

ANNAI THERESA'S COLLEGE OF EDUCATION FOR WOMEN

Pavithram, Thiruvannamalai.

SAR for NAAC

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Part I: Institutional Data

A) Profile of the College

1. Name and address of the college: Annai Theresa College of Education for
Women, Therespuram
Pavithram post,
Thiruvannamalai District-606806.

2. Website URL : www.annaitheresabed.org

3. For communication : 04175-245200

Office

<i>Name</i>	<i>Tel. No. with STD Code</i>	<i>Fax No.</i>	<i>E-mail</i>
Principal Sr.Jeya Rani J	04175-245200	04175- 245200	principalannaitheresabed@gmail.com
Steering Committee Coordinator Hafnan Begum M	04175-245200	-	

Residence

<i>Name</i>	<i>Telephone no. with STD Code</i>	<i>Mobile no.</i>
Principal Rev.Sr.Jeya Rani J	04175-245249	9442111893
Steering Committee Coordinator Hafnan Begum M	04175-245249-	9629975942

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus Area in Acres:

5.58 acres

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

<i>DD</i>	<i>MM</i>	<i>YYYY</i>
05	07	2005

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

Tamil Nadu Teachers Education University
Chennai

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

Month & Year

2f

<i>MM</i>	<i>YYYY</i>
-	-

Month & Year

12B

<i>MM</i>	<i>YYYY</i>
-	-

10. Type of Institution:

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. **Self-financed**

v. Any other (Specify & indicate)

b. By Gender

i. Only for Men

ii. **Only for Women**

iii. **Co-education**

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. **Affiliated College**

v. Constituent College

vi. Dept. of Education of composite

College

vii. CTE

viii. Any other (specify & indicate)

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

Yes

No

If yes, has the institution applied for autonomy?

Yes

No

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

Sl. No	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Secondary/Sr. secondary	<i>B.Ed.</i>	<i>Graduate</i>	<i>Degree</i>	<i>1 year</i>	<i>Tamil&English</i>

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

<i>Level</i>	<i>Programme</i>	<i>Order No. & Date</i>	<i>Valid Upto</i>	<i>Sanctioned Intake</i>
Secondary/ Sr. secondary	B.Ed.	F.TN/SEC/175/SRO/NCTE/ 2004-2005/506.Date:20-04-2005.	Permanent	100

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

Yes	√	No	
-----	---	----	--

If yes,

a) How many programme?

<i>One - B.Ed.</i>

b) Fee charged per programme

<i>Rs, 41500/-</i>

3. Are there programmes with semester system?

<i>No</i>

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

Yes		No	√
-----	--	----	---

If yes, how many faculties are on the various curriculum development/ vision committees/boards of universities/ regulating authority?

-

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

B.Ed

Method-6, Elective-4

6. Are there Programmes offered in modular form?

Yes		No	√
-----	--	----	---

Number	N.A
--------	-----

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

Yes	√	No	
-----	---	----	--

Number	<i>1</i>
--------	----------

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	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

No

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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 (specifies and indicates)

Students from destitute poor family will be given weightages

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

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

- a) Date of start of the academic year (2012-13) 06-08-2012
- b) Date of last admission 20-09-2012
- c) Date of closing of the academic year 11-06-2013
- d) Total Teaching days 185
- e) Total working days 206

3. Total number of students admitted:

<i>Programme</i>	<i>Number of students</i>			<i>Reserved</i>			<i>Open</i>		
	<i>M</i>	<i>F</i>	<i>Total</i>	<i>M</i>	<i>F</i>	<i>Total</i>	<i>M</i>	<i>F</i>	<i>Total</i>
<i>B.Ed</i>		100	100						

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

N.A

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

a) Unit cost excluding salary component

Rs. 24348

b) Unit cost including salary component

Rs. 40296

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

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

Programmes	Open		Reserved	
	Highest (%) (Rank)	Lowest (%) (Rank)	Highest (%) (Rank)	Lowest (%) (Rank)
B.Ed	87	46		

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
B.Ed	53%	22.2%	24.8%

10. Pre-practice teaching at the institution:

a) Number of pre-practice teaching days

2	0
---	---

b) Minimum number of pre-practice teaching lessons given by each student (*Micro Teaching*)

0	7
---	---

11. Practice Teaching at School:

a) Number of schools identified for practice teaching

1	2
---	---

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?

<i>No. of Lesson in simulation</i>	No. 5	<i>No. of Lessons Pre-practice teaching (Micro Teaching)</i>	5
------------------------------------	--------------	--	---

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
<i>B.Ed.</i>	13%	87%

16. Examinations:

a) Number of Sessional tests held for each paper

0	8
---	---

b) Number of assignments for each paper

0	2
---	---

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?

19.

Yes	√	No	
-----	---	----	--

Number	2
--------	----------

 Does the institution offer computer science as a subject?

Yes	√	No	
-----	---	----	--

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

Compulsory



Optional



Criterion III: Research, Consultancy and Extension

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

<i>Number</i>			
---------------	--	--	--

2. Does the Institution have ongoing research projects?

Yes		No	√
-----	--	----	---

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

<i>Funding agency</i>	<i>Amount (Rs)</i>	<i>Duration(years)</i>	<i>Collaboration, if any</i>
-	-	-	-

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 × 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.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
<i>International Journals</i>	√	-	<i>1</i>
<i>National Journals- referred papers Non referred papers</i>	-	-	-
<i>Academic articles in reputed magazines/newspapers</i>	√	-	2
<i>Books</i>	-	-	-
<i>Any other (specify and indicate)</i>			

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):

	<i>Faculty</i>	<i>Students</i>
<i>National Seminars</i>	7	35
<i>International Seminars</i>	12	-
<i>Any other academic forum</i>	-	-

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

(Mark \checkmark for yes and \times for No)

Self-instructional materials

\checkmark

Print materials

\checkmark

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia etc.)

\checkmark

Digitalized (Computer aided instructional materials)

\checkmark

Question bank

\checkmark

Any other (specify and indicates)

\checkmark

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

<i>Local Level</i>	√
<i>State Level</i>	√
<i>National Level</i>	-

Criterion IV: Infrastructure and Learning Resources

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

2535.30 Sq.mtrs.

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

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

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

20 Computers

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

Rs 200000

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

Rs 24000

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

Rs 65000

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

Rs10,00000

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

Yes

No

9. Total number of posts sanctioned

Teaching
Non-teaching

Open		Reserved	
M	F	M	F
---	-		
-			

10. Total number of posts vacant

Teaching
Non-teaching

Open		Reserved	
M	F	M	F
-	-	-	-
-	-	-	-

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

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Lecturers		9		

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Readers	-	-	-	-

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Professors	-	-	-	-

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

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Lecturers	-	-	-	-

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Readers	-	-	-	-

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Professors	-	-	-	-

c. Number of teachers from

Same State

9

-

Other States

12. Teacher student ratio (program-wise)

<i>Programme</i>	<i>Teacher student ratio</i>
<i>B.Ed.</i>	<i>1:11.1</i>

13. a. Non-teaching staff

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
	Permanent		5	

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
	Temporary	-	-	-

b. Technical Assistants

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
	Permanent		1	

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
	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)

31%

16. Is there an advisory committee for the library?

17. Working hours of the Library

On working days				8.30 am to 5.30 pm
				<i>Nil</i>
Yes	√	No		
During examinations				10.00 am to 5.00 pm

18. Does the library have an Open access facility?

Yes		No	√
-----	--	----	---

19. Total collection of the following in the library

a. Books	5585
- Textbooks	2200
- Reference books	3385
b. Magazines	17
c. Journals subscribed	
- Indian journals	15
- Foreign journals/E-journal	
d. Peer reviewed journals	-
e. Back volumes of journals	
f. E-information resources	
- Online journals/ e-journals	
- CDs/DVDs	20
- Databases	
- Video Cassettes	5
- Audio Cassettes	10

20. Mention the:

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

117.22 sq. mtrs

Seating capacity of the Reading room

50

21. Status of automation of Library:

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	√	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

60

Maximum number of days books are permitted to be retained

By students

15 days

By faculty

20 days

Maximum number of books permitted for issue

For students

3

For faculty

7

Average number of users who visited/consulted per month

350

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

52:1

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

4%

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

	<i>2010-11</i>		<i>2011-12</i>		<i>2012-13</i>	
	<i>Number</i>	<i>Total cost (in Rs.)</i>	<i>Number</i>	<i>Total cost (in Rs.)</i>	<i>Number</i>	<i>Total cost (in Rs.)</i>
Text Books	270	23491	550	286089	322	129232
Other books						
Journals/ Newspapers/Periodicals	3	1050	5	10492	6	8205
Any others specify and indicate						

Criterion V: Student Support and Progression

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

<i>Programme</i>	<i>Year1 Seats - 100</i>	<i>Year 2 Seats- 100</i>	<i>Year 3 Seats- 100</i>
<i>B.Ed.</i>	-	-	-

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?

18

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		
	<i>I</i> <i>(100 Seats)</i>	<i>II</i> <i>(100Seats)</i>	<i>III</i> <i>(100 Seats)</i>
<i>Pass percentage</i>	93	98	98
<i>Number of first classes</i>	30	26	43
<i>Number of distinctions</i>	63	72	55
<i>Exemplary performances (Gold Medal and university ranks)</i>			

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

	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
NET	-	-	-
SLET/SET	-	-	-
Teachers Eligibility Test (TET)	1	2	15

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

<i>Financial Aid</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
<i>Merit Scholarship</i>	2	2	2
<i>Merit-cum-means scholarship</i>	-	-	-
<i>Financial Help</i>	25	15	23

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

53

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/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
<i>Inter-Collegiate</i>	-	-	-	✓		14
<i>Inter-University</i>	-	-	-	✓		10
<i>National</i>	-	-	-	-		-
<i>Any Other (specify and indicate)</i>	-	-	-	-		-

(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.

	<i>Participation of students (Numbers)</i>	<i>Outcome (Medal achievers)</i>
<i>State</i>	5	5
<i>Regional</i>	5	5
<i>National</i>	-	-
<i>International</i>	-	-

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

<i>2007</i>

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2010-11	2011-12	2012-13
<i>Higher Studies</i>	42%	38%	47%
<i>Employment (Total)</i>	53%	57%	52%
<i>Teaching</i>	41%	46%	48%
<i>Non-teaching</i>	8%	5%	3%

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?

2010-11	2011-12	2012-13
12	16	21

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

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

Criterion VI: Governance and Leadership

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)

<i>Governing Body/ management</i>	5
<i>Staff Council</i>	12
<i>IQAC/or any other similar body/committee</i>	5
<i>Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)</i>	
<i>Women's Grievance cell</i>	4
<i>Career and Placement cell</i>	2
<i>Anti Ragging Committee</i>	4

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

Loan Facility	Yes	√	No	
Medical Assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (specify and indicate)	Yes	√	No	

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

2010-11	2011-12	2012-13
0	0	1

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

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

-

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

	2010-11	2011-12	2012-13
<i>National</i>	-	-	2
<i>International</i>	-	-	-

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

<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
<i>1</i>	<i>2</i>	<i>1</i>

d. Number of

<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
<i>1</i>	<i>2</i>	<i>1</i>

Seminars/workshops/symposia on Curricular development, Teaching-Learning, Assessment, etc. organized by the institution.

e. Research development programmes attended by the faculty.

<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
-	2	2

f. Invited/endowment lectures at the institution.

<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
5	4	6

Any other areas (specify the programme and indicate)

<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Personality Development Awareness on Voting	Time management Programme Health & Hygiene	Blood Donation Awareness Awareness on Human Rights

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

a. Self-appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate) (By Principal)

Yes	√	No	
Yes	√	No	
Yes		No	√
Yes		No	√
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

<i>2hours</i>

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

Grant-in-aid	-
Fees	3816000
Donation	5000
Self-funded courses	-
Any other (specifies and indicates)	-

9. Expenditure statement (for last two years)

	2011-2012	2012-2013
<i>Total Sanctioned Budget</i>	<i>53.77lakhs</i>	<i>48.13lakhs</i>
<i>% spent on the salary of faculty</i>	<i>14.80</i>	<i>15.17</i>
<i>% spent on the salary of non-teaching employees</i>	<i>4.17</i>	<i>5.16</i>
<i>% spent on books and journals</i>	<i>3.43</i>	<i>5.55</i>
<i>% spent on developmental activities (expansion of building)</i>	<i>7.64</i>	<i>4.77</i>
<i>% spent on telephone, electricity and water</i>	<i>5.42</i>	<i>4.27</i>
<i>% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.</i>	<i>29.59</i>	<i>27.36</i>
<i>% spent on maintenance of equipment, teaching aids, contingency etc.</i>	<i>4.64</i>	<i>4.79</i>
<i>% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange etc.)</i>	<i>12.72</i>	<i>14.64</i>
<i>% spent on travel</i>	<i>6.91</i>	<i>6.49</i>
<i>Any other (specify and indicate) (Student Welfare Celebration)</i>	<i>10.68</i>	<i>11.8</i>
<i>Total expenditure incurred</i>	<i>100</i>	<i>100</i>

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.

2012-13	55902
2011-12	160376
2010-11	412244

-
-
-

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	<input type="checkbox"/>
Finance	Yes	√	No	<input type="checkbox"/>
Student Records	Yes	√	No	<input type="checkbox"/>
Career Counseling	Yes	√	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	√
Examinations/Evaluation	Yes	√	No	<input type="checkbox"/>
Assessment	Yes	√	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal coordinating 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	<input checked="" type="checkbox"/>
b) For students	<input checked="" type="checkbox"/>
c) For non-teaching staff	<input checked="" type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative and Best Practices

1. Does the institution have 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?

	<i>Category</i>	<i>Men</i>	<i>%</i>	<i>Women</i>	<i>%</i>
<i>a</i>	<i>SC</i>	-	-	<i>15</i>	<i>15</i>
<i>b</i>	<i>ST</i>	-	-	<i>1</i>	<i>1</i>
<i>c</i>	<i>OBC</i>	-	-	<i>65</i>	<i>65</i>
<i>d</i>	<i>Physically Challenged</i>	-	-	<i>1</i>	<i>1</i>
<i>e</i>	<i>General Category</i>	-	-	-	-
<i>f</i>	<i>Rural</i>	-	-	<i>95</i>	<i>95</i>
<i>g</i>	<i>Urban</i>	-	-	<i>5</i>	<i>5</i>
<i>h</i>	<i>Any other (MBC)</i>	-	-	<i>19</i>	<i>19</i>

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

	Category	Teaching Staff		%	Non-Teaching Staff		%
		M	F		M	F	
<i>a</i>	<i>SC</i>	-	-	-	-	-	-
<i>b</i>	<i>ST</i>	-	-	-	-	-	-
<i>c</i>	<i>OBC</i>	-	9	100	-	6	100
<i>d</i>	<i>Women</i>	-	9	100	-	6	100
<i>e</i>	<i>Physically Challenged</i>	-	-	-	-	-	-
<i>f</i>	<i>General Category</i>	-	-	-	-	-	-
<i>g</i>	<i>Any other (specify)</i>	-	-	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I (2011-2012)	Batch II (2012-2013)	Batch I (2011-2012)	Batch II (2012-2013)
<i>SC</i>	13	13	13	13
<i>ST</i>	-	-	-	-
<i>OBC</i>	73	65	73	65
<i>Physically Challenged</i>	1	-	1	-
<i>General Category</i>	-	-	-	-
<i>Rural</i>	85	95	85	95
<i>Urban</i>	15	5	15	5
<i>Any other (specify)</i>	13 (MBC) 1 (OC)	22 (MBC)	13 (MBC) 1 (OC)	22 (MBC)

Executive Summary:

Annai Theresa College of Education for Women, Pavithram

was established on **2004-2005** under the Amala Provincial House Society by a great visionary the Chairman, Rev.Sr.Mary Anysia with a sole motto to provide Quality Education to the students especially for women. The college is situated at Pavithram 15 km away from the city pollution with lush green surroundings. The teacher training programme is designed to develop overall personality of the student-teachers. Thus, intellectual, physical, emotional, moral and social developments are given important to develop their personality to evolve a complete man.

Through this our college is fulfilling its mission and objectives. Our mission is to provide quality education to all especially the marginalized, to serve as a venue for social Justice, to instill a firm commitment to spiritual and moral values, develop skill, talents and self esteem and give response to the special needs of individual students.

