needs of the society. The institute is committed to provide quality education and achieving excellence in teaching, learning and extension activities.

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

The Institute has established a number of cells / Committees / Board for effective and efficient transaction of teaching & learning process. Such as

Governing Body.

Selection Committee.

Admission Committee.

Library Committee.

Extension Activities Committee.

Extracurricular Activities Committee.

Placement Cell.

Guidance and Counseling Cell.

Grievance Redressal Cell.

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

Various committees are formed by the management where the principal is the chairperson and staff members are members of the committees. This committee prepares the list for the programmes and offers its assistance for the functioning of the programme.

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?

Regular staff meetings are convened by the Principal at regular intervals and the feedback collected from the staff members are submitted to the management for review when the advisory board and the governing board meet once a month. The Principal reports to the Chairman, the activities of the college and a review meeting of the Principal with the chairman is held every month.

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

The Management of the Institute identifies the barriers by checking the performance various committee constituted for monitoring and implementing vision and mission of the institute. The performance of the staff and students is not up to the mark or going down, the Principal in support of the management remove the barriers and take remedial action then and there.

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

To review the activities of the college, the Principal submits a report to the review of the Governing Body. The academic and administrative needs of the institution are informed to the management through the principal. Needed books in the library, broken items in the laboratories, are listed by the concerned staff. They submit the list to the management accordingly through the principal. These acts by the staff are supported and encouraged by the management for the effectiveness and efficiency of the institutional processes. The need for stationery material, infrastructure material like furniture, maintenance of fans and lights are noticed by the staff members at regular intervals. It is brought to the notice of the management through the principal.

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

The Principal is a whole time Executive of the Institute to provide requisite leadership to the system. He ensures that all provisions, Rules & Regulations of the University and NCTE are followed by the Institute.

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.

Following committees are constituted to take care of the various activities of the College

Governing Body.

Selection Committee.

Admission Committee.

Library Advisory Committee.

Extension Activities Committee.

Extracurricular Activities Committee.

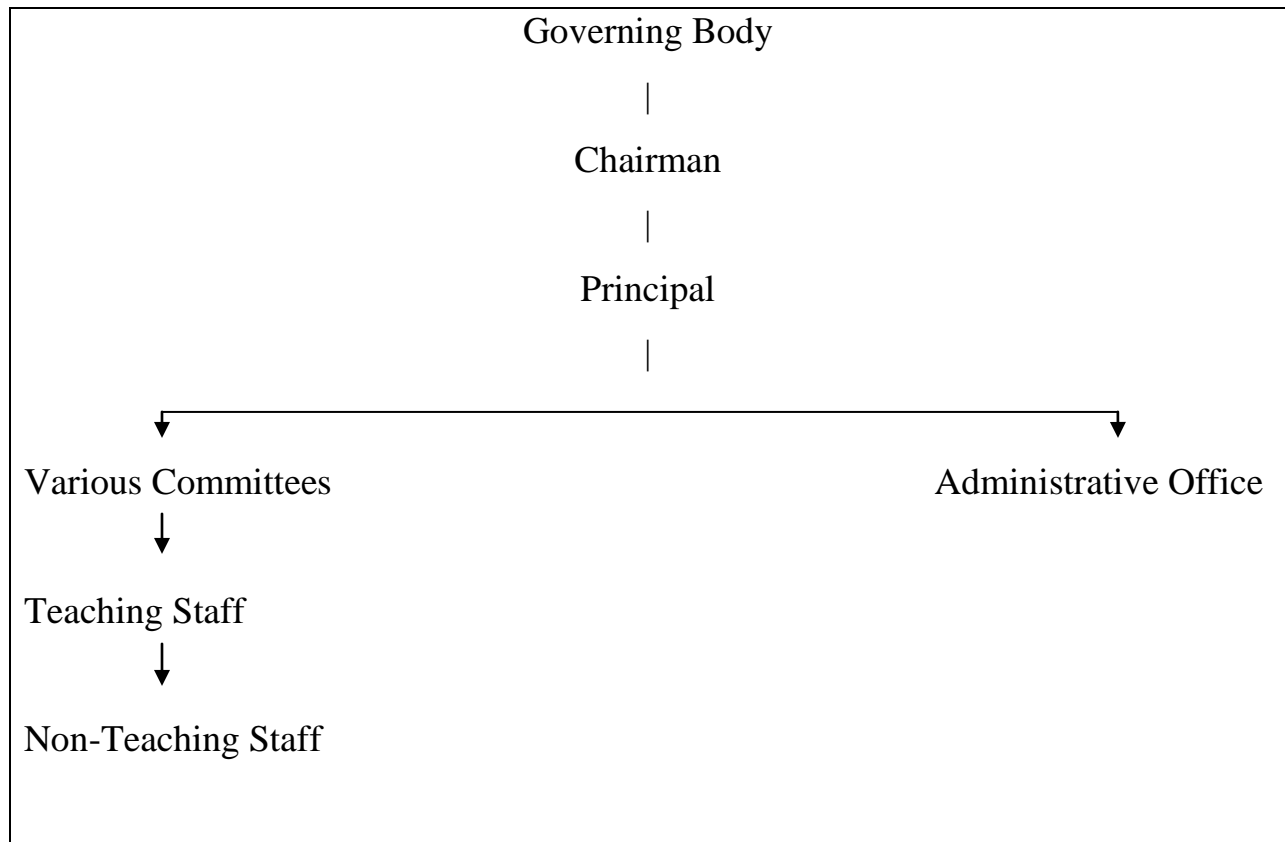
Placement Cell.

