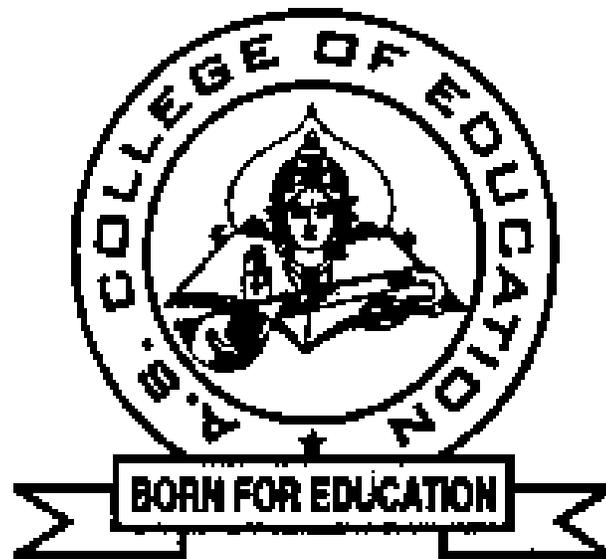


SELF – APPRAISAL REPORT

(SAR)

SUBMITTED TO

NAAC, BANGALORE



A.S COLLEGE OF EDUCATION

No.9,Saraswathy Nagar,Kannanur, Checkanurani(via),

Usilampatti(TK),Madurai(DT). PIN:625 514.

PH:04549-287065, 287066 Fax:04549-287066.

E-mail: asinstitutions@gmail.com

Website:www.asinstitutions.org

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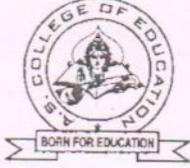
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A.S COLLEGE OF EDUCATION

No.9,Saraswathy Nagar, Kannanur, A.Kokkulam(Post),
Checkanurani(Via), Madurai-625 514.

PH:04549-287065, 287066 Fax: 04549-287066.

Mail Id:asinstitutions@gmail.com. Website:www.asinstitutions.org
Principal Cell No:9442027245

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 discussion
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.

Place: Kannanur.
Date: 31.7.14

Signature of the Head of the
Institution

Principal
A.S. COLLEGE OF EDUCATION
Kannanur
Madurai-625 514.

A.S COLLEGE OF EDUCATION

Kannanur, Madurai, Dt

Introduction:-

“Arunachalam Saraswathy Charitable Trust” is the brain child of Dr.A.Chellakumar M.B.B.S., who is the founder and Chairman of the Trust.

The Trust was constituted to serve the medical and educational requirements of people in general and upliftment of the rural poor and economically backward communities in particular.

A.S . College of Education was started in 2007 by the trust. The college is situated in an area of 5.5 acres, and in a green pollution free environment. It is surrounded by hills on 3 sides which add an aesthetic appearance to the college.

Location:-

A.S College of Education is located 30kms west of Madurai city. It is located at Madurai – Theni High way at Kannanur, Chekkanurani, Madurai District of Tamilnadu State. The campus can be accessed covering 36 kms from International Airport, Madurai and 29 km from Madurai Railway Junction.

VISION:-

Our college aims at the integral formation of prospective teachers to empower them become responsible citizens and agents of social transformation.

MISSION:-

To develop competencies of students with good value system to face challenges of the continuously changing world.

VALUES:-

- Enabling students to become socially responsible citizens and to contribute their best for the development of the nation.
- Bringing out and enhancing the latent potentials of the future teachers so that they would compete with the global expectations.
- Inculcating moral, ethical and social values among the teacher trainees.
- Exposing students to the latest developments in science and technology and also helping them to have hands on modern technology to apply in their teaching.
- Promoting research and extension activities among the students in order to attain excellence in their career.

OBJECTIVES:-

- To provide educational support to the poor and needy children by providing scholarship, educational materials, uniforms and other necessary materials such as, food and shelter for their educational development.
- To conduct educational seminars, workshops and conferences to educate the poor about opportunities available and the ways and means to utilize them .

The college offers one year B.Ed Programme. UG students are eligible for admission to Tamil, English, Maths, Physical Science, Biological Science, History and Computer Science courses. PG students are eligible for admission to commerce and Economics. Minimum Marks required for admission to B.Ed are as follows. OC-50% , BC/BC(M)-45%, MBC/DNC-43%, SC/ST/SC(A)-40%.