The vision of the college is a young generation coming out of the Institution imbibing with faith in God, equipped with most Modern knowledge and possessing the best in interpersonal Relationship and in duties towards the society in large. Our mission of providing Quality Education inspiring value based and career oriented education are achieved through this programme. The college runs under the control of two regulatory bodies – N.C.T.E. and Tamil Nadu Teachers Education University, Chennai. Both bodies have full control over the functions of the college by exercising their powers, the college follows all the rules and regulation laid down by N.C.T.E. from time to time in terms of approval of the course and college as a whole. On the other hand, our college is also bound to follow all the rules and regulation of affiliated body of Tamil Nadu Teachers Education University, Chennai, in terms of all admission, examination, allotment of certificate and degree.

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 bring out professionally competent teachers to teach effectively and joyfully.
- To prepare well trained competent teachers to shoulder the responsibility of modern society.
- To enable the student-teachers to apply the knowledge of educational psychology in their teaching-learning process.
- To inculcate in the students basic moral, social and spiritual values necessary for building up character and developing personality.
- To train the student teachers with pedagogical curricular competencies and skills in transaction.
- To train the teachers to equip themselves in the spirit of service and to eradicate illiteracy especially in rural areas.
- To provide opportunities to enhance their self-concept and gain self-confidence.
- To encourage innovation, especially in method of teaching.
- To arouse in students a sense of social justice, responsibility, compassion, sensitivity and concern for the poor and the disadvantaged.

- To inculcate proper value systems such as brotherhood, dignity of labor and patriotism in student-teachers.
- To create awareness and sense of responsibility towards environmental issues.
- To organize outreach programmes to uplift the deprived.
- To help them develop an analytic, synthetic, logical and critical mindset this enables them to face the hard reality of life and to initiate the desirable social transformation.

Our Amala Provincial House Society envisions Quality education, inspiring Value based and Career oriented education.

Our mission is to provide quality education to all especially the marginalized, to serve as a venue for social Justice, to instill a firm commitment to spirituality and Moral values, develop skill, talents and self esteem and Give response to the special needs of individual students.

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)?

Various steps in the curricular development processes:-

Tamil Nadu Teachers Education University has prescribed syllabus for B.Ed. course, last revision of syllabus was done in the year 2009-10.

Practical Work:

1. Micro Teaching (5 Skills)
2. Regular Practice Teaching including unit test
3. Criticism Lesson

4. Observation

- ♦ Demonstration Lesson
- ♦ Ordinary Lesson
- ♦ Criticism Lesson

5. Teaching Aids:

(For Arts students: Four in each method subject)

(For Science student: Two teaching aids and practical in each method subject)

6. Practical through the Audio Visual Equipments.

7. Open air session/SUPW camp and community service.

- ♦ Beautification and Sharman
- ♦ Community Participation
- ♦ Studies (Work Experience related with some theory course)
- ♦ Cultural and literary activities and games.

8. Internship (Block practice Teaching)

- ♦ Teaching of Method Subject.
- ♦ Social Participation in group.
- ♦ Participation in all activities of school.
- ♦ Report of any feature of school/case study/ Action Research.

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

The college has effective teacher education curriculum to meet the emerging needs and their goals and objectives. To fulfill the goals and objectives, the curriculum has the following features:

The first objective- To help prospective teachers to develop competence in each subject of their specialization is achieved through the depth of teaching and its various methods.

The second objective- To create teachers, who are dynamic versatile and meet national and global challenges, is achieved through debates, class seminar, Educational workshop, practice teaching, use of ICT, and a course paper of computer literacy, co-curricular and extra curricular activities. The curriculum is not limited to teach only compulsory course papers but to train in the activities like computer operation, research project, action research, case study, class seminar, orientation of workshop, book review, paper analysis, achievement test, internship etc.

The college has good infrastructure to conduct all type of activities such as curricular, co-curricular and extracurricular activities. The optimum utilization of these facilities is done by the students and all the activities are accommodated in the time table.

The values inculcation is also our important objective. This objective is fulfilled through prayer, views, Yoga, cultural, sports, practice teaching, celebration of important days, community works etc.

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

The curriculum of the college is designed broadly by keeping in mind all the issues like environment, value inculcation and use of ICT etc.

Environment: The College is itself located in the lap of nature, where pollution is not a problem. Besides it, the College has taken an initiative to organize activities under Sanitation Committee in the campus and outside the campus-

- ♦ Tree Plantation
- ♦ Cleaning up the surrounding area.

- ◆ Maintaining plastic free campus.
- ◆ Ornamental gardening.
- ◆ Vegetable Gardening.
- ◆ Maintaining herbal garden.

Value Education:

- ◆ As the value inculcation is significant now-a-days and it is one of the objectives of the college. Therefore, to fulfill this objective the college is conducting some activities.
- ◆ The daily programme of the college starts with morning assembly.
- ◆ Values are inculcated through Morning Assembly, sports, cultural programmes, Tutorial groups and social service among the students.
- ◆ Special seminar on value Education is arranged periodically.

1. Assembly:

- ◆ Prayer
- ◆ Reading (Bible, Quran, Bhagavat geethai)
- ◆ News
- ◆ Views (Value Education)
- ◆ Thoughts
- ◆ General knowledge
- ◆ Instructions
- ◆ National Anthem

2. Sports Activity

- ◆ Volleyball (Women)
- ◆ Badminton (Women)
- ◆ Basketball (Women)
- ◆ Football (Women)
- ◆ Kho-Kho (Women)

- ♦ Tug of war (Women)
- ♦ Kabbadi (Women)
- ♦ Track and field

3. Social Activity:

- ♦ Social Service, Village visit
- ♦ AIDS awareness
- ♦ TET awareness
- ♦ Human Right awareness
- ♦ Health awareness
- ♦ Blood Donation Awareness and Camp
- ♦ Human organs Awareness
- ♦ Rally

4. Cultural Activity:

- ♦ National days celebrations
- ♦ Great Leader's Birthday celebration
- ♦ Debate
- ♦ Dance Competition
- ♦ Singing Competition
- ♦ Rangoli Competition
- ♦ Essay writing Competition
- ♦ Pongal Competition
- ♦ Crib Competition
- ♦ Fancy Dress Competition
- ♦ Speech Competition
- ♦ Poem Writing
- ♦ Quiz Competition
- ♦ Tableau Competition
- ♦ Drawing Competition

ICT (Information and Communication Technology):

Teacher and teacher-educators are of control importance in tapping the potential offered by information and communication technologies (ICT) to enhance the quality of education. The student teachers are trained to develop power point lessons. Student teachers are encouraged to do the following:

- Power point presentation
- OHP presentation
- LCD presentation
- Net browsing assignment
- Website analysis

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

Yes, ICT is used in teacher education for simplifying the teaching learning process, it is utilized for

- Preparation of lesson plans.
- Planning and presentation of lessons effectively in the classroom.
- Use in micro teaching classes.
- Rectifying the errors committed by the student teachers.
- Preparing e-teaching learning materials.
- Internet access in library, multipurpose, computer resource centres.
- Use of ICT in Teaching: through overhead projectors, LCD presentation.

ICT is also used to get new ideas from other Institutions and the Universities. The institution has developed good relations with other Colleges of Education. Experts are invited to tender advice on curriculum development.

1.2 Academic Flexibility

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

The teachers provide theoretical as well as practical knowledge to student-teachers by giving different examples. The student-teachers apply these instructions in micro teaching as well as in macro teaching to make it more communicative and effective. The teachers give feedback on students' lesson-diaries to help them to understand the teaching in well manner.

Besides it, the college has adopted some activities like Seminar paper presentation and discussion in the class, debate competition and presentation of lesson through overhead projector, LCD. All these activities are helpful to provide experiences to the students that make teaching reflective.

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

The college provides 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, in the following ways:

In the Campus

- Group discussions.
- Debates.
- Remedial teaching.
- Peer teaching.
- Classes by experts.
- Power point presentations.
- Soft skill training.
- Participation in different cultural and co-curricular activities.
- Computer education.

Students are free to select the elective subjects according to their interest. The college offers the following four elective subjects.

- Environmental Education
- Physical and Health Education
- Computer in Education
- Professional Course for Teacher Proficiency
- The student teachers can select one of the above papers.

In the field

- Organizing field trips, excursions.
- Organizing community work.
- Donating learning materials to the deprived sections and nearby schools.
- Citizenship Training Camp.
- Conducting awareness rallies on casting votes and fundamental rights.
- Campus cleaning & beautification.
- Herbal garden.
- Visiting special schools.
- Community survey.
- Participation of students in various cultural competitions.
- Participation in state level sports championship.
- Participation in state and national level seminars, workshops, and panel discussion.

Through curriculum, the college is providing varied learning experiences to the students like: Seminar, Book review, Paper analysis, magazine, science practical, learning language via Language Laboratory, Guidance programmes.

- ♦ Overhead presentation is given whenever required during the presentation of seminar and lessons by students.
- ♦ Cultural activities are given aptly by their own interests.

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

The teacher-training programme is itself a communicative skill programme, where teachers develop and nurture various skills through Micro Teaching, Macro Teaching, Seminar, discussion, essay and debate competition, unit tests, home assignment etc.

- ♦ ***Verbal Skills:*** Introduction, Questioning, Use of audio-visual aids, Reinforcement, Stimulus Variation, Explanation, Illustration, Narration, Analysis and Drawing Conclusion are developed.
- ♦ ***Written Skill:*** Black board writing, preparation and use of charts, models, folders and transparencies.
- ♦ ***Communication Skills***
 - Induction training given in the beginning of every academic year.
 - Opportunities for students to present programmes in the every day morning assembly.
 - Spoken English classes.
 - Invited talks on communication enhancement skills.
 - Use of audio and video cassettes and CDs to improve the communicative ability.
 - Group discussions, debates, and speeches by the students.
 - Active student participation during classroom teaching.
 - Role play and Mono Act.
 - Participation in skits and one act plays.

♦ ***ICT skills:***

- Compulsory computer training for all the students.
- MS-Word, MS-Excel, MS-PowerPoint, Internet browsing & creating e-mail ID are taught to all the students.
- An elective paper 'Computers in Education' is included in the syllabi.
- Each student teacher is encouraged to prepare lesson plans and seminar papers with PowerPoint presentations.
- Every student is made to use internet.
- Website analysis.
- Use of Audio Visual aid, O.H.P, LCD and Computer

♦ ***Life Skills:***

- Sports and Games.
- Blood donation camp.
- AIDS awareness.
- Pulse Polio Awareness.
- Health and Hygiene.
- Leadership Training

♦ ***Community Orientation***

- Extension activities such as cleaning and tree planting.
- Visit to special schools.
- Visit to orphanages.
- Distribution of free clothes.
- Financial help to the poor.
- Awareness programmes on communicable diseases.

♦ ***Social responsibility:***

- Classes on Human Rights.
- Sessions on communal harmony.
- Counselling sessions.

- Awareness programmes.

♦ **Professional Skills:**

- Teaching skill.
- Creating awareness and responsibility on environmental issues.
- Seminar on Time Management
- Maintenance of health and hygiene.

The goal of this program is to encourage its participants to be more actively independent within their community.

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

(i) Interdisciplinary/Multidisciplinary

In curriculum transaction, a multidisciplinary approach is followed

- The curriculum promotes a multi-disciplinary approach through the study of Philosophical, Sociological and Psychological foundations, Educational Innovations and Management, ICT, etc.
- The syllabi of Teaching of English, Teaching of Mathematics and Teaching of Biological and Physical Sciences are interrelated.
- Provision is made in the curriculum of B.Ed. Course to opt for either English or Tamil as the second optional paper.

(ii) Multi-skill development

The curriculum has provision for multi skill development. As committed to instructional excellence the institution nurtures the development of the following skills.

- **ICT skill**

Encourages preparing lesson plans and seminar papers & PowerPoint presentations of the same. B.Ed. syllabi make it imperative to carry out website analysis.

- **Social skill**

Citizenship Training Camp, Community outreach programmes, Extension activities, Field trips, Excursions, etc. are done to develop social skills. The students are encouraged to develop the spirit of team work.

- **Managerial Skill**

House system, followed in the college, Citizenship Training Camp, morning assembly, and active involvement in organizing events of the college provide a platform to develop leadership skills, problem solving abilities, adjustment and organizational skills.

- **Life Skill**

Life skill experiences are provided to handle interpersonal relations, take appropriate decisions, communicate effectively and manage emotions and to gain professional development. These are done through personality development programmes, leadership training, physical and health education and various awareness programmes.

- **Communication Skill**

Communication Skills are essential to become an effective teacher. Students are given training to develop verbal and non-verbal communication abilities. They are also exposed to develop soft skills and skills of listening and speaking through classroom teaching.

(iii) Inclusive education

- Disabled students are given priority in admission.
- There is 5% reservation for special category as per University Norms.
- Individual attention is given outside the class for the visually and physically challenged students.

(iv) Practice teaching

- Practice teaching is conducted in selected neighboring Govt. aided High Schools and Higher Secondary schools for 40 working days.
- Student teachers have to prepare a minimum of 20 lesson plans for each optional subject.
- Practice in lesson plan writing is given to all students before the commencement of practice teaching.
- ALM methodology classes are conducted to update the new trends followed in schools. The following activities are done by them before the actual practice teaching.
- Micro teaching practice of a minimum of six skills.
- Observation of a minimum of six demonstration lessons in the college.
- Pre-practice teaching lessons (Criticism Lessons) by the students in the college.
- Observation of a minimum of ten lessons of mentor teachers in the school.

(v) School experience/internship

Student teachers involve themselves in all school activities such as

- Conducting the morning assembly.
- Assessing the home works given to students.
- Organizing Sports Meets.
- Organizing programmes like cultural competitions, literary competitions, etc.
- Conducting class tests.
- Interaction with mentors in the school.
- Conducting Action Research.
- Participation in celebration of festivals and days of national and international importance.
- Participation in school co-curricular activities.
- Conducting case studies.
- Participation in Association Meetings.

(vi) Work experience/SUPW

Due importance is given to work experience. Provision is made in the time-table for work experience. There is a separate room with necessary materials for makings socially useful productive works. Every student is made to prepare a minimum of five items.

The institution conducts the following SUPW activities:

- Preparation of craft items.
- Preparation of improvised aids.
- Fostering drawing & painting skills.
- Gardening.
- Making paper bags.
- Flower making.
- Fur toy making.
- Making paper envelops.
- Making Decoration things

(vii) Any other (Specify and give details)

The college also provides the following activities:

- On the spot evaluation of teaching aids.
- On the spot evaluation of SUPW.
- Mock viva.

- ♦ **Work Experience:** Preparation of charts, models, folders.

- ♦ **Any Other (Specify):** Case study, Book Review, Paper Analysis, Achievement test, Psychological tests, Unit test, Home assignment, magazine, Guidance Bureau.

1.3 Feedback on Curriculum

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

The institution encourages formal and informal feedback and communication from students, alumni, employees, community, academic peers and other stakeholders.

Students

- Student's feedback is collected through feedback forms.
- Feedback is obtained from the results of the examination.
- The institution has installed a suggestion box inside the campus. The suggestions/grievances written by the students are reviewed periodically.

Alumni

- During the alumni meeting, feedback forms are given to alumni to collect information about the curriculum and the administration and development of the institution.

Employers

- Employer's feedback on curriculum is obtained and considered with its seriousness and their suggestions are documented for the improvement of student's teaching competency, classroom management, effective use of teaching materials and use of technology.

Community

- Interactions and opinions from the parents and the heads of the practice teaching schools are obtained regarding the curriculum.

Academic Peers

- Feedback on curriculum is also obtained from the academic peers of neighbouring institutions.

Other Stake Holders

- Parent-Teacher Association constantly gives valuable feedback for the smooth running of curricular and extra-curricular activities of the institution.

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

Yes, there is a mechanism for analysis and use the outcome from the feedback from students and faculty.

Feedback analysis

- The feedback forms are arranged and the responses are tabulated item wise.
- Percentage of responses of the feedback is carried out for each item (for all the categories) quantitatively.
- The percentage of responses to each item in all the categories is examined.
- After reviewing the feedback, the faculty members discuss the strength and weakness of the curriculum in the staff council.