Guidance and Counseling Cell.

Grievance Redressal Cell.

The various committees meet as and when need arise and the principal who is the chairperson of all the committees communicates the decision to the management for execution. The administration is decentralized at every stage. The staff advisor and the staff secretary share the administration with the principal. Since it is a self finance institution all the matters regarding finance are dealt with by the management alone.

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



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

As shown various positions in the Organizational set up of the Institute and also the Committees which help in decentralizing the powers and responsibilities. Powers and responsibilities are delegated according to this hierarchy of the organization.

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

The college has close links with more than twenty five schools to which students are sent for teaching practice. The views of the heads of the schools, teachers, parents and service organizations are seriously taken in account to enhance quality in education. The college has link with orphanage and special schools so as to provide direct experience to the teaching methods of differentlyabled children. We invite resource persons in various disciplines to train the teacher candidates in the latest methodology of teaching. The institution maintains rapport with nearby Primary Health Centre in health check up and blood donation to the blood banks run by these centers for the socially down trodden people. The institution has link with Red Ribbon Club for creating awareness on AIDS among the prospective teachers as well as to the nearby village people.

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

Yes, the Institution uses the various data and information obtained from the feedback in decision making and performance improvement. The institution collects feedback from students in the prescribed format regarding curriculum, infrastructure and staff. Based on the feedback, remedial actions are taken for the improvement of the functioning of the institution.

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).

A Magazine is printed every year with the purpose of promotion, sharing of knowledge and innovations of the teacher education. The management ensures that there is optimum use of knowledge and skill of the faculty. To update the skill and knowledge of the faculty and frequent sharing sessions of faculty are conducted, especially after a faculty attending seminar, conferences etc.

6.3 Strategy Development and Deployment

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

Yes, The College has collected, analyzed and managed all information on academic and administrative aspects of the institution for better administration and academic reforms by the management.

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

The Institute has well defined system for allocating resources –human and financial for accomplishment and sustaining the changes resulting from the action plans based upon the norms of Governing Body.

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

The human support for the management for the implementation of its mission and its goals is sought through the various committee constituted by the Management itself. The college was founded with the noble aim of Promoting Social Change by developing Knowledge Society. For this purpose the institute renders help to socially under privileged students in the society. The financial resources are raised through fees.

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

Managing Committee along with other committees jointly prepare academic plan keeping in view the whole year's extra and co-curricular activities, practice teaching, and Guest Lecture, Seminar and Training Programmes related requirements. Practice Teaching School Teachers, faculty members and administrators are involved only in concern areas.