Selection is done based on the marks obtained in their qualifying Degrees. Final Examination is conducted by the Tamilnadu Teachers Education University at the end of each academic year. For SC/ST students the state government gives scholarship and refunds their tuition fee.

Part I - INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution: A.S College of Education,
9,Saraswathy Nagar,
Kannanur, A.Kokkulam(Po),Checkanurani(Via),
Usilampatti(T.K),Madurai (DT)-625514.

2. Website URL: www.asinstitutions.org

3. For Communication:

Office

Name	Telephone No. with STD Code	Fax No.	E-mail Address
S.Hilda Hepzibah	04549 287066	04549 287066	asinstitutions@gmail.com
A.Ragavan	04549 287065	04549 287066	asinstitutions@gmail.com
G.Dhanapackiam	04549 287062	04549 287066	asinstitutions@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
S.Hilda Hepzibah	0452 2640758	9442027245
A.Ragavan	-----	9047117815
G.Dhanapackiam	-----	9750576821

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

01	2007

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

TAMILNADU TEACHERS EDUCATION UNIVERSITY

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

2f	<table border="1"><tr><td>MM</td><td>YY</td></tr><tr><td></td><td></td></tr></table>	MM	YY		
MM	YY				

Month & Year

12B	<table border="1"><tr><td>MM</td><td>YY</td></tr><tr><td></td><td></td></tr></table>	MM	YY		
MM	YY				

10. Type of Institution

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

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

Yes No

If yes, has the institution applied for autonomy?

Yes No.

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

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

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/ Elementary				
Secondary/ Sr. Secondary	B.Ed	F.SRO/NCTE/B.Ed/2006- 2007/1008/ date 09/01/2007	—	100
Post Graduate				
Other (specify)				

Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision Yes No

Mission Yes No

Values Yes No

Objectives Yes No

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

Yes No

If yes,

a) How many programmes?

1

b) Fee charged per programme

Rs. 41,500

3. Are there programmes with semester system?

NO

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

Yes No

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

NA

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

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there programmes offered in modular form?

Yes No

Number

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

Yes No

Number

8. Are there programmes with faculty exchange/ visiting faculty?

Yes No

Number

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

- Heads of practice teaching schools Yes No
- Academic Peers Yes No
- Alumni Yes No
- Students Yes No
- Employers Yes No

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

2	Years
---	-------

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

Yes No

-	-
---	---

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

Yes No

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

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

- a) Date of start of the academic year 20.08.2013
- b) Date of last admission 10.9.2013
- c) Date of closing of the academic year 29.5.2014
- d) Total teaching days 200
- e) Total working days 200

3. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	27	73	100	-	6	6	27	67	94
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes No

If yes, how many?

-

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

a) Unit cost excluding salary component

21,820

b) Unit cost including salary component

41,500

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	78.58%	43%	68.11%	44.57%
M.Ed.(Full Time)				
M.Ed. (Part Time)				

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	65%	20%	15%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching days

a) Number of pre-practice teaching days

0	7
---	---

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

0	2
---	---

11. Practice Teaching at school

- a) Number of schools identified for practice teaching

2	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?

No. of Lessons in Simulation	No. 5	No. of Lessons Pre-Practice teaching	No. 2
------------------------------	-------	--------------------------------------	-------

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

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

16. Examinations

- a) Number of sessional tests held for each paper

0	3
---	---
- b) Number of assignments for each paper

0	3
---	---

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

	Yes	No
Computer	<input checked="" type="checkbox"/>	
Intranet	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	
Software/courseware (CDs)	<input checked="" type="checkbox"/>	
Audio Resources	<input checked="" type="checkbox"/>	
Video Resources	<input checked="" type="checkbox"/>	
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	
Any other (specify and indicate)		

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

Yes No

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

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

Yes No

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	1	10	%
--------	---	----	---

2. Does the institution have ongoing research projects?

Yes No

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

3

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

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

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

Yes No

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

a) Ph.D

b) M.Phil.