Areas for improvement

Based on the feedback analysis the following areas were identified for improvement:

- Library resources.
- Technology Based teaching content.
- Strengthening of soft skills.
- Models of teaching.

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

- Timely suggestions on curriculum have been given to the University by the institution.
- The institution has suggested to Re-open the B.Ed colleges in the month of July instead of opening it in September for every academic year.

1.4 Curriculum Update

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

The Tamilnadu Teachers Education University exclusively meant for teacher education. The B.Ed. course underwent a major curriculum revision in 2013-14.

B.Ed. Curriculum Revision

The title of core paper II ‘Psychology of Teaching and Learning was changed as ‘Psychology of Learning and Human development’ and paper III ‘Educational Innovations and Technology’ was re-named as ‘Educational Innovations and Management’ and now it has changed as ‘Educational Innovations and Curriculum Development’. The ICT components such as PowerPoint presentations, Website analysis, and E-Learning have been included in the all courses of curriculum. More elective subjects have been added, they are:

- Professional Course for Teaching Proficiency.
- Peace and Value Education.
- Perspectives in Special Education.

- Library and Information Resource Management.
- Pre-Primary Education.
- Safety and Disaster Management Education in Schools.

In B.Ed. curriculum, the weightage for the components of practicum has been reduced from 600 to 400 marks. Practice teaching days are increased to 40 working days. More weightage is given to Case Study record. There were two separate records for observation and demonstration lessons and they have merged as one now. Environmental Education record is also added in the practicum.

Quality improvement and Student satisfaction

The major curriculum revision has contributed to quality improvement and student satisfaction in the below mentioned ways:

- A paper entitled 'Professional Course for Teaching Proficiency' related to TNTET has been introduced to get highest scores in TNTET examinations.
- More elective subjects.
- Exposure to new trend in teaching and learning.
- Inclusion of ICT.
- Acquaintance with the major global changes.
- Increase in practice teaching duration.

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

Meetings are held time to time between Management Board and Staff. Concerning points are raised and discussed in the meeting on the basis of need. The institution has no authority or power to modify, improve and make additions to the existing curriculum. The institution has to follow the guidelines as prescribed by the Tamilnadu Teacher Education University.

However, the institution has send suggestion for curriculum revision and update.

Need assessment

- Need assessment is done through feedback from teacher educator informal discussions with students. Needs of the society and others stake holders are also taken into account. Curriculum needs to be modified in order to meet the emerging needs such as
- Skills to write Teachers Eligibility Test and National Eligibility Test.
- Preparation of lesson plans to suit Active Learning Method.
- Grading system through tests, assignments, seminars, and other learning center activities.
- A curriculum input needs more life skills.

Student input

- Feedbacks from the students about the curriculum are informed to the Academic Council of the University.
- Based on the feedback, permissible modifications are done internally by the institution.

Feedback from practicing schools

Fruitful feedback on curriculum from the different practice teaching schools are obtained (including heads, mentor teachers and students) and discussed.

Strategies adopted are:

- All the feedbacks are collected and discussed in the staff council meeting.
- The suggestions evolved out of the feedback are informed to the University.

1.5 Best Practices in curricular Aspects

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

As the part of promoting quality teacher education an IQAC , has been working effectively under expert guidance. The following measures have been taken by the institution for the quality sustenance and quality enhancement.

- Feedback analysis
- Reflective practice on curriculum.
- Publication of Seminars papers.
- Preparation of innovative teaching aids.
- Lesson plan on micro teaching.
- Framed syllabus for soft skills.
- Preparation of lesson plans based on model teaching.
- Programmed Learning materials.

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

To realize the objectives and thereby to reach academic excellence, the institution has planned and implemented innovations and best practices in curricular aspects. They are listed below:

BEST PRACTICES

1. Title: Developing English

Context

Most of our students belong to rural areas. So naturally there is a tendency to rely on mother tongue for communication purpose. The University has given flexibility in writing examination either in English or Tamil. Hence, most of the students read Tamil books and prepare to write in Tamil. As a result they become more proficient in Tamil than in English. Thus they lag behind in

English and face some difficulties. After the completion of B.Ed. course, most of the students have opportunities to work in the matriculation schools where knowledge in English is quite inevitable to survive as a good teacher. In these circumstances there is a dire need to train them to get maximum exposure of English language.

Objectives

- To orient student teachers to listen and speak English fluently.
- To make the student teachers read and write simple English.
- To help the student teachers to face various competitive examinations, interviews and career options.

Practice

- A Bridge course is arranged before the commencement of the new academic year to develop the English language.
- They are given training to develop the reading, writing, listening and speaking skills.
- CDs/Audio cassettes are used to develop the listening skills by making use of the language lab.
- Practice on reading newspaper, magazine, journals are encouraged.

Strategies used

- One hour per week is allotted for spoken English session in the time table.
- To create and to increase interest in English, songs in English were play to them.
- They were encouraged to narrate simple stories.
- New vocabulary is developed using play way method.

Empowering computer skills

- Our institution is situated in a rural area. Most of the students are from these places, and most of them are ignorant of computer skills. Skills in computer application are essential to become a teacher of next generation. In such a context in the institution decided to provoking

knowledge and practice in computer skills to make them fit into their future teaching profession.

Objectives

- To inculcate the basics of computer.
- To optimize the uses of e-resources.
- To promote multi-skill development.
- To familiarize them with instructional software.

Practice

- The institution developed a course material for computer education.
- Practice to use MS Word, MS Excel, MS PowerPoint.
- Instructional software's are familiarized.

Strategies Used

- Arranged classes to make the students use computer.
- Encouraged students to teach seminars by the use of MS PowerPoint.
- They were encouraged to submit their Assignments, Web analysis and Seminars are used by Internet Browsing.

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 is approved by NCTE and is affiliated to Tamilnadu Teachers Education University, Chennai. The institution strictly follows the rules and regulations stipulated by the University regarding the admission procedures.

Eligibility for admission to BEd Course

- A pass in X and XII with 10+2+3 or 11+1+3 pattern of study of the respective State Board or CBSE or any other recognized Board of Education/Examination.
- The candidate should have also passed UG Degree examination of the UGC approved Universities.

Marks Criteria

- Minimum of 40% for SC/ST
- Minimum of 43% for MBC students
- Minimum of 45% for BC students
- Minimum of 50% for OC students

The admission processes for the BEd Course

The admission for the BEd Course is carried out on merit basis by the admission committee formed by the college. The institution is transparent in the admission process. It provides equal chance and access to all eligible

candidates without any discrimination. The administrative committee of the college monitors the admission decisions taken by the admission committee to ensure equity. Special attention is given to the poor and the marginalized.

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

The college publishes its updated prospectus annually, which contains the following information.

- ◆ Vision, Mission, Goals and objectives of the college.
- ◆ About the college.
- ◆ Eligibility Criteria.
- ◆ Subjects offered.
- ◆ Advisory and Management Boards.
- ◆ Admission procedure.
- ◆ Academic Calendar
- ◆ Curriculum of B.Ed. programme.

The programmes are advertised through the following:

- Advertisement in the newspapers.
- Notice board of the college
- Banners
- TV media

The advertisement contains the following:

- ◆ Duration of the Course
- ◆ Eligibility Criteria.
- ◆ Subjects offered.
- ◆ **Infrastructure Facilities:**

Multipurpose, Psychological, Science, Sports, Computer Learning Resource Centre, Library, Medical facility, Transport facility, Hostel accommodation, Girls common room etc.

- ♦ General rules and regulations.

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

The admission for the BEd Course is carried out on merit basis by the admission committee formed by the college. The institution is transparent in the admission process. It provides equal chance and access to all eligible candidates without any discrimination. The administrative committee of the college monitors the admission decisions taken by the admission committee to ensure equity special attention is given to the poor and the marginalized.

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

The various measures adopted by the institution to retain the diverse student population admitted to the institution include the following programmes:

- Fee concessions are given to the economically backward students.
- Book Bank facility.
- Free books
- Various religious, cultural interests of the students are catered through celebrating religious and cultural festivals.
- Women's Grievance Cell functions exclusively to address the needs and problems of the women students.
- Bilingual method in instruction and provision of writing examination either in Tamil or in English.

- Freedom to teach either in English or Tamil during practice teaching.

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

Yes, there is a provision of assessing students' knowledge before the commencement of teaching programme.

- During the orientation programme teachers provide some educational topics to the students and students deliver speech concerning it.
- Entry level test is conducted to access their knowledge and skill.
- Overall assessment is done through self-introduction and discussion.
- Written and oral communication skills are assessed during the induction programme, conducted in the first week of the course.

2.2 Catering to Diverse Needs

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

The college creates an over all environments, conducive to learning and development of the students in the following ways:-

A. Infrastructure & Instructional facilities

- ♦ The College has good Infrastructure, sufficient to fulfill the demands of B.Ed. programme according to N.C.T.E. norms.
- ♦ It has enriched Library containing 9157 books on various subjects of education field, Reference books, Encyclopedia, Dictionaries, reports, educational journals, magazines, e-material etc.

- ♦ It has well equipped multipurpose, psychological, work experience, science, sports, and computer centers’.
- ♦ Individual attention and remedial teaching are given wherever necessary.

B. Qualified faculty- The College has qualified faculty to teach students regularly in the classes, as their periods allotted in the timetable. Stress-free learning environment is created through a pleasant student teacher relationship

C. Co-curricular activities- Students are encouraged to take participate in these activities like- Debate, Essay, Singing, Dance, Rangoli, Play and sports competitions.

D. Extension Lectures, Seminar and Workshop- Extension lectures are organized time to time in the campus.

Besides it a Workshop is organized at least once in a year.

Motivational and Inspirational thoughts are displayed on the walls of classrooms, libraries and the campus wall to mould the thought process of students.

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

(a) Teaching strategies for Advanced Learners:

- ♦ Complicated topics of Assignments and Seminar are allotted to them.
- ♦ Advanced Learners are encouraged to present class seminar through LCD.

(b) Teaching strategies for Slow Learners:

The Slow Learners are taught through discussion and demonstration methods in remedial classes'. Opportunities are given for collaborative learning. Individual attention and special coaching is given to the slow learners.

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

There are different activities envisioned in the curriculum for student-teachers to understand the role of diversity and equity in teaching-learning process. The curriculum is envisioned to cover the following:

- Constitutional provisions of education.
- Social structure and nature of the society
- Bases of individual differences
- Diversified learning activities
- Guidance and counseling
- Topics like national integration and international understanding
- Individualized instructional strategies
- Individual projects
- Observation of days of National importance
- Citizenship Training Camps
- Study tours
- Field works

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

The institution ensures that the teacher educator's are knowledgeable and sensitive to cater to the diverse student needs in the following ways:

- ◆ Teacher's qualification and experience.
- ◆ Various co-curricular activities.
- ◆ Organizing remedial teaching.
- ◆ Encouraging participation in seminars, workshops, orientation courses, refresher courses, talks/discussions with experts and invited lectures.
- ◆ Encouraging writing articles in the magazines.
- ◆ Encouraging the use of internet facility.

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

The following practices help student teachers to develop knowledge and skills related to diversity and inclusion

- Citizenship Training Camp
- Study tours
- Celebration of festivals
- Following uniformity in dress code
- Group discussions & seminars on diversity and inclusion.
- Visiting special schools
- Books on diversity and inclusive education
- Display of articles related to diversity & inclusion on the notice board.
- In the morning assembly the following activities are practiced
- Reading the Bible, Quran and Baghavat Geetai
- Thought for the day
- General Knowledge

- Newspaper reading
- Recitation & explanation of Maxim of our foundress
- Narration of moral stories to inculcate values.

2.3 Teaching- Learning Process:

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

Students are engaged in Active learning in the form of many activities. These are:

- ♦ **Library:** The period for library is allotted in time table. In this period students use library.
- ♦ **Internet:** There is a facility of Internet (Broadband) in computer room, where students can use it to prepare class seminar, assignments and notes.
- ♦ **Individual Project:** All students are assigned topics for class seminar and Home Assignments.
- ♦ **Practice Teaching:** All students do micro teaching as well as macro teaching in both the school subjects.
- ♦ **Practical Work:** Each and every student does these practical works:
 - Observation of lessons taught by student teachers in each method.
 - Preparation of teaching aids and experiments in two offering subjects.
 - Practical in the Audio-Visual equipments.
 - SUPW camp and community service.
 - Administration and Interpretation of psychological tests.

- Construction and administration of two Achievement tests in two School subjects.
- Paper Analysis.
- Science Practical.

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

'Learning' is made student-centered by adopting the following participatory learning activities.

- ♦ **Individual Project:** All students are assigned topics for class seminar and Home Assignments.
- ♦ **Practice Teaching:** All students do micro teaching as well as macro teaching in both the school subjects.
- ♦ **Practical Work:** *Each and every student does these practical works:*
 - Observation of lessons taught by student teachers in each method.
 - Preparation of teaching aids and experiments in two offering subjects.
 - Practical in the Audio-Visual equipments.
 - SUPW camp and community service.
 - Administration and Interpretation of psychological tests.
 - Construction and administration of two Achievement tests in two school subjects.
 - Paper Analysis.
 - Book Review.
 - Science Practical.

Extra-Curricular Activities:

- Subject Clubs

- Citizenship training camp
- Educational tour
- Use of ICT
- Portfolios
- Tree plantation
- Village Visit
- Quiz
- Debates
- News reading in the morning assembly
- Thought for the day
- Extempore Speeches
- Gardening
- Album preparation
- Role play
- Conducting competitions
- Power point presentations
- Text book review
- Note making

All these activities are student centered. Through these participatory activities, students acquire knowledge and use it in the development of skills.

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

The following instructional approaches are adopted:

- Behavioral approach
- Cognitive approach
- Constructive approach

The following methods are used for effective learning:

- ♦ Lecture cum demonstration method.

- ♦ Demonstration method.
- ♦ Discussion method.
- ♦ Presentation of model lesson (Micro Teaching and Macro Teaching)
- ♦ Project Method.
- ♦ Using CAI-Power point.
- ♦ Remedial teaching

The following innovative practices are used for effective learning:

- **Study Circle**

Students gather in their respective circles, study their day to day lessons and clarify their doubts

- **Tutor-ward-system**

All trainees of the college are divided into groups and put under the charge of a tutor. They are free to discuss issues, both personal and academic with the tutor individually and in groups.

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

Yes, there is a provision for additional training in models of teaching like Herbert Model of Teaching.

Preparation for practice teaching:

The institution has provision for additional training in models of teaching before starting Micro-teaching and Macro lessons in simulated conditions. Classes are organized in the institution every year for this purpose. In these classes, teachers give Demonstration lessons on each teaching skill and in each teaching subject. Here every student has to complete ten lessons in all five teaching skill in both teaching subjects.

5. Do 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.

Yes, the student teachers use micro-teaching technique for developing teaching skills. The following skills are practiced

- Skill of probing questions
- Skill of explanation
- Skill of reinforcement
- Skill of blackboard writing
- Skill of stimulus variation
- Integration skill

All the above skills are practiced by the student teachers until they acquire proficiency in each skill.

6. Details 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.)

Process of practice teaching in schools

- Lessons given by a student teacher per day : Minimum of 02
- Lessons observed by the teacher educator :A minimum of 03/student
- Lessons observed by Peers : 05
- Lessons observed by the school teachers : Forty lessons.
- The teacher educator of the subject concerned and supervising teacher of the schools monitor the lessons and teaching activity of the trainees.
- The teacher educator ascertains the suitability of learning activities and learning aids prepared by trainees.
- She gives feedback and appropriate guidance on the basis of initial monitoring.
- At the end of every week, the trainees and the teacher educator concerned assemble in the college and discuss the issues if any and doubts are clarified.

- The teacher educator in consultation with the school teacher concerned evaluates the whole program of practice teaching on the basis of the above said process and responds in the assessment scale.

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

The processes of Block teaching/Internship are given below:

- The trainees undergo a period of forty working days of practice teaching in various neighbouring schools with a systematic and planned schedule.