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

The employees are communicated with all the objectives, plans and programmes of the colleges informally and at times formally. Roles are assigned in such a way that every employee contributes in-charge of certain committee activities to the development of the institution.

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

The Institute has an Advisory Committee consisting of the Chairman, the Administrative officer and the principal, the committee periodically meet and plan future activities and also evaluate the activities undertaken.

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

The Institute is fully equipped with modern technical aids like computers, Internet facilities, LCD, OHP etc. The institution gives due importance to the implementation of the new technology in administration, maintaining library resources teaching-learning process, evaluation etc.

6.4 Human Resource Management

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

The management ensures that faculty development is a regular and continuous process and encourages the faculty to participate in any faculty improvement programme like going for higher studies, attending conferences, workshops, etc. All facilities are extended to staff for presenting papers in seminars. Facilities like permission on duty leave, transportation etc is extended to those who go as resource persons. Staff is assured of annual salary increments.

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

evaluations to improve teaching, research and service of the faculty and other staff?

The Institute evaluates the faculty and staff on their Self- appraisal Reports submitted by them every year and students' feedback on faculty members and also by observing their sincerity, dedication towards work. The Institute use evaluation to improve teaching, research and service of the faculty and other staff.

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

Yearly increment scheme on salary of the staff is implemented by the Management which motivates the staff, work with enthusiasm. There is free lunch facility for staff members. Staff members are encouraged to go for higher studies. They are motivated to attend seminars, workshops etc. conducted by the College and also by other colleges.

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

Yes, the Institute has conducted programmes for skill up-gradation and training under faculty improvement programme and arrange workshop for non-teaching staff.

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 vacancies arising in the college are advertised in leading newspapers to draw the attention of qualified candidates. A selection committee consisting of management and subject experts is constituted from outside. The Curriculum Vitae of candidates are carefully analyzed and selection is made on the basis of merits, experience, communication skill, aptitude and performance in model teaching. Salary is given as per the government norms.

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).

For music, workshop one part time staff is recruited. The salary structure and work load are as per university norms.

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

The Institute always supports faculty members to grow professionally, although there is no fixed allocation of budget for this purpose but institute bears a good amount of expenses for staff development. Staff members are actively encouraged for participation in seminars, conferences and workshop. Registration and conveyance expenses are borne by the Institute. Staff members are sanctioned duty leave. Well-equipped library and Internet facilities are provided to help in research

work. Members of advisory committee actively help in preparation and publication of research work.

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

The college has well furnished spacious and airy staff room. Computer with net facilities is at the disposal of the faculty for their teaching and research. There is a well furnished room for the principal having internet connection, and telephone. Library facilities are extended to staff by lending reference books. Computer and internet facilities and LCD of the institution can be made use of by the faculty members to carry out their teaching and research work effectively.

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

The Institute has mechanism for faculty and other stakeholders to seek information. The information is given through Notice Board, Brochure, and News Letter, Magazine, Institute website, direct interaction. The Grievances Cell is also available for complaints.

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.

Circulars from the university and government regarding work load are made available to the staff by circulating such circulars among the staff or by displaying them in the staff notice board or using staff circular register.

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

The Institute has mechanism to reward and to motivate staff members by giving letter of appreciation, certificate, memento and incentives. In additions to the above, outstanding staffs are honored in the functions.

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

The institution is self financed and no grant or financial support is received from the Government. All the programmes and activities of the college are carried out from the fees collected and also from the trust.

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

The Institute does not receive any Donation.

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 institution is adequate to cover the day to day expenses.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted

through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The budgetary resources to fulfill the missions and offer quality programs are fees from students and financial aid from 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 regularly by a registered chartered accountant. There is a mechanism both for external and internal audit. The internal audit is done by the finance officer. The external audit is done by a registered Chartered accountant.

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

Only partial computerization has been done.

6. 6 Best practices in Governance and Leadership

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

The Institute has transparency in administration. Decentralization of the leadership through committee system. Internal and External auditing of academic and administrative activities. Committees are organized for Every Activities. Students Evaluation on Teachers. Self Appraisal Report by the Teachers is Submitted and Evaluated. Workshops and Training programmes are organized for teachers for quality improvement. Suggestion Box And Grievances Box for Grievance Cell.