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

Yes No

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

	Yes	No	Number
International Journals		✓	
National Journals – referred papers Non referred papers		✓	
Books			
Conference Proceedings with ISBN NO			7

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

Yes No

Number	6
--------	---

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

	Faculty	Students
National Seminars	<input type="text" value="11"/>	<input type="text" value="-"/>
International Seminars	<input type="text" value="4"/>	<input type="text" value="--"/>
Any other academic forum	<input type="text" value="-"/>	<input type="text" value="--"/>

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

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

Digitalized (Computer aided instructional Materials)

Question Bank

Any other (specify and indicate)

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

Yes No

If yes, indicate the nature of the post

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

Not applicable

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

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

Criterion IV: Infrastructure and Learning Resources

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

2740.98

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

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

Rs. 26,000

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

Rs. 18,000

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

Rs. 13000

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

Rs. 2,00000/-

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

Yes No

9. Total number of posts sanctioned

		Open		Reserved	
		M	F	M	F
Teaching		5	5	-	-
Non-teaching		2	1	-	-

10. Total number of posts vacant

		Open		Reserved	
		M	F	M	F
Teaching		-	-	-	-
Non-teaching		-	-	-	-

11. a) Number of regular and permanent teachers

(Gender-wise)

		Open		Reserved	
		M	F	M	F
Lecturers		5	4	-	-
		M	F	M	F
Readers		-	-	-	-
		M	F	M	F
Professors		-	1	-	-

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

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

c) Number of teachers from

Same state

10

Other states

--

12. Teacher student ratio (program-wise)

Programme	Teacher Student Ratio
D.Ed.	-
B.Ed.	10 : 100
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a) Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	2	1	-	-

b) Technical Assistants

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

14. Ratio of Teaching- Non-teaching staff

3:1

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

50.9%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the library

On working days 9.30 AM to 4.30 PM

On holidays 4hours

During Examinations 8hours

18. Does the library have an open access facility

Yes No

19. Total collection of the following in the library

a) Books 5131

- Textbooks 3900

- Reference books 1231

b) Magazines 6

c) Journals subscribed

-Indian journals 3

- Foreign journals 2

d) Peer reviewed journals -

e) Back volumes of journals -

- f) E-information resources
- Online journals/e-journals
 - CDs/DVDs
 - Database
 - Video Cassettes
 - Audio Cassettes

20. Mention the
 Total carpet area of the library (in sq. mts.)
- Seating capacity of the Reading room

21. Status of automation of library
- Yet to intimate
 - Partially automated
 - Fully automated

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

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

23. Are students allowed to retain books for examinations?

Yes No

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

By students

By faculty

Maximum number of books permitted for issue

For students

For faculty

Average number of users who visited/ consulted per month

Ratio of library books (excluding textbooks and book bank

Facility) to the number of students enrolled

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

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

	I 2011-2012		II 2012-2013		III 2013-2014	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	170	57190	210	64500	110	20,510
Other books						
Journals/ Periodicals	5	4650	1	150	1	150
Any others specify and indicate						

Criterion V: Student Support and Progression

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

Programmes	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
D.Ed.			
B.Ed.	–	–	3
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes No

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

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

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

	UG			PG			M.Phil.		
	I 2010-2011	II 2011-2012	III 2012-2013	I	II	III	I	II	III
Pass Percentage	88.88	78.4	88.77	-	-	-	-	-	-
Number of first classes	88	73	86	-	-	-	-	-	-
Number of distinctions	23	12	16	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

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

	2011-2012 I	2012-2013 II	2013-2014 III
NET	...	...	...
SLET/SET	---	---	---
Any other (specify and indicate) TET Exam	12	18	---

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

Financial Aid	2011-2012 I	2012-2013 II	2013-2014 III
Merit-scholarship			
Merit-cum-means scholarship	35	37	18
Fee Concession			
Loan facilities	28	35	7
Any other specify and indicate			

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

Yes No

9. Does the institution provide residential accommodation for :

Faculty - Yes No
 Non-teaching staff - Yes No

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

Yes No

If yes, number of students residing in hostels

Men

Women

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

Sports fields Yes No

Indoor sports facilities Yes No

Gymnasium Yes No

12. Availability of rest rooms for women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

16. Give information on the cultural events (last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	<input checked="" type="checkbox"/>		2
Inter-university						
National						
Any other (specify and indicate)						

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional	12	6
National		
International		

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

2010

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1 2011-2012(%)	Year 2 2012-2013(%)	Year 3 2013-2014(%)
Higher studies	9	12	11
Employment (Total)	21	25	14
Teaching	9	11	10
Non-teaching	12	14	4

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.