• Trainees are expected to observe the given time schedule and participate in the following activities:

- Identification of the schools for practice teaching.
- Ensuring the consent of the respective schools.
- Discussion with the concerned teacher of the school about the topics to be taught.
- Collection of the time table from the schools.
- Preparation of a minimum of 40 lesson plans in the optional subjects.
- Conduct of practice teaching for forty working days.
- Get familiarized with the administrative process.
- Interaction with the school academic bodies.
- Observing the infrastructural and instructional facilities.
- Participation in all the activities of the schools as a teacher.
- Conducting Case study of the problematic student.
- Conducting diagnostic and achievement tests.

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

Yes, the practice teaching sessions/plans are developed in partnership, cooperatively involving the teacher educators and mentor teachers. The details are given below:

- The practice teaching time tables are prepared in consultation with the mentor teachers.
- The teacher educators examine the lesson plans, mentor teacher verifies the lesson plans, and teaching aids.
- The teacher educators and mentor teachers give support to carry out Action Research, Case Study and Psychological Tests in the classrooms.

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

The student teachers are prepared well for managing the diverse learning needs of the students in schools in the following ways:

- The student teachers well motivated and oriented with the teaching skills and different methods of teaching before the commencement of teaching practice.
- Student teachers are trained well in psychological experiments which are used to understand the concept of individual differences.
- Student – teachers are trained to teach in the class keeping in mind the mental level of all the students.
- For slow learners, student teachers use more audio-visual aids to explain the content.
- Teaching is conducted in such a way to satisfy the needs of bright students as well as of slow learners.
- The student teachers are given experiences to explore multilevel learning activities in schools through discussion lessons, demonstration and criticism classes.

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

The students are encouraged to use hardware and software aid maximum during practice teaching. The maximum use of teaching aid affects on the judgment of the students. Trainees are given training for preparing power point presentation, OHP lessons and use them during the practice teaching sessions.

2.4 Teacher Quality:

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

The principal gives permission to conduct practice teaching in school and teaching staff provide topics to the students of their concerning subjects.

Teacher Educator also remains in continuous touch with head of the school, school teachers and student teachers. They are provided an opportunity to reflect on the quality of the programme. Students often interact with the school and the community in the context of the issues and problems faced by them. They interact and prepare a report on specific aspects of school/community and submit the same to the Institution for evaluation.

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

The approximate ratio of student-teachers identified for practice teaching-school is 5:1. This ratio varies on the basis of classes and its sections exist in the schools. While selecting the schools preference is given for neighbouring Government aided High Schools and Higher Secondary

Schools. The list of schools selected is displayed in the notice board. Students are given freedom to select the schools according to their need. Classes are allotted based on the requirement of the trainees and availability of the classes in the schools.

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

- ♦ ***Micro and Macro Teaching:*** By observing the teaching and lesson diaries of student-teachers the teacher-educators give feedback in their lesson diaries. Some times they give orally also. Feedback is given on the basis of Teaching Assessments Performa by following the feedback is obtained from the mentor teachers and Head Masters of the school through feedback form. During the practice teaching the trainees have to assemble in the college on weekends and share their experiences with the teacher educators. They encourage them and give suggestions to overcome the drawbacks.

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

The revised books of the school syllabus are available in the college Library through which the student teachers get an overview of the school syllabus.

- The teacher educators give an orientation programme regarding the needs of the school.
- Team teaching and demonstration on ALM is given by well trained teachers in advance.
- The institution also permits the student teachers to meet the mentors and the head of the institutions before the start of practice teaching to familiarize with policies and functioning of the schools.

- The school calendars also help them to know the policy direction and needs of the schools.

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

The students and the faculty keep pace with the recent developments in the school subjects and teaching methodologies in the following way:

- The institution organizes seminars on recent teaching methodologies and models of teaching.
- Experts are invited to give orientation programmes to the trainees and the teacher educators on the reason developments in the school subjects and teaching techniques.
- Regular interactions by the teacher educators with the school teachers and Head Masters are done in order to understand the requirements and expectations of the schools.
- The recent developments are also known through internet facility, newspapers, magazines and other materials.
- School teachers are invited to the college to discuss the recent revisions of the syllabus and evaluation system in the school.

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?)

A. The college encourages

- ♦ Teaching Staff to enhance their academic qualifications.
- ♦ To attend and participate in seminars, workshops, orientation and refresher programmes.
- ♦ To publish educational articles in different educational journals and magazines etc.
- ♦ To write books.

B. The college organizes workshops and Extension Lectures.

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

Yes, the faculty members are appreciated for their excellent performance and awards are given on important days celebrated by the institution.

- The faculty members are motivated and awarded in every stage especially they are appreciated and felicitated by the management on College day and Teachers day.
- The faculty members are given special awards for their meritorious performance.
- Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes.
- Incentive is given for higher qualification of the teachers.

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 barriers to student learning are identified through:

- ♦ Feedback from students.
- ♦ Suggestion box.
- ♦ Informal talks with students.
- ♦ PTA
- ♦ Alumni

Barriers communicated and addressed

- Computer Lab is strengthened with more computers.

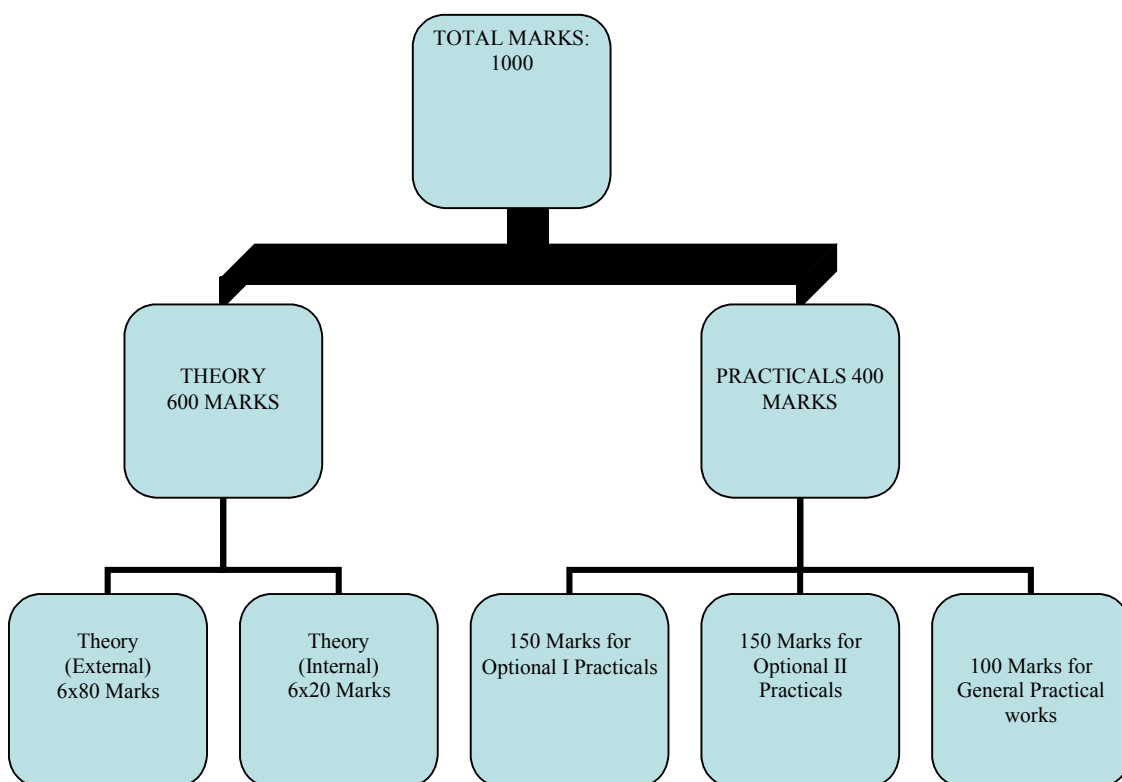
- Inverter facilities are arranged.
- Language Lab is strengthened.
- For the weak students special coaching is given.

To ensure the teacher quality

- Selection is made by subject experts and management.
- Appointments are made strictly in accordance with NCTE and University norms.

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

SCHEME OF EXAMINATION



External Assessment

Theory Examinations

Tamilnadu Teachers Education University conducts both written and practical examination after completing 180 curriculum transaction days. The written examination is held for three Core papers, two Optional papers and one Elective paper. Each theory paper is designed for three hours duration which consists of section A, Section B, and Section C with questions and allotment of marks as shown below:

Section	Type of Questions	Marks	Total marks
A	Very short answer type question with open choice (Any 10 questions out of 12 questions)	10x2	20
B	Short answer type question with open choice (Any 5 questions out of 8 questions)	6x5	30
C	Essay type questions with internal choice (Two essay questions)	2x15	30
	Total marks		80

Marks qualifying for a pass

- 50% in each paper, with a separate minimum of 45%
- 75% and above for first class with distinction
- 60% and above in the aggregate for a first class
- 50% and below 60% for a second class

A candidate who fails in one or more papers in the written examination shall be permitted to appear again only for those papers in which she failed.

Reappearance for theory examination

Each unsuccessful candidate is permitted to reappear for the written examinations in the next three consecutive academic years.

Internal Assessment

Components of Internal Assessment

Sl.No	Component	Maximum Marks
1	Tests (Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 10)	10 marks
2	Assignments (Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 10)	5 marks
3	Seminar	5 marks
	Total	20 marks

Practical examinations

A panel consisting of three external members (one convenor and two members appointed by the University, assess the teaching competency and practical works of each student in every academic year and they award marks.

Practical works comprise 22 components which carry a total of 400 marks.

It is given below:

Group A

1. Observation Record for Optional I	:	5 marks
2. Demonstration Record for Optional I	:	5 marks
3. Micro Teaching File for Optional I	:	10 marks
4. Teaching Competency	:	80 marks
5. Lesson Plan - Optional I File	:	20 marks
6. Instructional Material File for Optional I	:	15 marks
7. Test and Measurement File for Optional I	:	15 marks
Group – A Total	:	150 marks

Group B

1. Observation Record for Optional II	:	5 marks
2. Demonstration Record for Optional II	:	5 marks
3. Micro Teaching File for Optional II	:	10 marks

4. Teaching Competency	:	80 marks
5. Lesson Plan - Optional II File	:	20 marks
6. Instructional Material File for Optional II	:	15 marks
7. Test and Measurement File for Optional II	:	15 marks
Group – B Total	:	150 marks

Group C

1. Educational Technology File	:	10 marks
2. Case Study Record	:	10 marks
3. Environment Education Record	:	10 marks
4. Psychology Experiment Record	:	30 marks
5. CT Camp File	:	10 marks
6. Physical Education Record	:	10 marks
7. SUPW Record	:	10 marks
8. Text Book Review Record	:	10 marks
Group – C Total	:	100 marks
Total Marks (Group A+B+C)	:	400 marks

Passing Minimum for Practicum components

Each candidate has to apply for practical examination in the first attempt. Candidates who have secured 50% in each of the practical activities shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates.

All the works done related to the practical component should be made available to the practical examination board at the time of practical examination and whose decision on the marks to be awarded shall be final.

Reappearance for theory examination

Each unsuccessful candidate shall be permitted to reappear for the practical components examinations within the next three consecutive academic years.

Classification of Successful candidates

A candidate shall be awarded the B.Ed. degree if she has passed both the theory component and practicum component.

Successful candidates shall be classified as specified hereunder by taking into account their total marks secured in theory and practical examinations.

Percentage of Marks	Classifications
50 to 59	Second Class
60 to 74	First Class
75 and above	Distinction

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

- There is a continuous assessment system followed in the college. Student's performance in all the activities including class tests, terminal exams, assignments, seminars, practicum and practical works are continuously evaluated by the teacher educators concerned and feedback is given.
- The assessment system is made transparent to the students by informing them in the beginning itself. Outcome of the assessment is used to improve the performance of the students and curriculum transaction.
- The outcomes are informed to the parents of the students so as to enable them to encourage their wards.
- The terminal exam marks are sent to their parents.
- Parents are also given opportunities to consult with the teachers about their wards during PTA meetings, and other timings.

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

ICT is used in assessment and evaluation processes by feeding the numbers of all the activities in the computer and each and every student record is prepared in computerized file.

2.6 Best Practices in Teaching- Learning and Evaluation Process:

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

Innovations in Teaching and Learning is-

- ♦ Guidance Bureau.
- ♦ Extension lectures by the experts in different fields are arranged to provide wider exposure to the students about varied walks of life.
- ♦ Orientation in computer application for all students.
- ♦ Orientation in operation of hardware like OHP, Slide Projector, Internet etc.

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

The students have good response toward this innovative practice. They realize that the programme is very beneficial for them.

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?

The College motivates its teachers to take up research by:

- ♦ Doing adjustment in teaching schedule.
- ♦ Providing financial help for research work.
- ♦ Providing study leave of ten days in a year.
- ♦ Providing the facilities of typing, photocopying and internet.
- ♦ Giving one extra increment to him, who has completed her research?
- ♦ Participation in seminar/workshop at district level, state level and National Level.

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

There is no such thrust areas of research priority by the college.

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

The College encourages teachers for conducting Action Research. The major areas of Action Research are Irregular attendance, late comers, lack of interest in study and other related areas.

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

List of Conference, Seminar and Workshop attended by faculty members are:

	<i>Conference</i>	<i>Workshop</i>	<i>Seminar</i>
<i>Attended</i>	✓	✓	✓
<i>Organized</i>	✓	✓	✓

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.

To enhance the quality of teaching the institution has developed the following instructional and other materials.

- Self-Instructional material based on the course content like programmed learning.
- Question bank.
- OHP sheets, glass lights on various topics at BEd level.
- Printed learning materials.
- Lesson plan based on models of teaching for BEd students.
- PowerPoint teaching.

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

The College has rich library, including reference books, Encyclopedia, Reports, Journals, Dictionaries and subject books etc. The College provides transparencies, Permanent marker etc. for O.H.P. presentation.

- There are extra desktops too placed for the use of student teachers. They are allotted to learn computer, prepare PowerPoint presentations
- Language laboratory is available.
- Besides the teachers can get charts, models, specimen, graphs and other instructional materials for teaching.

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

The following technology related instructional materials have been developed during last five years.

- OHP Transparencies.
- Film Strips.
- PowerPoint lessons.
- Audio/Video lessons.
- Video Clippings.

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

a. Organized by the institution

b. Attended by the staff

c. Training provided to the staff

Organized by the institution

Workshop

- A workshop on ***“Development of Teaching Aids”*** was organized by the college. The workshop was conducted by the eminent personalities.
- A workshop on Improving Handwriting and Chart writing were conducted for the trainees.
- Workshop on preparation of teaching aids, chart writing, making of flannel board and other teaching aids.

Teaching Programmes

The trainees of our institution are given training in making.

- Doll and fur toys.
- Making flower vase.
- Flowers and greeting cards.
- Small bamboo baskets and wire baskets.
- Making Embroideries in handkerchiefs.

- Decorating things.
- Ice stick flower vase.
- Making surf and phenoil.

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

Nil

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

Nil

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

Major Research Projects:

Sl.No.	Teacher's Name	Year	Topic
1			
2			
3			

3.3 Consultancy

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

The College consultancy at the Local Level, the nearby schools and Practice Teaching schools are identified. The teachers in these schools are given

consultancy on new trends on education. Consultancy is also given on up-gradation of schools to new trends and smart class concept.

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.

The College staff is competent to consultancy to the nearby schools about teaching methods, teaching skills and use of Audio-Visual Aids in teaching learning process.

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

The consultancy service is done free of cost.

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

The institution has not claimed any stake on the revenue generated by the teacher educator.

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 has been benefited from the institution through its various extension activities. A few of them mentioned below:

Blood Detection and Donation Camps:

Free blood group deduction was conducted for the public. The students have donated blood to the sick of the local community.

Health Awareness Programme:

The institution conducts Health Awareness Programme together with the Health Department, Tiruvannamalai. Awareness talks were given on Maternity and child health, Diabetes Mellitus, Family welfare, TB, HIV Dengue fever.

Distribution of Cloths and Cash:

On every Christmas day celebration the institution distributes cloths, cash to the poor people in local and nearby village.

Visiting special school

The trainees donated stationeries and financial support to Blossom special school at Sellur and Avila special school in kanyakumari.

Special coaching classes for TET examinations

TNTET coaching class was conducted.