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.

Our institution has established Internal Quality Assurance Cell from the year 2013. IQAC consists of the following members, Chairman, Administrative Officer, Subject Experts and Principal. Major Activities: It initiates quality enhancement as follows,

- Appointing Competent and Qualified Teachers.
- Organizing Faculty Development Programmes.
- Performances of the Staff are frequently evaluated.
- Feed Back from Students Collected and Analyzed.
- Encouraging Innovative Methods in Teaching and Learning.

The institute vision and missions stated clearly based on the quality assurance and enhancement. The Internal Quality Assurance Cell maintains the spirit of quality through its supervision in every activity. As per directions of Managing committee the principal do the activities by maintaining high quality.

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

The Institute has adopted mechanism / process for internal quality check through Internal Quality Assurance Cell which has conducted Internal Academic Audit, Self-evaluation of teachers and teachers' evaluation by students.

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

The quality of the academic programme is ensured by following norms and standards of NCTE and affiliating University, Giving Equal Importance to Theory and Practical, Encouraging the Faculty and Students to Participate in Innovative and Various Teaching Learning Methods and Strategies, Following the Academic Calendar and Year Plan rigidly and smoothly, evaluating the Academic Works Done through Regular Staff Meetings, by Conducting Continuous Internal Assessment.

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

The administration is decentralized and the responsibilities are shared by the Principal, administrative Officer and Chairman. Care is taken in appointing qualified and experienced people in administration. Internal and external Audits are conducted every year. ICT components are also used in the financial management.

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

The Management of the Institute identifies the needs of the Institute through various feedback questionnaires from students, teacher educators, non-teaching staff, alumni etc. and through direct observation of Principal and Chairman.

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 changes in the policies of government are discussed by the staff and also by the governing committee and necessary facilities are given to ensure that the new policies are implemented in the college. The inclusion of the physically challenged are adequately redressed.

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?

Open discussions, general awareness programs, debates, guest lectures by experts are organized from time to time to cater the needs of awareness towards inclusion, exceptionalities and gender differences and their impact on learning.

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

Students are encouraged to take the messages to the society through their social interaction programmes, extension activities and also during their practice teaching. Various programmes focused in the curriculum are field trips and educational tour. Provision for Conducting Community Camp. Active Participation in extension activities. Internship programmes. Life Skill development programmes. Importance to ICT integration in teacher education. Practical sessions in laboratories. SUPW activities.

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

The Institute is proposing a planning to tie-up with some NGO's working in the field of education.

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

The college pays attention to the facilities of differentlyabled children. The following facilities are available for the orthopedically challenged students. Developing co-operative culture among the student teachers, to help the differentlyabled students to come into the building and even up to the library, toilet for the use of such students., facilities in the class room like sitting close to the entrance, separate reading desk in the library, assistance from the staff and student teachers, special attention during practice teaching like allotting a nearby school, etc.,

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

The Institute has a women cell to deal with the gender sensitive issues of women. But till now there is no issue relative to this.

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 principal prepares an annual report which is read on the college day and published in the college magazine and supplied to all stakeholders.

- 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?**

Whenever the programmes are conducted, feedback and suggestions are collected from stakeholders to make that programme better in future. If a programme is not successful as expected, weak points are identified and efforts are made to remove them in future programmes.

- 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?**

Questionnaires are used to collect the feed-back from students, alumni, parents and other stakeholders regarding course, curricular and co-curricular activities, evaluation etc. Feedback thus collected is recorded and analyzed. The management assigns responsibilities to various committees.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

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		
Admission and Orientation	■	■																																	
Theory													■	■			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Tutorials/ Seminars													■	■			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Sessional Work - Tests & Assignments			■													■							■												
Practical Work																									■					■				■	
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations				■																															
Practice Teaching/ Internship					■	■	■	■	■	■	■	■	■			■																			
Co-curricular Activities																■																			
Working with community/ project work																		■						■											
End-Term Examination																																			■