2011-2012	2012-2013	2013-2014
8	7	8

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)

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

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

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

5. Furnish the following details for the past three years

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

Not applicable

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

National	0	0	3
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International	0	0	3
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c) Number of faculty development programmes organized by the institution:

0	0	3
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d) Number of Seminars/workshops/symposia on Curricular development

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

0	0	0
---	---	---

e) Research development programmes attended by the faculty

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

f) Invited/endowment lectures at the institution

0	0	5
---	---	---

Any other area (specify the programme and indicate)

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

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

- | | | | | |
|--|-----|-------------------------------------|----|-------------------------------------|
| a) Self-appraisal | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Student assessment of faculty performance | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Expert assessment of faculty performance | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Combination of one or more of the above | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| e) Any other (specify and indicate) | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

7. Are the faculty assigned additional administrative work?

Yes No

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

02

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

Grant-in-aid	<table border="1"><tr><td>-</td></tr></table>	-
-		
Fees	<table border="1"><tr><td>41,50,000/</td></tr></table>	41,50,000/
41,50,000/		
Donation	<table border="1"><tr><td>-</td></tr></table>	-
-		
Self-funded courses	<table border="1"><tr><td>-</td></tr></table>	-
-		
Any other (specify and indicate)	<table border="1"><tr><td>-</td></tr></table>	-
-		

9. Expenditure statement (for last two years)

Last two years – 2012 – 2013, 2013-2014

2012-2013

2013-2014

Total Sanctioned Budget	4150000	4150000
% spent on the salary of faculty	50.9%	51.0%
% spent on the salary of non-teaching employees	16%	16.3%
% spent on Books and Journals (Capitalised)	2.1%	3.0%
% spent on developmental activities (Expansion of building) (Capitalised)	10%	6.2%
% spent on telephone, electricity and water	1.5%	2.3%
% spent on maintenance of building, sports facilities hostels, residential complex and students amenities etc.	2.5%	2.2%
% spent on maintenance of equipment, teaching aids, contingency etc. (Capitalized)	2.7%	3.5%
% spent on research and scholarship (seminars, conferences, faculty development programs)	2.1%	2.3%
% spent on travel	12.2%	13.2%
Any other	-	
Total expenditure incurred (Revenue)	100%	100%

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

Three Years

Surplus		Deficit
2011 – 2012	NIL	NIL
2012 – 2013	NIL	NIL
2013 – 2014	NIL	1,37,928

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

a) for teachers

b) for students

c) for non-teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

1. Does the institution has established internal quality assurance mechanisms?

Yes No

2. Do students participate in the quality enhancement of the institution?

Yes No

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

	Category	Men	%	Women	%
a	SC	–		6	
b	ST	–	–	–	–
c	OBC	27		67	
d	Physically Challenged	...	...		...
e	General Category				
f	Rural	35	...	36	...
g	Urban	13	...	16	...
h	Any other (specify)	...	...	...	...

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	–		–	
b	ST	–	–	...	...
c	OBC	8		03	
d	Women	4	...	1	...
e	Physically challenged	...	...	...	...
f	General category				
g	Any other (specify)	...	...	...	...

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

Category	At Admission		On completion of the course	
	Batch I 2012-2013	Batch II 2013-2014	Batch I 2012-2013	Batch II 2013-2014
SC	19%	18%	19%	17%
ST	–	–	–	–
OBC	81%	82%	81%	80%
Physically Challenged	–	1	–	1
General Category	–	–	–	–
Rural	81%	71%	81%	69%
Urban	19%	29%	19%	28%
Any other (specify)	–	–	–	–

PART – II

The Evaluative Report

Executive summary:-

A.S College of Education is situated in the midst of green land and surrounded by hills. It is also beside the Madurai and Thirumangalam Highways. A.S. College of Education was started during the year 2006 -2007 for the benefits of the young and budding students not only from Madurai District but also from the neighboring districts of Tamilnadu.

Its main aim is to cater to the needs of rural community without any discrimination on the basis of caste, colour, and religion. The college is recognized by NCTE (F- SRO / NCTE / B.Ed / 2006 – 2007 / 10081) and affiliated to the Tamilnadu Teachers Education University Chennai. Courses offered by the college is B.Ed (Bachelor of Education) for 100 students with one year duration.

Regulatory Bodies:-

Chairman	: Dr.A.Chellakumar M.B.B.S
Secretary	: Mr. A.Raju
Principal	: Mrs. S.Hilda Hepzibah

Relationship with Practice Teaching Schools:-

The aim of this institution is the Integral formation of prospective teachers to empower them as agents of social transformation. To achieve this aim theoretical, practical and co-curricular aspects are duly emphasized. Practice teaching is held in govt, govt aided, kallar and private high school and Hr.Sec Schools in Madurai district and also neighboring districts with permission of C.E.O, IMS, Director of kallar schools.