Charity work

- An amount of Rs, 5000 was given to the leprosy.
- An amount of Rs, 2000 was given to the Manitha Neyya Sanmarga Children's Educational Development Trust, Salem.
- An amount of RS, 10,000 was given for toilet construction to the poor at widow Madurampattu village.
- An amount of Rs, 5000 was given to the handicapped Mr.Raja, Pavithram for self earning.
- An amount of Rs, 5000 was given to Diocese for Missionary work.
- An amount of Rs, 20,000 was given to the poor students for higher studies.
- An amount of Rs, 5000 was given to Thiyagi Hr.Sec School, Tiruvannamalai for the furnitures.
- An amount of Rs, 3000 was given to Govt.Hr.Sec.School, Kattampundi for Furnitures.
- An amount of Rs, 3000 was given to the destitute women at Samtuvapuram.

Awareness Rally Programme

The institution conducted an awareness programme and rally stressing the importance of casting the votes on 20th March 2011.

The institution conducted rally on Women's Rights on Women's Day every year.

Tree Plantation

Tree plantation was done in our college campus and the nearby villages.

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

The institution has benefited from the community in the following manner:

- The institution has network with neighbourhood schools and they provide faculty conducting practice teaching of the teacher trainees.
- The college has benefited from the community through its participation in the programmes of the college and through its encouragement and participation in the form of PTA.
- Experts of local community were invited to share their specified expertise among the student teacher, and the teacher educator in events like Fine Arts day, Sports day, College day, Independence day, Republic day and other festival celebrations.

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

Major activities:

The college plan to take up more initiatives in outreach programmes like

- ♦ Adopt a village that needs social upliftment.
- ♦ Awareness on healthy food habits among the rural people.

- ♦ Promoting health and hygiene.
- ♦ Plans to extend cleaning programmes to a broader area.
- ♦ Awareness on protecting green environment to Students.
- ♦ Awareness of TET Exam for students.

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

Not applicable

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

The institution has planned and organized the following activities to develop social and citizenship values and the skills among our students.

- Morning assembly includes News paper reading, reading on three religions, Moral stories, Thirukkural recitation, General Knowledge for inculcating citizenship values in them.
- SUPW activities are done to develop social values.
- Various extension activities and outreach programmes of the college provide opportunities to acquire social and citizenship values.
- Seminars, workshops and other activities of the college help to develop social attitudes among the teacher trainees.
- Moreover, the curriculum itself encompasses social and citizenship values and skills.

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.

Annai Theresa College of Education for Women has tie-ups with:

- Tamilnadu Self-Financial College of Education Management Association (TSFCA).
- Tamilnadu Catholic Educational Association (TANCEAN)
- National Council of Educational Research and Training (NCERT)
- Regional Institute of Education (RIE)
- National Assessment and Accreditation Council (NAAC)
- National Council of Teacher Education (NCTE)

Benefits

- Books/Journals are purchased from NCERT.
- Collaboration with TSFCA for academic excellence.

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

Nil

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

- ♦ *Curriculum Development*
- ♦ *Teaching*
- ♦ *Training*
- ♦ *Practice Teaching*
- ♦ *Research*
- ♦ *Consultancy*
- ♦ *Extension*
- ♦ *Publication*
- ♦ *Student Placement*

The college has established an Advisory Board, helpful in the advancement of teacher training programme.

The college reformed in the following aspects:

- ♦ Curriculum Development
- ♦ Teaching
- ♦ Practice Teaching

Workshops on micro teaching and teaching techniques by eminent educationists have improved the efficiency in practice teaching.

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

- ♦ The college has a good rapport with the schools where the students are sent for teaching practice. In addition, the college remains in touch with other schools, which come for campus interview.
- ♦ Conducting Practice teaching in schools.
- ♦ Providing Teaching aids to schools.
- ♦ Consultancy in schools.
- ♦ Through practice teaching, the students try to fulfill the requirements requested by the various schools like conducting competitions, organizing school assembly involvement in physical training, sports, quiz programmes and supervising examinations.
- ♦ The teachers of neighboring schools have acted as a judge in cultural competitions, quiz programmes and sports and games.
- ♦ Cultural competitions were organized for schools and college students every year.

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

The faculty of Annai Theresa College of Education for Women is actively engaged in schools. Few faculty members are made school time table

incharge. They prepare time-table for practice teaching of schools. All faculty members are divided into groups for schools, by considering their subject specialization. In schools, subject teachers check the student-teachers lesson plans of their subjects and supervise the teaching of student-teachers in their classes by giving proper feedback in their lesson diaries.

The faculty also instructs student-teachers for active participation in morning assembly, co-curricular activities and school administration.

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

The institution is actively collaborating with various schools, other institutions and universities faculties for strengthening learning.

Collaboration with schools

- ♦ The faculty collaborates with teachers of different schools during practice teaching.
- ♦ Our teachers have participated and delivered talks in various school functions.
- ♦ Neighborhood school teachers collaborate with the college to conduct various competitions.

Collaboration with other institution

- ♦ Faculty members attend workshops, seminars and present papers organized by other colleges.
- ♦ Have given special talks on communication skill in the Citizenship Training Camp.
- ♦ Attended various functions of other colleges.

Collaboration with Universities

- ♦ Various University teachers are invited to the college to give lectures and talks related to education.
- ♦ Our faculty acts as examiners in University exam.

- ♦ They are involved in the valuation works of the University.
- ♦ Attended seminars and workshops organized by Universities.

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 extension activities are conducted seriously to enhance its quality.

The programme is pre-planned; it is done systematically by keeping all minute details.

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

Nil.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities:

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

Yes, the institution has the physical infrastructure as per NCTE norms. Annai Theresa College of Education for Women is having the land of 5.58 acres with total built up area of 2535.30

The college has physical infrastructure as per NCTE norms:

Sl.No	Type of Rooms	Numbers	Sq.feet
1	Classrooms	6	3330
2	Multipurpose Hall	1	2000
3	Library cum Reading Room	1	1261.31
4	Principal's Room	1	555
5	Science Resource Centre	1	1261.31
6	Psychological Resource Centre	1	1261.31
7	Multimedia Resource Centre	1	1261.31
8	Computer Resource Centre	1	555
9	Sports Resource Centre	1	555
10	Work Experience Room	1	555
11	Language laboratory	1	1261.31
12	Music Room	1	555
13	Women Cell		
14	Arts & Crafts Room	1	749.81
15	Examination Cell		
16	Administrative Office	1	494.06
17	Staff Room	1	555
18	Girls Common Room	1	832.50

19	Girls Wash Room	1	494.06
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SI.No	Particulars	Amount
1	Building	3 crores
2	Furniture	10 lakhs
3	Audio and Visual Equipments	3 lakhs
4	Computers	5 lakhs
5	LCD Projectors	1.5 lakhs
6	Arts/Craft and SUPW Materials	50,000
7	Library Books	15 lakhs
8	Laboratory Equipments	3 lakhs
9	Sports Equipments	1 lakhs

The Master Plan of the building is given in Annexure.

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

The institution plans to

- set up SMART classrooms.
- add more books and journals to library.
- enhance the technology and psychology lab with more equipments.
- add more sports equipments to the physical education department.
- boost the performance of the existing computers by upgrading the hardware [RAM] in the computer lab.
- enhance its website.

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

Multipurpose Hall – With LCD and OHP facilities. It is used for the activities of co-curricular, guidance cell, extension lectures and student seminars.

The college has own play ground for games and sports, where all kinds of outdoor games are conducted.

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

Complete infrastructural and instructional facilities are being used by B.Ed programme only. However, the facilities of the institution are extended to

- the practice teaching schools
- conduct state level tournaments
- conduct outdoor games
- other institutions

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

- ♦ **Rest Room facility:** Rest room for Girls.
- ♦ **Wash room facility:** Wash rooms for girls.
- ♦ **Canteen Facility:** The College has a canteen. In which various food articles like tea, snacks etc. are provided to the staff and students.

-

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

Hostel Facility- Yes; there is hostel facility for students.

Accommodation- 100 girls can reside here.

There are 15 rooms for girls, with the capacity of three or four beds and each student is provided one bed, one almira, one table and one chair.

Sports and Games- The students are free to play games.

Health and Hygiene- A doctor is available for 24 hours in the medical centre, nearby the hostel. The students can concern to the doctor anytime.

4.2 Maintenance of Infrastructure:

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

**** Building * Laboratories * Furniture * Equipments * Computers***

**** Transport/Vehicle***

The allocation budget and unspent balance is following:

Budget and Actual Expenditures in Assets Including

Maintenance for Last Four Years:-

YEAR	PARTICULAR					
		BUILDING	FURNITURE	EQUIPMENT/ LABO-RATORY	COMPUTER	VEHICLE
2009- 2010	BUDGET ALLOCATE	1,00,000				20,000
	UTILIZATION	74,534				16,466
2010- 2011	BUDGET ALLOCATE	60,000	50,000			20,000
	UTILIZATION	55,450	44,010			15,788
2011- 2012	BUDGET ALLOCATE	70,000	3,00,000	30,000	2,00,000	20,000
	UTILIZATION	63,700	2,86,384	25,000	1,71,300	20,146
2012- 2013	BUDGET ALLOCATE	50,000	1,20,000	30,000		30,000
	UTILIZATION	39,753	1,07,080	25,000		38,412
TOTAL						
GRAND		5,13,437	9,07,474	1,10,000	3,71,300	1,80,812

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

Computer laboratory is used by the students and staff to prepare PowerPoint presentations and for doing ICT related works.

- Audio-visual aids are utilized as part of methodology of teaching on concerned subjects.
- Language lab is utilized to develop the language skills of the students.

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

Measures adopted by the institution to minimize the pollution in general are listed below:

- Classrooms are well ventilated Floor and walls are made fungus free.
- The College premises are always kept clean and all the measures have been taken to avoid non-degradable materials inside the campus.
- The college campus has been made plastic free.
- By retaining the existing trees and planting more saplings to prevent dust particles entering in to the building.
- Planting more trees to reduce the carbon dioxide level and increase the fresh oxygen level.

Since the college is situated in the middle of rural area lush green surrounding; here is no air and noise pollution. The College building is airy and full of light. The surrounding areas are clean water supply is through boring in college campus.

4.3 Library as a Learning Resource:

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

Yes, the institution has a qualified full time Librarian and sufficient technical staff to support the library for stock taking, issue and return of books, rearrangement of books and to offer computer services.

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

The Library Resources available to staff and students are as follow:

Library Resources

♦ Total number of books <i>(Text books 2000, Reference book3000)</i>	– 5500
♦ Number of Titles	– 2500
♦ National Journal	– 15
♦ International Journal/E-journals	–
♦ Encyclopedia	– 15
♦ Magazines	– 17
♦ Newspapers	_ 4
♦ Audio Visual teaching learning resources	– 10
♦ Software	– 1
♦ Internet Access	– 1

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

The college has developed a mechanism to review systematically the various library resources.

- ♦ The librarian contacts to the different publishers for catalogues. These catalogues are given to the college library where the teachers select the books as per requirement of their subjects.
- ♦ Teachers concern library to make notes, wherever they feel requirement of particular books, journals and reports. They communicate to the librarian.
- ♦ Through these mechanisms, required books and literature bought up in the library.
- ♦ If any teacher finds any book, suitable for the students, she can purchase it for the library and bill is paid.
- ♦ Library committee members are –

- Convener (Librarian)
- Member (Teacher)
- Member (Library Assistant)

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

The library is in the process of computerization. The feeding process of books is going on.

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

The college library has computer, internet and photocopy facilities.

Computer: The books loading process is going on.

Internet: Available

Photocopy Facility: Library provides photocopy facility to the students as well as faculty in minimum charges of library books.

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

The College does not make use of Inflibnet/Delnet or IUC facilities.

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 functions on all working days from 9.00 am to 5.30 pm.

- During examination days it functions from 9.00 am to 5.00 pm.

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

- The staff and students come to know of the new arrivals through display board and display stand.
- The librarian herself conveys this message to the faculty concerned.

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

Yes, the college library has a Book Bank facility. The economically backward students are provided with a set of books in all the subjects in the beginning of the academic year. They return the books after the completion of the course.

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

There is no special facility for visually and physically challenged person.

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.

ICT facilities:-

- ♦ Computer – 15
- ♦ Laptop – 1
- ♦ Printer – 3
- ♦ Internet Access – 1

- ♦ Television – 1
- ♦ Tape Recorder – 22
- ♦ Radio – 1
- ♦ O.H.P. – 1
- ♦ Headphone – 21
- ♦ Digital Camera – 2
- ♦ Mike – 4
- ♦ Screen – 1
- ♦ Slide projector – 1
- ♦ C.D. Player – 2
- ♦ Sound Speaker – 2
- ♦ Amplifier – 2
- ♦ LCD Projector – 2
- ♦ Educational C.D. – 10
- ♦ D.V.D. Player – 2
- ♦ Charts and models are also present.

These hardware and software aids are used in various academic activities, conducted according to the time-table in the college. Educational technology, practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, teaching by teacher educators and student-teachers are performed using these learning resources.

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, there is a provision in the curriculum for imparting computer skills to all students. The major skills that the students acquire are

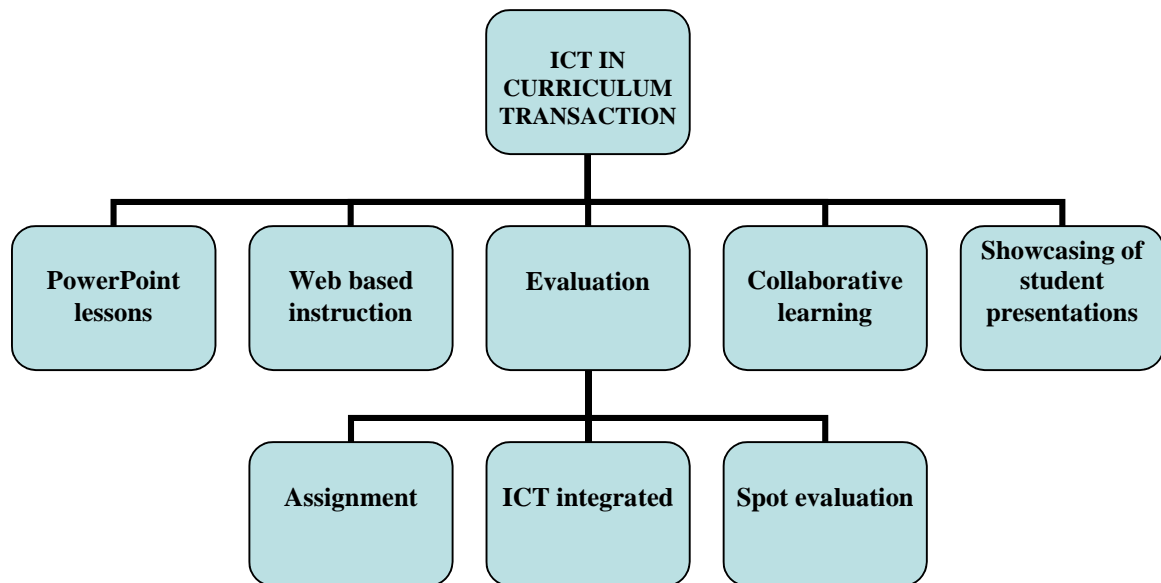
- System operating skill
- Browsing skill
- The skill of downloading text and images.
- Use of e-mail

- Drawing skill
- PowerPoint presentation and presentation skills.
- Data transformation skills.
- Skill of using computer peripherals.
- Skill of using MS Word, Excel, PowerPoint to solve, analyze and represent data on charts.

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

The institution incorporates ICT and new technology in curriculum transaction process as follows:

- PowerPoint presentation and presentation by teachers and students.
- Information is downloaded from websites for teaching and learning
- OHP, are used both by the teachers and students.
- Spoken English is developed through audio cassettes and language lab.



4. What are major areas and initiatives for which student teachers use / adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The student-teachers use technology in developing lesson plan, and its presentation (teaching), Micro teaching, Class seminar, Preparing teaching aids, Computer Learning and Educational technology practical.

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 institution extends its facilities with the local community whenever there is a need for it.
- Infra structure facilities are utilized well by local bodies and other organizations.
- Some instructional facilities like OHP, LCD Projector etc. are being shared with other units when needed.

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

There are sufficient amount of CDs and lots of transparencies (title wise) are available in the college.

The student teachers are encouraged to use these CDs and transparencies during class-seminars, micro teaching and macro teaching. Besides it student teachers also prepare CDs for LCD presentation and transparencies for O.H.P. presentation themselves.

B.Ed curriculum ensures optimal use of audio-visual facilities and materials in the following ways:

- Slide preparation - 6 glass slides
- PowerPoint lessons - not exceeding 20 slides
- OHP lessons - 4
- Chart preparation - minimum 20 for each paper
- Flannel board with display pictures - minimum 10
- Flashcards - minimum 10
- Working models - 6

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 various general and methods laboratories available in the institution are mentioned below:

- Language laboratory
- Physical science laboratory
- Biological laboratory
- Psychology laboratory
- Educational Technology laboratory
- Computer laboratory
- Art and Craft room
- Work experience room

The college enhances the facilities in laboratories according to the requirements of the curriculum. Management provides funds for maintenance and up gradation of the laboratories and for laboratory requirements as and

when the teacher in charge of the laboratory makes a request. Maintenance works are also done in the same way.

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

- ♦ **1 Multipurpose Hall** – It contains LCD projector with screen, O.H.P. and the capacity of 300 chairs.
- ♦ **Conference Hall**-It contains LCD projector with screen, O.H.P. facilities and the capacity of 35 chairs.
- ♦ **1 Work Ex. Room** – It contains long tables and benches for preparing instruction materials for the capacity of 40 students.
- ♦ **1 Music Room** – Harmonium, Tabla, Dholak, Ghunghroo, Majira, Dhapli etc. are available in music room.
- ♦ **1 Sports room and 1 Playground** – There is most of the sports items available in this room.

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.

- There is one multipurpose hall, where latest technology is available, like LCD projector with screen and O.H.P.
- The teachers use these technologies whenever required. There is facility of Overhead Projector in classrooms.
- In the future the institution plans to provide 'smart' classrooms for all optional subjects.

4.6 Best Practices in Infrastructure and Learning Resources:

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

The faculty seeks to model and reflect best practices in instruction by,

- Surfing the websites of other colleges of education and Universities.
- Reading newsletters from other educational institutions.
- News publications of NCERT and NAAC.
- Video graphing the micro teaching lessons and demonstration lessons given by them.
- Downloading course materials from the internet to satisfy diverse educational needs.

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

The innovative practices related to the use of ICT, which contributed to quality enhancement in the institution are given below:

- Use of multimedia presentations by the teachers and students.
- PowerPoint supported presentation of lectures by the faculty.
- Integrated ICT in assignments/seminars/projects.
- Website analysis by the students.
- Preparation and use of slides.
- Collecting information through Internet.

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

The following innovations/best practices are adopted in our college.

- Free browsing centre: Majority of our students comes from rural areas and they don't have any internet access in their homes.
- Using low cost materials for preparing teaching aids.

- Listed below are some of the best practices that enhance the academic information environment and usability.
- Inclusion of sufficient information about the library in the college prospectus.
- Compiling student/teacher attendance statistics and locating the same on the notice board.
- Displaying newspaper clippings on the notice board periodically.
- Internet facilities to different user groups.
- Suggestion/Complaint box timely response.
- Examining Library user's register.
- Publication of two journals on education and research.
- Publication of seminar proceedings.
- Films on value education.

Criterion V: Student Support and Progression

5.1 Student Progression:

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

The institution conducts an entry behavior test every year soon after the admission, to assess the student's preparedness for the programme. Then a week of orientation programme is arranged for the students regarding

- The College Details
- Mission & Vision of the College
- Course Introduction
- Academic Calendar
- Various Clubs & Committee
- Special Talks on Academic and Professional Skills, Personality Development, Soft skills.

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

The institution ensures that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students in the following ways:

- A conducive campus environment is available to establish a good rapport between students and teachers, among students, and students and staff.
- Infrastructure facilities of the institution are adequate for the curriculum transaction and motivation of the student teachers.
- Natural development without imposing undue restrictions on student teachers is encouraged.
- Availability of attractive and well equipped library, laboratories, classrooms and other facilities help the student teachers to perform their level best.
- Students are provided ample opportunities for acquiring knowledge and skills through Seminars, Open forums, Lectures by experts, Debates, Group discussions, Panel discussions, Field trips, Social Orientation Programmes, etc.

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

There is no drop out case.

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

The institution provides additional services for the students to compete for jobs and to progress towards higher education.

- The institution provides books, magazine and study materials on UGC-NET/JRF examinations in the library for enabling them to prepare for various competitive examinations.

- The Career and placement cell of the college arranges campus selection for placements in schools.
- Participation of student teachers in various campus interviews provides experience to enhance confidence level to appear for future interviews.
- Special coaching classes are being conducted by the college for UGC-NET examination and Tamilnadu Teachers Eligibility Test (TNTET).
- Thirteen of our students have cleared TNTET, and have got placement in various government schools and colleges.
- Experts have been invited to take class for TET aspirants.

Year	No. of students qualified NET examination	No. of students qualified TET examination
2011-12	-	2
2012-13	-	15

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

	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
<i>Higher Studies</i>	<i>42%</i>	<i>38%</i>	<i>47%</i>
<i>Teaching</i>	<i>41%</i>	<i>46%</i>	<i>48%</i>

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, given details on the same.

The College provides training to operate following equipments:

- ♦ General information is provided to access the library.
- ♦ Computer- Basic knowledge
- ♦ Overhead Projector
- ♦ Slide Projector and Automatic Slide Projector
- ♦ C.D. Player
- ♦ LCD Projector.

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

Yes, the institution provides placement services to students through a placement cell. The following services are provided to the student teachers under the auspices of this cell of the college.

- Neighbouring schools intimate their vacancy positions to the institution for getting apt candidates.
- The teaching vacancies that are advertised in the newspaper are put up on the notice board.
- Campus interviews are conducted by neighbouring reputed schools and students are selected with attractive pay packages.
- The students are given training to face interviews through personality development programmes.

The number of students selected through Career and Placement Cell are given below:

Year	2011-12	2012-13
Number of students employed	57	52

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

There are few difficulties faced by placement cell.

- Teachers are usually appointed before the reopening of schools.
- Since the BEd course is completed in the month of June, students find difficulty in timely placement.
- To overcome this difficulty, suggestion is given to concerned authorities to start the course by June itself.

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

Yes, the college has arrangements with practice teaching schools for placement of student-teachers. The college approaches for vacancies that would arise in practice teaching schools and the information is displayed on the notice board.

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

The college provides human, financial and computer with internet facility to the placement cell.

Financial

The management provides financial support to the functioning of the cell. After the campus selection, the selected candidates are taken to the respective schools for teaching ability test in actual situations. The expenses are met either by the respective schools or by the management.

Human Resource

A faculty is in-charge of the Career and Placement Cell.

ICT

The Career and Placement Cell is provided computer with internet facility.

5.2 Student Support:

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

The activities are planned out, according to the B.Ed. curriculum of the college. These curricular, co-curricular and extra curricular are accommodated in the academic calendar appropriately.

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

There is no special curricular planning differently for physically challenged students.

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

- Each Tutor has been allotted 25 students at the beginning of the session.
- These Tutors / Mentors take care of the students on all aspects with special reference to their academic growth throughout the programme until the students' remains with the institution.

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

There are various provisions in the college to enhance the effectiveness of the faculty:

- ♦ The faculty is encouraged to use library facility to prepare notes.
- ♦ The faculty is encouraged to teach through different teaching methods by using audio-visual aids. Transparencies and its related material are provided to the faculty.
- ♦ Computer and Internet facility is provided to the faculty.

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

Yes, the institution has its website. The information given in the website contains the following:

- Institutional profile
- Admission norms
- Staff profile
- Vision & Mission
- Goals & Objectives
- Infrastructure facilities

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

Yes, the institution has a remedial programme for academically low achievers. The lists of low achievers are prepared and they are provided remedial programme through the following:

- Individualized instruction by the teacher educators
- Peer teaching
- Resource support
- Combined study

- Guidance and Counselling

7. What specific teaching strategies are adopted for teaching?

(a) Advanced Learners and (b) Slow Learners

(a) Teaching strategies for Advanced Learners:

- ♦ Complicated topics of Assignments and Seminar are allotted to them.
- ♦ Advanced Learners are encouraged to present class seminar through LCD.
- ♦ Seminar presentation
- ♦ Discussions and debates

(b) Teaching strategies for Slow Learners:

- Peer teaching
- Group projects
- Remedial teaching
- Cooperative learning
- Mentoring

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

The college provides the following guidance & counseling services to the students.

- Personal guidance & counselling
- Educational guidance
- Mentoring
- Placement services
- SLET/TET coaching

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

The students can communicate their grievances to the Grievance and Redressal Committee. The problem is sort out through discussion in the meeting:

- ♦ The students can communicate their grievances and suggestions through suggestion box to the Grievance committee.
- ♦ There is no major grievance occurred in last two years.

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

The students' progress is monitored through Unit Tests, Assignments, Micro Teaching, Internal criticism of Macro Teaching and preparation of teaching aids, practical through the audio-visual equipments and open air session.

Regular attendance is taken in the morning assembly.

These activities are distributed in the academic programme.

Performance of the students in and outside the classroom is regularly monitored and evaluated.

Thus students' progress is monitored time to time during the whole session and appropriate feedback is given for these activities orally or in written form.

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

The college conducts programme before starting the practice teaching. The programme is given below:

Pre-practice Teaching:

- ♦ Theoretical aspects of teaching method.
- ♦ Orientation of Micro Teaching.
- ♦ Presentation of model lesson by the concerned teacher-educator.
- ♦ Introduction of Skills (Introduction, Questioning, Blackboard Writing, Reinforcement and Stimulus variation skills).

Practice of Macro Teaching:

- ♦ Theoretical aspects of Macro Teaching.
- ♦ Orientation of Macro Lesson Planning.
- ♦ Presentation of model lesson by the concerned teacher-educator.
- ♦ Practice Teaching in Schools.

Through these programmes the college is ensured about the students' competency before the beginning of practice teaching.

Practice Teaching: The subject teacher-educators of the college check the lesson plans which are prepared by the students and give appropriate feedback. On the other hand, Teacher-educators observe their teaching in the classes, and provide required feedback, concerning teaching.

The subject teachers of schools also observe their teaching of their subjects and communicate their suggestions to the concerning teacher-educators.

The guidance is provided for the curricular and co-curricular activities, conducted in the schools, to the student-teachers to assist.

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 college is in the process of forming an Alumni Cell.

List of current office bearers:

Sl.No	Name of the Office Bearer	Office Bearers
1	Miss. A. Elizabeth	President
2	Mrs. Sagaya Pushpa Rani	Secretary
3	Miss. A. Venila	Treasurer
4	Miss. S. Josephine Antony Shanthi, Assistant Professor	Convener
5	Miss. A. Sudha Miss. A. Vency Roseline Glory Miss. J. Reena Miss. R. Rubiya Mrs. A. Suganya Miss. A. Amali Sr. Gnana Sheela Miss. Gowsalya Mrs. R. Liza Sr. Suja Pradha	Executive members

The year of last election

The last election was held on 01-02-2014.

Alumni Association activities of the last two years

The following activities are done by the Alumni Association:

- They acted as judges in various competitions.
- Demonstration classes to develop the skills of microteaching.
- Handled classes on TET Awareness.
- Involved in Tree plantation.
- Donated books to the library.
- Participated in the village visit.

Details of the top ten alumni occupying prominent positions.

1. Miss. Joy Alice, Headmistress, Carmel High School, Pagaianjan.
2. Mrs. Sivagamy, Teacher, Vellore.
3. Mrs. D. Mary Stella, Assistant Professor, Bangalore.
4. Miss. Aruna, Teacher, Sishya Higher Secondary School, Tiruvannamalai.
5. Miss. Sashna, Assistant Professor, Kanjipuram.
6. Mrs. Mano priya, Assistant Professor, Chennai.
7. Mrs. L. Suguna, Assistant Professor, Chennai.
8. Miss. A. Nithya, Assistant Professor, Vettavalam.
9. Mrs. P. Hilda Mercy, Teacher, Madurai.
10. Miss. S. Sangeetha, Teacher, Bangalore.

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

The alumni have contributed the following to the college.

- Coin box
- Books
- Ceiling fan
- They have been taking constant efforts to give constructive suggestions for the development of the institution. They give feedback on curriculum which helps us to take necessary measures for further development.

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

The institution provides specific platform for the students to participate in

- Literary activities
- Cultural activities
- Sports and games
- Individual talents of the student teachers are exhibited in the morning assembly, celebration of National days like Independence Day, Republic Day, Teachers Day, and Cultural Festivals like Pongal, Religious festivals like Christmas and other special occasions where students share their talents of arts, craft, music, dance, one act play, etc.
- Students are also encouraged to participate in social welfare activities and rendering community outreach activities and services.

Participation of students in extracurricular and co- curricular activities

Sl.	Item	Name of the student	Prize	Year
1	100, 400 meters race in the first state level, University Athletic Meet, Chennai	Janet Sugantha.H	I Prize	2011
2	First state level, University Athletic Meet, Chennai	Janet Sugantha.H, Sudha.A, Sudha.G, Edal Rani.J	Overall Championship	2011

3	First state level, University Athletic Meet, Chennai	Janet Sugantha.H	Individual Championship	2011
4	4x100 meters relay in the first state level, University Athletic Meet, Chennai	Janet Sugantha.H, Sudha.A, Sudha.G, Edal Rani.J	I Prize	2011
5	Long Jump in the first state level, University Athletic Meet, Chennai	Sudha.A	II Prize	2011
6	Shot put in the first state level, University Athletic Meet, Chennai	Janet Sugantha.H	I Prize	2011
7	Javelin Throw in the first state level, University Athletic Meet, Chennai	Edal Rani.J	II Prize	2011
8	200 meters race in the first state level, University Athletic Meet, Chennai	Sudha.G	II Prize	2011
9	200 meters race in the state level, University Athletic Meet, Chennai	Jancy Rani.E	I Prize	2012
10	100 meters race in the district level sports and cultural meet, Tiruvannamalai	Lincy Andrews Mary.A,	II Prize	2014
11	District level sports and cultural meet, Tiruvannamalai	Poongavanam.K, Sangeetha.R, Lincy Andrews Mary.A, Yugine	Overall Championship	2014

		RemiJenisha.C, Antonyammal.M		
12	District level sports and cultural meet, Tiruvannamalai	Poongavanam.K	Individual Championship	2014
13	100 meters race in the district level sports and cultural meet, Tiruvannamalai	Sangeetha.R	III Prize	2014
14	200, 400 meters race in the district level sports and cultural meet, Tiruvannamalai	Poongavanam.K	I Prize	2014
15	4x100 meters relay in the district level sports and cultural meet, Tiruvannamalai	Poongavanam.K, Sangeetha.R, Lincy Andrews Mary.A, Yugine RemiJenisha.C	II Prize	2014
16	Long Jump in the district level sports and cultural meet, Tiruvannamalai	Poongavanam.K	I Prize	2014
17	Long Jump in the district level sports and cultural meet, Tiruvannamalai	Sangeetha.R	II Prize	2014
18	Javelin throw in the district level sports and cultural meet, Tiruvannamalai	Yugine RemiJenisha.C	II Prize	2014
19	Shot put in the district level sports and cultural meet, Tiruvannamalai	Yugine RemiJenisha.C	II Prize	2014

20	Shot put in the district level sports and cultural meet, Tiruvannamalai	Antonyammal.M	III Prize	2014
21	Speech Competition conducted by district level sports and cultural meet, Tiruvannamalai	Sr. Sincy Kala	I Prize	2014
22	200, 400 meters race in the Zonal level sports and cultural meet, Chennai Zone	Poongavanam.K	I Prize	2014
23	4x100 meters relay in the Zonal level sports and cultural meet, Chennai Zone	Poongavanam.K, Sangeetha.R, Lincy Andrews Mary.A, Yugine RemiJenisha.C	II Prize	2014
24	Long Jump in the Zonal level sports and cultural meet, Chennai Zone	Poongavanam.K	III Prize	2014
25	Javelin throw in the Zonal level sports and cultural meet, Chennai Zone	Yugine RemiJenisha.C	III Prize	2014

(The College encourages the students by awarding certificate and shield.)