We have been maintaining harmonious relationship with H.Ms and members of the staff and PTA in terms of sending our students to their schools for teaching practice.

The Names of these of schools are listed below:-

S.NO	SCHOOL NAMES	PLACE
1	Govt Hr Sec school	P.Vagaikulam
2	Govt Hr Sec school	Chellampatti
3	Govt Hr Sec school	Thottapanayakanoor
4	Govt Hr Sec school	K.Meenachipatti
5	Govt Hr Sec school	Paravai
6	Govt Hr Sec school	Chakkarappanayakanoor.
7	Govt Hr Sec school	Samayanallur
8	Govt Hr Sec school	Chellayeeपुरam
9	ST.Clarat Hr.Sec.School	Karumathur
10	Nadar Saraswathi Hr. Sec.School	Usilampatti
11	Al.Ameen Uruthu Hr.Sec.School	Melur
12	Govt Hr Sec school	Kadupatti
13	Govt Hr Sec school	Kodimangalam
14	KACA Arunachalam Hr.Sec.School	Jaihindupuram
15	KGV Sala Hr.Sec.SCHOOL	Viratipathu
16	Govt kallar Hr Sec school	karadikal
17	Govt kallar Hr Sec school	Nattarmangalam
18	Govt kallar Hr Sec school	Vadakkampatti
19	Govt kallar Hr Sec school	Checkanurani

20	Govt kallar Hr Sec school	Vikkiramangalam
21	Govt kallar Hr Sec school	Thankkankulam
22	Govt kallar Hr Sec school	Melakkaal
23	Govt kallar Hr Sec school	Thumakundu
24	Govt kallar Hr Sec school	Vellaimalapatti
25	Govt kallar Hr Sec school	Nalluthevanpatti
26	K.T.M. Matriculation School.	Checkanurani

Relationship with the Community:-

A.S College of Education is located in rural area and most of the students are from villages. The people of those villages are agriculturists, farm workers and daily-coolies. So this community-oriented extension activities such as awareness, oriented Lectures, tree-plantation, adult-literacy programme, cultural activities in the habitations of those villages around usilampatti Taluk. Usilampatti is known for female infanticide so the college take been interest to educate the women students of this area, in order to eradicate this teachers social evil from the community.

Challenges faced by the institution in building the quality Education:-

The college is located in rural area and most of the students are from village in general. Rural girls are not encouraged for higher studies by their parents and society also demotivates them. Most of them belong to the first generation graduates in education. They suffer from both inferiority complex and low self esteem. More over the girls have to travel long distance to the college and lack of transport facility from their native place make them lose their interest in higher studies. In order to motivate the rural girls and their parents, awareness programmes are conducted about the importance of girls Education and also explaining the incentives given to them by state and central government. The college has arranged college bus facility to collect the students from their locality.

Most of the students of this college belong to economically weaker families and their parents are agriculturists. Hence the educational level of students is average and below average. In order to

enhance the quality of education of the students, the college has arranged special coaching with well experienced faculty members. Their communicative skill in English is poor and hence they are given spoken English courses.

2. CRITERION WISE ANALYSIS

Criterion I : Curricular Aspects

1.1 Curricular Design & Development

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

Objectives of the Institution

To enable students to become socially responsible citizens and to contribute their best for the development of the nation.

To bring out and enhance the latent potentials of the future teachers so that they would compete with the global expectations.

To inculcate moral, ethical and social values among the teacher trainees.

To expose students to the latest developments in Science and Technology and also help them to have hands on the modern technology to apply in their teaching.

To Provide educational support to poor and needy children by providing scholarship, educational materials, uniforms and other necessary materials such as food and shelter for their educational development.

To conduct educational seminars, workshops and conference to educate the poor about opportunities available and the ways and means to utilize them .

To promote research and extension activities among the students in order to attain excellence in their career.

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).

a) Need assessment

This Institution is affiliated to TAMIL NADU TEACHERS EDUCATION UNIVERSITY where the curriculum is framed and updated from time to time by the specific board of members. Based on the recent trends in education the syllabus has been developed by Tamil Nadu Teachers Education University.

b) Feedback from faculty, Students, Alumni.

The curricular programme of the college is stimulated with our goals and objectives. By the analysis of feedback obtained from the alumni and faculty we do approach the academic body of university for further modifications and innovations in the teaching methodologies.

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

To meet the global trends in teacher education the curriculum was framed as follows.