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

The students are involved in publishing the following

- College magazine

- Seminar proceedings
- New albums
- Picture albums

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

The institution has a student council. The students select class representatives. And the class representatives select the office bearers.

The following is the structure of the student council

1	Class Representatives
2	Chairman
3	Secretary
4	Fine art secretary
5	Club secretary
6	Magazine editor
7	Sports secretary

Major activities

- Organizing association meetings.
- Organizing extra-curricular activities.
- Organizing cultural programmes.
- Organizing club meetings.
- Leadership in arranging sports events.
- Celebrating National days and other festivals.
- Rendering support to organize seminars, workshops.
- Extension services are carried out under the leadership of the student council.

Funding

For the activities of the student council, the amount is spent by the management.

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

The students have representation in the following academic and administrative bodies:

Sl.No	Name of the Committee	Composition	Major Activities
1	Academic Committee	Principal Faculty in-charge Student representatives	<ul style="list-style-type: none"> Organizing tutorial groups. Organizing workshops and seminars. Giving ICT training to students. Systematically organizing all academic activities.
2	Library Committee	Principal Librarian Faculty in-charge Student representatives	<ul style="list-style-type: none"> Organizing book exhibitions. Informing students about the arrival of new books. Encouraging students to read books. Organizing Library Week.
3	Fine Arts Committee	Principal Faculty in-charge Fine Arts Secretary Student representatives	<ul style="list-style-type: none"> Organizing various cultural events and competitions. Celebrating national days like Independence Day, Republic Day, Teachers Day etc. Celebrating festivals.
4	Extension Committee	Principal Faculty in-charge Student representatives	<ul style="list-style-type: none"> Organizing awareness programmes. Giving cloths to the poor. Arranging field trips. Community work in the villages. Tree plantation programme.
5	Sports Committee	Principal Director of Physical education	<ul style="list-style-type: none"> Making students participate in various sports and games activities inside and outside the college. Conducting sports day

		Faculty in-charge Student representatives	<ul style="list-style-type: none"> Organizing inter, district and state level sports meets in the campus.
6	Eco club	Principal Faculty in-charge Student representatives	<ul style="list-style-type: none"> Keeping the campus clean and green. Planting saplings Distribution of herbal plants Organizing talks on environment Poster making competition
7	Youth Red Cross	Principal Faculty in-charge	<ul style="list-style-type: none"> Promotion of Health and Hygiene Service to others World Friendliness
8	Red Ribbon Club	Principal Faculty in-charge	<ul style="list-style-type: none"> Awareness programmes on AIDS Voluntary Blood Donation Awareness programmes on Eye Donation Preparedness and prevention of communicable and infectious diseases Relief operation in fire and accidents
9	Subject Clubs	Principal Subject teachers Student representatives	<ul style="list-style-type: none"> Elocution competition Essay writing competition Poster competition Recitation competition Publication of manuscript magazines Tree plantation Article writing competition Book reviews
10	Magazine Committee	Principal Faculty in-charge Student representatives	<ul style="list-style-type: none"> Encouraging students to write articles publishing college magazine Preparing manuscript magazines
	Women's	Principal	<ul style="list-style-type: none"> Installing a suggestion box for students to make their suggestions and complaints

11	Grievance Cell	Faculty in-charge Student representatives	<ul style="list-style-type: none"> • Addressing the grievances made by the students • Organizing guest lecturers to sensitize students to women's rights. • Celebrating Women's day
12	Placement Cell	Principal Faculty in-charge Student representatives	<ul style="list-style-type: none"> • Displaying job opportunities on the notice board • Arranging campus interviews • Getting placements for students

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

Yes, the institution gets in touch with the employed alumni and collects feedback from them and their employers through the feedback forms. Feedback collected from them and employers are used to improve the preparation of the programme and the growth and development of the institution.

5.4 Best Practices in Student Support and Progression:

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

The College has few good practices to support students:

- To make the students aware of various job opportunities through the placement cell.
- Displaying job opportunities on the notice board.

- Cultivating the skills of leadership and communication.
- To practice self supporting activities.
- Creating awareness of protecting the environment.
- To know the core value of dignity of labor.
- To achieve self sufficiency.
- For maintaining good garden at home.
- Creating the social responsibilities.

Criterion VI: Governance, Leadership and Management

6.1 Institutional Vision and Leadership:

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

Purpose:

To realize the Vision and Mission of Annai Theresa College of Education for Women.

Vision: Our vision is a Young generation coming out of the Institution imbibing with faith in God, equipped with most Modern knowledge and possessing the best in interpersonal Relationship and in duties towards the society in large.

Mission: Our mission is to provide quality education to all especially the marginalized, to serve as a venue for social Justice, to instill a firm commitment to spirituality and Moral values, develop skill, talents and self esteem and Give response to the special needs of individual students.

Values:

- Enhancing professional leadership
- Perceiving academic excellence
- Developing right attitude towards social, cultural and economic values.
- Use of technology and ICT in the teaching learning process
- Developing right attitude towards social, cultural and economic values.
- Fostering national integration and international brotherhood.
- Imparting quality education.

The college instills its mission, vision and values into the stakeholders in the following ways:

- The vision and mission are statements and values are mentioned in the prospectus of the college.
- It is also displayed in the college website.
- Teacher educators reinforce and accomplish the vision, mission and values of the institution through their lectures and daily activities.

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 goals and objectives. These are:

- ♦ To help future prospective teachers to develop competence in teach subject of their specialization, on the basis of an adequate theory of learning and sound knowledge of the subjects.
- ♦ To create teachers, who are dynamic, versatile and to meet national and global challenges.
- ♦ To create conducive environment to conduct academic activities for overall development of prospective teachers.
- ♦ To equip prospective teachers with the futuristic outlook.
- ♦ To inculcate humanitarian values in prospective teachers.

The above goals and objectives are set to meet national and global challenges.

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.)

Principal:

- ◆ Over all supervision (The performance of Teaching staff as well as Non-teaching staff).
- ◆ Meetings with the teaching staff and Non-teaching staff.
- ◆ Supervise the functions of various committees established in the college.
- ◆ Supervise Class Room Teaching.

Teaching Staff:

Faculty:

- Teaching
- Organizing the activities, allotted to them.
- Conducting the activities of committees.

Non-Teaching:

Staff:

- Office
- Lab Assistant
- Librarian
- Peon
- Sweeper.

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

The management conducts meeting and discussions with the principal. Resolutions of the meetings are informed to the staff council. Other activities are carried out with the help of various committees. Responsibilities are assigned to the faculty in the staff council meeting.

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

The management and the head of the institution encourage a continuous feedback system. Feedback from the staff, parents, students, alumni, teachers and head of the practice teaching schools are obtained and specific issues are communicated to the management.

Further the management keeps the key of the Suggestion Box, and the Suggestions got from it are reviewed by the head and the management for valid suggestions and their possible implementation.

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

The feedback received from the students, staff, teachers of practice teaching schools and other stakeholders is of immense help a lot to identify the barriers. The Institution addresses the barriers by preparing timely action that leads to achieving the vision, mission and goals of the institution. Further the staff council and the student council help to address the barriers.

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

The management encourages the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways.

- All the staff is equally engaged in different activities to enhance the educational image of the institution.

- The management provides all encouragement and support to the faculty members for organizing extension lectures, state and national level seminars, workshops, awareness programmes, camps, field trips, club activities, various sports and cultural events and other extension programmes.
- The management deposes faculty members to attend seminars, workshops, orientation programmes and present papers at regional, national and international levels.
- The management provides sufficient facilities for each faculty members to carry out their work in a smooth atmosphere.

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

The Principal of college supervises the work done by the Teaching Staff and Non- teaching staff on the basis of work distributed/ allotted to them.

- ♦ **Curriculum:** Papers and other activities are allotted to the teachers. The Principal supervises the performance of these activities whether they are running properly or not.

- ♦ **Administration:**

Supervise the following activities, whether these are running properly or not:

- Morning Assembly.
- Teaching in classes according to the time table.
- Office's works.
- Duties, allotted to fourth class (peon, sweepers)
- Other Programmes (Co-curricular and extra curricular)

Allocation and Utilization of Resources: Supervise the resources, whether these are sufficient or not to run the college activities properly.

6.2 Organizational Arrangements:

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

The different committees/cells constituted by the institution for managing different institutional activities and the detail of the meeting held and the discussion made are listed below:

Admission Committee

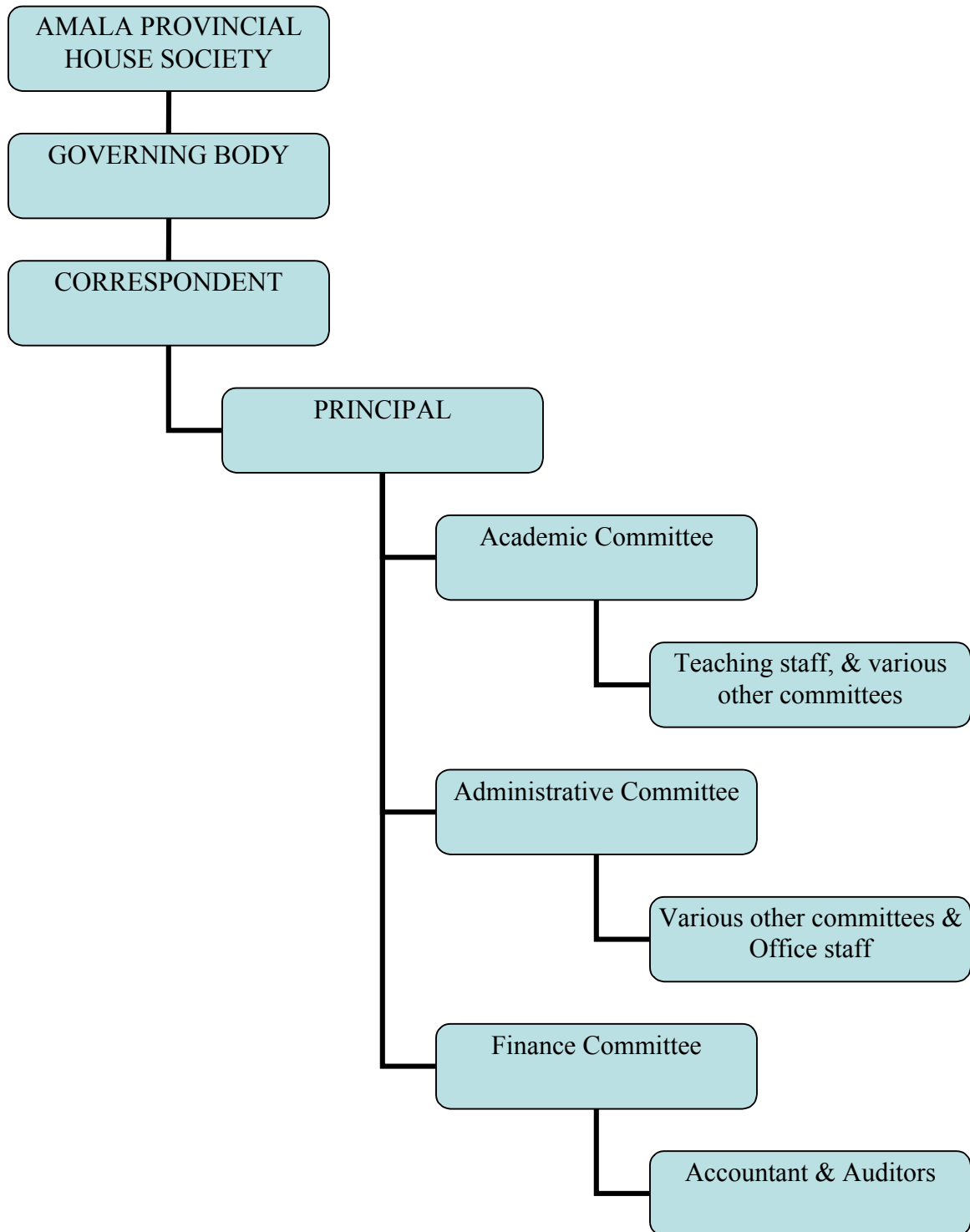
No.	DATE	IMPORTANT RESOLUTIONS
1	07/07/2013	Decided to provide fee concession to deserving students.
2	20/07/2013	Decided to conduct personal interaction with women students
3	30/07/2013	Decided to prepare the selection list

Some meetings are held between the college management and the faculty members, regarding academic management, finance, infrastructure, faculty, extension and examination during the last year. Meeting agendas are decided according to the expected requirement of committees or activities as depicted in academic calendar. Some meetings are held in the beginning of the session and some meetings are held during the session, by seeking its requirement.

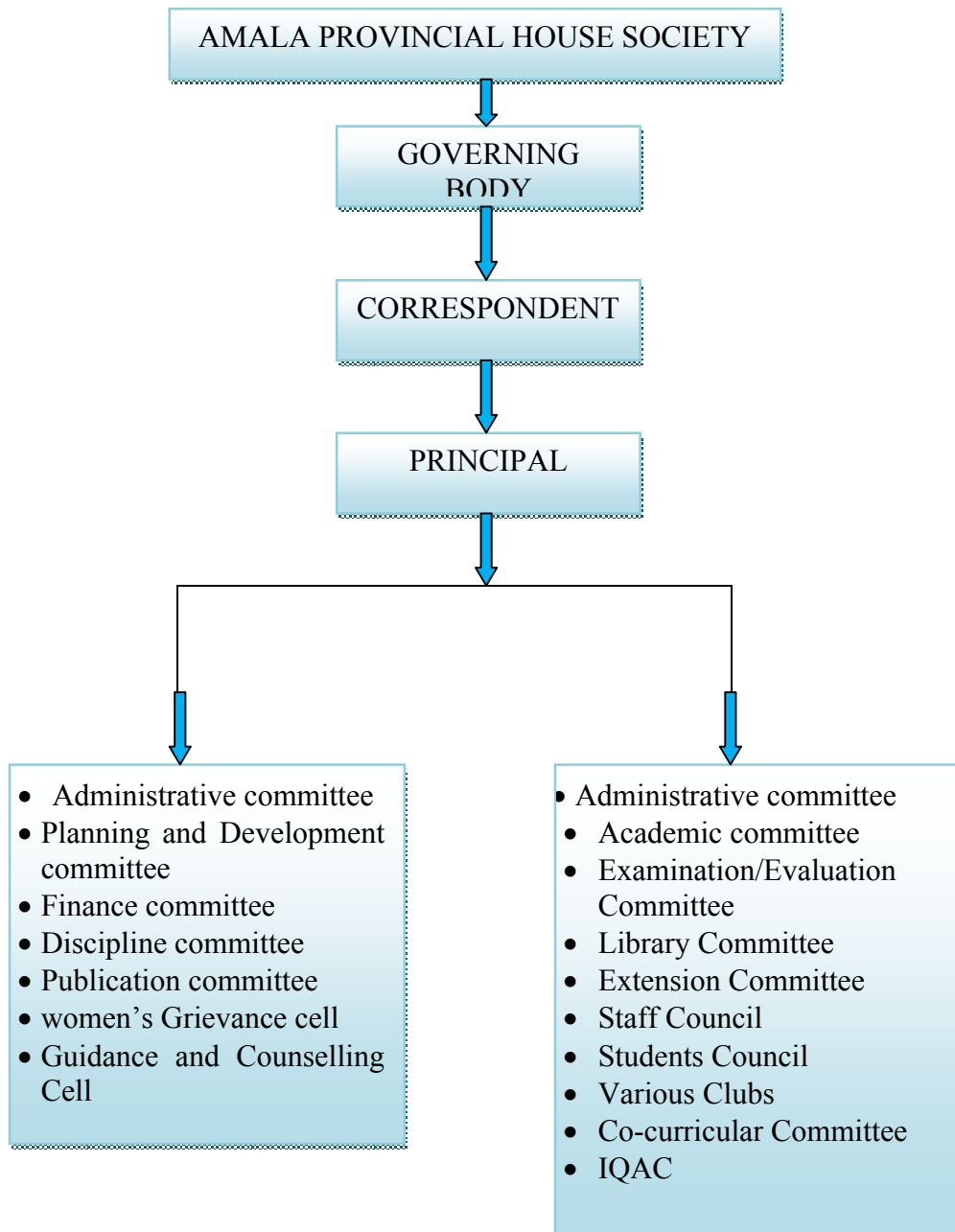
On the basis of meetings agendas resolutions are passed after discussion. Its details are available in its registers.

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

The college has an efficient internal coordinating and monitoring mechanism, which consist of the following central authority and various other committees.



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



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

The institution collaborates with the following sections / departments and school personnel to plan and improve the quality of education in the following:

- The teacher of neighboring schools and colleges are invited to give talks on various topics related to education.
- Collaboration with the neighboring schools and colleges in participation of the cultural event and competition.
- The teachers of neighboring schools and colleges are invited to attend the seminars and workshops conducted in the college.
- Collaboration with neighboring schools for doing practice teaching, psychological experiments and case study.
- Tree plantation programmes.
- Conducting Exhibition.
- Collaborating with hospitals for conducting Blood Donation Camp.

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 collects the feedback from students, school heads, alumni, invited experts, and teacher educators for finding strength and drawbacks. The feedback information is collected regularly and discussed among the teacher educators and the management and decisions are made for further improvement.

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

The College has taken following initiative to promote co-operation among the faculty members, sharing of knowledge, innovations and empowerment of the faculty.

- ♦ **Co-operation and sharing of knowledge:** Through Extension Lectures, Seminar, Workshop and Orientation programmes.
- ♦ **Innovation:** The faculty members are given training to use innovative teaching techniques with the help of technology.
- ♦ **Empowerment of faculty:** Participation in Seminar, Workshop, Refresher and Orientation programme, Publication of articles in Educational magazine.

6.3 Strategy Development and Deployment:

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

Yes, the College has management information system in place to select, collect align and integrate data and information on academic and administrative aspects. MIS is a subset of the overall internal controls of our institution covering the details of students, documents, technologists and procedures by management solve organizational problem and to being in automation. Practically, every activities and work undertaken by the institution is documented in the following ways:

- The information about the institution, its vision and mission, values, objectives, brief history of the college, details of the management and staff of the college, details about the courses offered and the curriculum etc., are displayed in the college website.

- Separate files are maintained for practice teaching, time-table, continuous assessment, examinations, extension work, alumni, personal files etc.
- The names of the students, the roll numbers, addresses, graduation marks and other related details are computerized.
- Examination question papers, internal assessment work, etc. are maintained in computer files.

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

Human Resource: The human resource is allocated their duties; they have to accomplish their duties, if any new changes occur during the process of accomplishment. The appropriate person is fetched out from the present human resources and the desired responsibility transferred to him.

The other way is the person of desired qualification is appointed through interview committees. In this way the human resource is allocated to accomplish and sustain the changes.

Financial Resource: During the annual financial planning, a particular budget is allocated for the accomplishment and sustaining the changes from the action plan after discussion with the financial advisor.

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

- To achieve mission and goals, an academic calendar is made.
- On the basis of academic calendar, various activities are conducted in the college.

- These activities and programme include universities' prescribed syllabus.
- To conduct these activities, human and financial resources are needed.
- Required qualified persons are appointed to run the college smoothly.
- The management allocates annual budget for the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

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

In the beginning of every academic year, Academic calendar of the institution is prepared by the Principal in coordination with all the teacher educators of the institution. It consists of all the curricular and co-curricular programmes to be carried out in one academic year. The academic plan is developed in consultation with the practice teaching school teachers, faculty and other stakeholders. It helps the activities to be carried out smooth and systematically. Care is taken to see that the practice doesn't overlap with the examination schedule of the schools.

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

Objectives are communicated through the following ways:

- The academic calendar is developed to achieve objectives of teaching and learning.
- On the basis of academic calendar, time table is framed for different activities/programmes.
- Side by side different committees work.

- Objectives are communicated in the staff meeting and through circulars.
- Teachers do their duties which are assigned to them in the time table and committee.
- The achievements of objectives are reviewed periodically.

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

The vision and mission statements are revealed through various activities. The management, principal and staff closely monitor whether the activities are being carried out according to the vision and mission of the college in the following ways:

- Before the commencement of the academic year, staff council meetings are held by the principal and teachers to plan activities based on the vision, mission and objectives of the college.
- Staff meetings are held periodically and based on requirements, to monitor the implementations and to evaluate them.
- Suggestion box and feedback mechanisms are used to a great extent for the continuous evaluation of achieving the vision and the mission.

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

The institution plans and deploys the new technology for effective and efficient transaction of teaching-learning process in the following ways:

- Faculty members use ICT, PowerPoint presentation for delivering their lessons.
- Students prepare their lessons on PowerPoint for seminars, and for peer teaching.
- LCD, OHP are used in the classroom teaching as well as in the seminars, conferences and workshops conducted in the college.

- E-mail is used for communication purposes, sending articles for seminar and journals and for doing correction work.
- Technology laboratory is organized to utilize new resources in teaching learning.

6.4 Human Resource Management:

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

The institution identifies the faculty developments needs and career progressions of the staff in the following ways:

- Principals report
- Feedback from the students
- Feedback from the peers
- Feedback from the alumni
- Discussion with the staff
- Performance analysis of the staff
- Staff appraisal reports of the staff
- Technological development
- Modification in the syllabus

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 institution has a sound system of assessment of teaching and service of the faculty members. The mechanism in place for performance assessment of the faculty and staff are

- Self-appraisal report of the faculty
- Feedback from the students about the performance and guidance provided by the teacher-educators.
- Confidential report of the Principal.

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

The college motivates faculty in the following way:

- ♦ Through feedback from Principal, faculty and students, a best teacher is selected and awarded by giving him memento, a certificate.
- ♦ If any teacher participate in any four programmes (Seminar, Workshop, Orientation and Refresher) in a year, the teacher is liable for one extra increment.
- ♦ Duty Leave is given to the teacher for participating or attending seminar, workshop, refresher and orientation programmes.
- ♦ The management and principal respect and appreciate the works done by the staff.
- ♦ Encourage them to write articles and publish books.
- ♦ Free Transport facility is provided to the teaching and non- teaching staff.

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

Yes, the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff.

- At the beginning of every academic year an orientation programme for the teacher educators for about one week. In this programmes resource persons from the field of education are invited to brush up the skills of the teacher educators as well as non-teaching staff.
- Computer training was given to 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 college recruits eligible faculty members as per the norms of the NCTE and the University.
- Vacancies are advertised in leading national, regional newspapers.
- The selection is done by constituting interview committee comprising of subject experts, principal, representative from the governing body.
- The salary structure differs based on the candidate's qualification and experience.
- Eligible leaves in the academic year are given to the staff without any discrimination.

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

The College does not employ part-time or Adhoc faculty.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g.

budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, in local, state, national and international professional associations).

- The management has made a budget allocation for staff development.
- Seminars, Conferences, Workshops, Courses are made known to the faculty members and they are encouraged to attend in order to improve their knowledge and skills.
- Brochures of seminars, conferences received from the college are put up on the notice board and also circulated among the staff.
- Faculty members are encouraged to identify the course with the need for developing professional skills.
- College pays TA/DA and registration fee for attending these programmes.

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

- ♦ Teachers are provided proper space in staff room and in their labs.
- ♦ Every teacher is provided required material in the lab.
- ♦ Internet facility is provided to the teachers in computer resource centre.

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

The major mechanisms in place for seeking information are the following

- College Office
- Principal
- Notice board
- Website

- Telephone communication

The staffs make their complaints through

- The principal

Students make their complaints through

- The principal
- Suggestion box
- To the mentors
- Women's grievance cell
- Student council

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

The faculty members are encouraged in their work in the college for Eight hours a day. They are put in extra hours too whenever there is a need.

During the working hours the nature of work includes

- The transaction of methodology and pedagogy of concerned subjects.
- Monitoring of practical and practicum.
- Evaluation of assessments and seminars.
- Organizing seminars and workshops.
- Conducting tests and examinations.
- Monitoring students learning.
- Arranging experts' talks.
- Observation of school activities of teacher trainees.
- Facilitating community oriented programmes by students.
- Club activities.
- Gardening
- Sports and games
- Visiting places of educational importance

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

Yes, the institution has any mechanism to reward and motivate staff members

- Staff members who excel in making constructive contribution in the teaching learning process are appreciated in the staff council.
- Achievement of the staff are recognized and rewarded by the management.
- Teacher educators are awarded prize in the teacher's day celebration.

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 College is under self-financed scheme thus, it does not get any financial support from the government. The sources of revenue and income are generated as follows:

- Contribution by the management
- Fee from the student
- Income from the society property

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

Year	Resources	Amount
2010-'11	Books	Rs.35,000/-
2011-'12	Computer	Rs.25,000/-

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

As the college is not an independent body, it is under aegis of the society. Therefore, the governing body of the college along with the various reputes (Financial Advisor, Stake Owners) altogether formulates the Annual Budget of the college. At college level, the annual budget is divided into sub-heads quarterly to meet out day to day expenses. The sub-division of the annual budget in particulars head is now come to know as operational budget. Almost the operational budget is met out with day to day expenses, if any variations / deficit budget arise during this, then deficiency is bear by the society.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

Mission of the college is working according to the budget allocated to them. However, if budget formulate any hurdles during fulfilling the mission than extra budget has been allocated for it. Extra budgetary resources are provided by the society by any means this is not a part of the college.

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 audit report is enclosed as Annexure
Accounts of the college are regularly audited by the auditor deputed on behalf of the management. Regular audit mechanism has been followed by the

college. If any objections arise during audit the immediate action / measure has been taken by the dep't. Internal Audit system constitutes of:-

- ♦ Daily checking of Physical Cash
- ♦ Properly creation of vouchers and ledger
- ♦ Proper utilization of allocated funds as per allocated heads.
- ♦ Proper payment of Parties
- ♦ Proper record keeping
- ♦ Cross checking / sudden checking of accounts.

External Audit is conducted by the CA appointed by the Governing Body. The authorized person is responsible for finalization of society account and Internal from college. This is a half early process and made during the end of financial year.

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

Institution is using both Manual and Computerize finance management system. At some level institution is using manual system like issuing of Fees Slip, Voucher etc. However, all of this is entered on the computer for day – to –day analysis of accounts. Further financial advisor and CA of the society / College are analyzing accounts through various computer softwares. However, various working of govt. dept. (like TDS, TAX, CHALLANS, RETURN FILING) is now through internet and computerize online format, therefore it is mandatory for the college to use computerize finance management system.

6.6 Best practices in Governance and Leadership:

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

The best practices in Governance and Leadership carried out by the institution are detailed below:

- Entrusting responsibilities to the staff for doing academic and non-academic with their willingness.
- Sharing of responsibilities and works by the students.
- Fostering democratic qualities among the students through developing leadership.
- The Staff Council, Students Council, Alumni, PTA are involved in carrying out the curricular and co-curricular activities.
- The faculty members are assigned to co-ordinate workshops and seminars in the college and they get more administrative experience.
- The student union election conducted every year and the union activities help good governance and leadership in the institution.
- The dedicated support and monitoring of the management is always there for the principal, staff and students and this makes the governs and leadership an effective one.

Criterion VII: Innovations and Best Practices

7.1 Internal Quality Assurance System:

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

Yes, the College has established an Internal Quality Assurance cell (IQAC) in year 2009. Composition of the IQAC is given below:

- Principal
- Coordinator
- Management Nominee
- Faculty members
- One nominee from the locality

Major activities undertaken

- Documentation activities of the college
- Organization of workshop/seminars
- Faculty improvement Programmes
- Organizing extension activities
- Collecting feedbacks from students, parents, head of the practice teaching schools, and alumni
- Promoting club activities
- Providing remedial teaching
- Placement service through placement cell
- Rectifying the complaints of the students through Grievance cell
- Providing guidance and counselling

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

The College evaluates the achievement of goals and objectives through various activities, included curricular and co-curricular distributed in annual academic calendar.

These activities and programmes are conducted throughout the session in the college. On the basis of their performances, they are assessed; essentially, it is a part of an internal evaluation.

And there is a provision of external evaluation. The University conducts annual exam for B.Ed. students. Their performance in external exam is also evaluated.

Besides above evaluation, there is a provision of getting feedback from the students, faculty, and alumni.

It may be concluded, that internal and external evaluation plus feedback play an important role in overall evaluation.

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

The quality of academic programs is ensured through the following ways:

- Appointing qualified teaching staff.
- Providing faculty improvement programs.
- Conducting workshop and seminars for the staff and students.
- Providing innovative technologies in the teaching-learning process.
- Utilization of the library and laboratories by the staff and students optimally.

- Maintaining regularity and discipline among the students.
- Peer teaching
- Continuous assessment of the student activities.
- Feedback from the students and parents.
- Interaction with eminent academic scholar.

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

The college ensures the quality of its administration and financial management through:

- Documenting all the activities of the institution
- Updating all the documents
- Timely clearing all the files
- Keeping vouchers
- Distributing salary in time
- Proper budget allocation
- Internal and external auditing
- Transparency in financial accounting
- Team work of the staff
- Keeping visitors daily

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

- ♦ Three constituents of the institution namely, teacher educators, students and administration cooperate with each other to run the institution at optimum level of efficiency. The good practices are identified by the joint meeting of all these three constituents. On the basis of consensus arrived at in the meeting, such practices are put into practice like action research, book reviews etc.

- ♦ Regular feedback from students, teacher educators and supporting staff is obtained periodically.
- ♦ Suggestions from students, teacher educators and other stake holders are collected through a suggestion box placed in the college.
- ♦ Good practices are shared through:
 - Staff meeting
 - Displaying on the notice board
 - Newsletters
 - Rewards

7.2 Inclusive Practices:

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

The College sensitizes teachers for the issues of inclusion by:

- ♦ Managing Committee of the Institution is liberal in providing fee concessions to economically weak students.
- ♦ Students have option to attempt examination according to their preferred language i.e. Tamil or English.
- ♦ Teachers of the Institution use bilingual method of teaching keeping in view the language limitations of the students.
- ♦ Women Empowerment Cell has been established to take care of problems of girl students.

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?

Various seminars and workshops have been organized to provide adequate knowledge about the exceptionalities.

- ♦ The college has established women cell, where the lectures are delivered on the sensitive issues (Sex Education, AIDS etc.) for girls.
- ♦ Sports and Games are played in teams.
- ♦ Special Students are dealt in the classes sensitively.

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.

There are various activities, in the curriculum to create learning environment like Unit Test, Assignment, Class Seminar, Curricular activities, Co-curricular activities, Seminar, Workshop, Computer Learning, Extension Lecture, Social Service, Sports and Games, Practice Teaching, Morning Assembly (Views and News presentations).

These activities are able to foster positive social interaction, self motivation and active engagement in learning.

- Cooperative learning
- Celebration of regional, national and religious festivals.
- Maintaining good rapport between student and teacher.
- Community work
- Extension activities
- Conducting psychological practical's and science experiments
- Field trips
- SUPW

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

The student-teachers try to deal psychologically to special children. They try to adjust the children of diverse backgrounds and exceptionalities in the class.

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

The college addresses to the special needs of the special students (physically challenged) by shifting them on the ground floor:

- ♦ By psychological dealing.
- ♦ By keeping their mental set sound and psychologically motivated.

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)?

Sensitive topics under women empowerment cell are discussed for girls.

Sports and Games are conducted for girls' team wise. The college has common rooms for girls.

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 access to the information on organizational performance is ensured through

- College Website
- Campus News.
- College calendar
- Brochures.

- College magazine.
- News paper advertisement.
- Administrative records.
- Student notices.
- PTA meetings.
- Circular and proceedings.
- Alumni associations.
- Regular meetings with staff.

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

- The success and failures of the institutional processes satisfaction and dissatisfaction are shared in the staff council and PTA.
- The suggestions of the staff council and the PTA are considered for the modification of academic process.
- Failures and dissatisfactions if any will be rectified at the earliest.

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?

Various feedback mechanisms are adopted to collect data for qualitative improvement. They are

- Seeking opinion from faculty and experts
- Suggestion Box
- Feedback forms
- PTA Meeting
- Alumni Association Meetings

Data collected from the above sources are discussed in the staff council for knowing the strengths and weaknesses of the institution and for decision making and quality improvement.

Mapping of Academic Activities

***DECLARATION
BY THE HEAD OF THE INSTITUTION***

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

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

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

**Signature
Head of the institution**

Place :

Date :

ANNEXURES