The programme comprises a theory component and a practicum component. The theory component consists of three core courses, one elective course and two optional courses with Lectures, Tutorials, and Practical)

- To meet the global challenges, we have a core paper titled' Education in the emerging Indian Society.
- To cope with the children of today we have a core Paper titled "Psychology of learning and human development.
- To Practice and to prepare new innovative techniques we have a core paper titled "Educational Innovations and management .
- For environment awareness there is an elective paper titled " Environmental Education".
- To cope with the cyber world we have another elective paper " Computers in Education.
- To keep a healthy mind in a healthy body there is physical and health education". Thus the student teachers are exposed to the global trends in teacher education to meet the emerging needs in the field of education.

- To enable the student know the principles and practices of educational administration we have on elective paper called “Educational administration and Management” . Most of the lessons are taught through the modern technology using ICT in education. Apart from syllabus soft skills and life skills classes are conducted.
- Guest lectures by experts are also arranged to appraise the student teachers about the new trends in teacher education , challenges faced and ways and means to be adopted to face challenges successfully.

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

Environmental issues

The Teachers Education University ensures inclusion on national issues in the curriculum framed by it. . Every June 5th is celebrated as environmental day. Saplings are planted by the students in the college premises. To minimize air pollution students are advised to use bicycles instead of motor bikes. Usage of plastic in any form is prohibited inside the college campus. Waste management is done in a non polluting manner.

Students are given exposure about causes of environmental degradation pertaining to the air ,water, soil ocean , animal kingdom etc, the dire need of protecting the environment and the role of the students in the herculean task.

Value education

The college celebrates various important national days like Independence Day, Republic Day and Teachers Day etc. Competitions insisting on national integration, human rights awareness etc. are conducted in the college.

ICT

1. All the staff members are trained to use computer for instructional purposes and evaluating purposes.
2. Library is partially automated to facilitate the maximum benefits of ICT.
3. Student data base is maintained as a part of office automation.
4. Some of the Lessons are taught using ICT enabled instructions.
5. Students are trained to prepare ICT based teaching aids like CDs, PowerPoint Slides.

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

The faculty uses ICT for transformation of knowledge in various forms.

- Providing lectures through Power Point presentations
- Using over head and slide projectors for lectures.
- Sending information related to the performance of the students through SMS.
- The faculties of the respective subjects prepare question papers and mark lists through ICT.
- Teaching aids are prepared through ICT.

1.2 Academic flexibility

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

The institution has planned to provide experience to the students to make teaching a reflective practice in the following ways.

- a) Demonstration lessons by faculty
- b) Practicing micro- teaching
- c) Seminars and workshops
- d) Internship – teaching practice training for 40 days in schools.
- e) Support from faculty by visiting schools during internship
- f) Various cultural activities, camp activities and national as well as state level functions and celebrations.
- g) Feedback in different forms.

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?

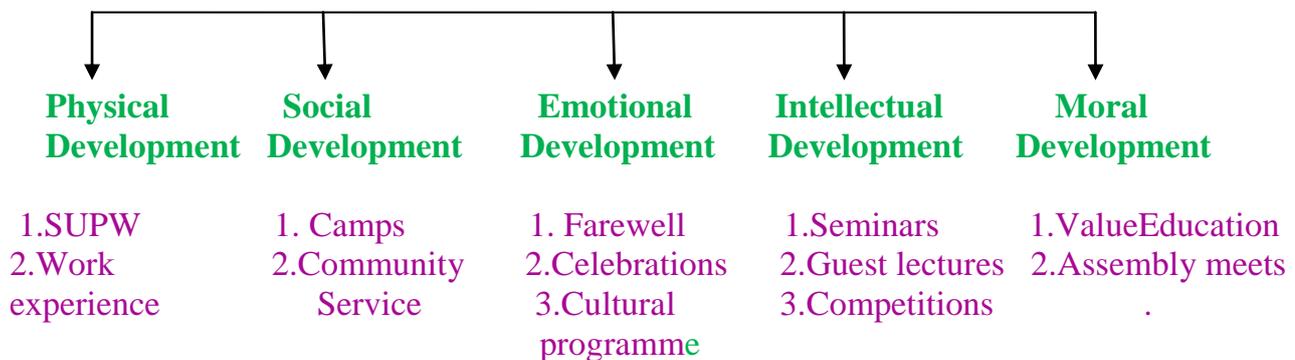
Teacher being a multifaceted personality has many duties and responsibilities other than teaching the subject matter. Preparing such a teacher is really a challenging and an interesting task. The institution offers varied learning experiences like cultural competitions sports and games , camp, scouts and guides and extension programmes to the student teachers.

The student teachers visit special schools like blind school at Paravai in Madurai.

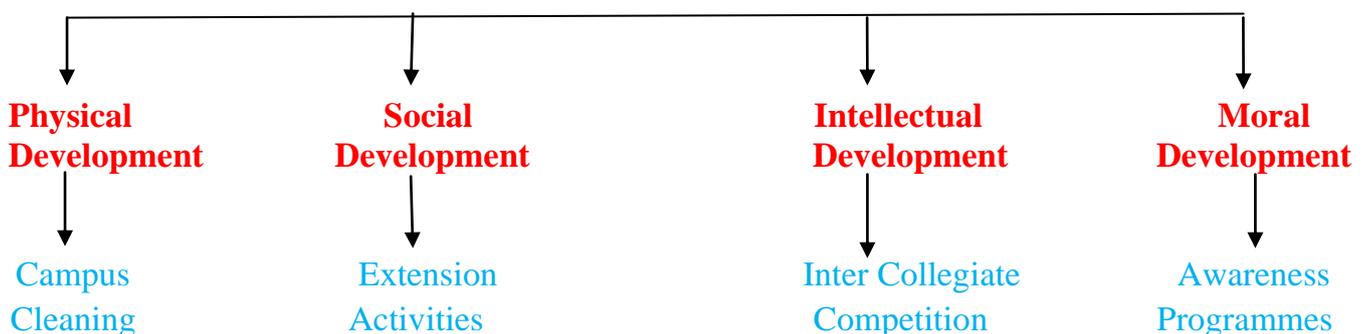
The student teachers have also visited Keren school which follows CBSE curriculum.

The institution has conducted several activities and a few are listed below

Learning experiences to the students in the campus.



ii) Learning experiences to the student in the field



3 . What value added courses have been introduced by the institution during the last three years which would for example develop communication skills (verbal & written) ICT skills, life skills, community orientation, social responsibility etc.

1. Communication skills –

- Establishment of language lab
- Dialogue writing
- Role play
- Motivation to converse in English.
- Conducting debates in the class room.

2. ICT Skills

- Fundamental knowledge about computer is provided to all the students.
- Computers in education is offered as an elective paper.
- ICT lab is used for maximum developing ICT based teaching aids.

3. Life Skills

- Developing Positive Attitude- promotion of healthy habits
- Imparting knowledge of time management – coping with challenges in life

4. Community orientation-

- Social service is made obligatory on the students
- Adoption of village educational assistance to the rural children
- Facing the interview for teachers post in the schools.
- Yoga courses for good health.

5. Social Responsibility

Conducted eye camp and blood donation camp and AIDS awareness programme.

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

- a. Interdisciplinary/ Multidisciplinary**
- b. Multi-skill development**
- c. Inclusive Education**
- d. Practice Teaching**
- e. School Experience/ Internship**
- f. Work Experience/ SUPW**
- g. Any other (Specify and give details)**

i) Inter Disciplinary/ 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 curriculum development etc.
- Teaching of English, Teaching of Maths 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 Committed to instructional excellence the institution nurtures the development of the following skills

- **ICT Skills**

Encourages presenting lesson plans, seminar papers through Power Point presentations by the B.Ed students. Curriculum makes it imperative to carryout website analysis

- **Social Skills**

Citizenship training camp, community outreach programmes, extension activities, field trips, excursions, etc are conducted to develop social skills. The students are encouraged to develop the team spirit.

- **Managerial Skills**

Citizenship training camp, Morning assembly and active involvement in organizing events of the college provide a platform to develop leadership skills. Training in Problem Solving abilities, adjustment and organizational skill is also provided to the students.

- **Life Skills**

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 & health education and various awareness programmes.

III) Inclusive Education

The college admits differently abled students to B.Ed Programme. They are provided with alternative arrangements such as computers, speaker, head phones, tape recorders and DVDs. Audio visual aids are used so effectively for them. The college has 2 ramps for their convenience. Indoor games are provided for them.

iv) Practice Teaching

- Practice teaching is conducted in selected neighboring govt. aided high schools and Higher secondary schools and Matriculation schools for 40 working days.
- Student teachers have to prepare and teach a minimum of 20 lessons for each optional subject.
- Practice in lesson plan writing is given to all students before the commencement of practice teaching.

The following activities are done by them before the actual practice teaching.

- Micro teaching practice of a minimum of five skills.
- Observation of a minimum of five demonstration lessons in the college .
- Pre-practice teaching lessons by the students in the college.

v) School experience / Internship

The trainees are familiarized with day to day activities of the school during the teaching. The tasks are

- a) Conducting morning assembly
- b) Conducting classes
- c) Conducting tutorials
- d) Assessing the home works given to students
- e) Organizing cultural programmes
- f) Organizing games and sports activities
- g) Conducting competitions like quiz, debate , essay writing etc
- h) Carrying out case studies

vi) Work experience/ SUPW

Programmes are conducted for designing and developing instruments suitable for local conditions and using local raw materials rather than buying expensive and sophisticated equipments. Some sort of simple work is being allotted to each student and students are encouraged to develop psychomotor skills.

The institution conducts the following SUPW activities

- Preparation of craft items
- Preparation of improvised aids
- Making paper bags and envelopes
- Making decoration things like flowerpot, fur toy etc.
- Wealth from waste
- Preparation of cleaning powders, phenyl etc.
- Clay modeling

Each student submits a minimum 5 SUPW articles in accordance with the requirements

vii) Others

- Academically weak students are given separate coaching and remedial teaching offered to them
- Student teachers are motivated to attend various competitions
- Environmental awareness, Human rights awareness etc, are given to the students.

1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the students, Alumni, employers, community, Academic peers and other stake holders with reference to the curriculum?

- Feedback from alumni is obtained after the results of the examination
- Feedbacks are obtained from students based on 3 aspects namely
 - a) B.Ed curriculum
 - b) School syllabus(8th 9th)
 - c) Practice Teaching
- During the alumni meeting , feedback forms are given to alumni to collect information about the curriculum and the administration and development of the institution.
- The suggestions/ grievances written by the students are reviewed periodically.
 - i) **Employers** feedback on curriculum is obtained and considered with its seriousness and their suggestions are documented for the improvement of students teaching competency, classroom management, effective use of teaching materials and use of technology
 - ii) Through interactions and opinions of the heads of the practice teaching schools feedbacks are obtained regarding the curriculum.
 - iii) **Parents Teacher Association** constantly gives valuable feedback for the smooth running of curriculum transaction and organization of extra curricular activities of the institution.

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

Yes, the feedback collected are analyzed and discussed in the staff council to decide the areas of improvement and sent to the university for consideration of changes. Periodically review meetings are conducted. Suggestions are implemented.

Identified areas for Improvement are

- I. Developing communication skills, Use of ICT in regular teaching

The Changes to be brought in the curriculum are

- I. Including soft skills in the curriculum.
- II. Making computer education as a compulsory subject to face the challenges in the society

3. What are the contributions of the institution to curriculum development?(member of BOS/Sending timely suggestions feedback, etc)

After careful analysis of feedback obtained from various sources the college decides the areas for improvement and sends the suggestions to the university for appropriate actions.

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)

In the B.Ed course new elective like Educational Administration and Management has been introduced. It helps in administration in classroom and school, develops rapport with the coworkers. moulds student teachers as good administrators. Core 3 paper Educational Innovation and Management has been changed as Educational Innovation and Curriculum Development

To make the student teachers familiar with the principles of the curriculum construction and transaction.

To train the students to undertake Teacher Eligibility Test successfully new unit on the content in each optional paper is included.

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

The curriculum for the various programmes run by the college are prepared by the university. Since the college is an affiliated one suggestions are given to university on the basis of a feedback from stake holders, students and faculty. Feedback of heads of practicing schools and employers are also sent to the university.

1.5 Best practices in curricular aspects

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

Faculty development programmes are conducted to the staff. The faculty members are sent to various national and international seminars to develop their professional competence. Both the faculty and the student teachers develop communication skills through discussions and debates. Expert lectures are arranged for quality sustenance.

2. What innovations / best practices in curricular aspects have been planned/ implemented by the institution?

The college provides broadband facility for giving practice in browsing for both the staff and students. Computer training course is also framed according to the curriculum. Students are assessed and evaluated after training.

- Multiskill development training
- Extension activities are encouraged.
- Effective evaluation by teacher educator
- Yoga and meditation
- Conducting awareness programmes such as Eye donation, Blood donation etc.

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?**

Candidates with the following marks in Bachelor Degree under 10+2+3 pattern of education are eligible for admission.

Community/Category Minimum Marks

OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

- (a) Marks obtained by the candidates in U.G. degree course part III. Major and Allied subjects including practical will be taken into account to arrive at the percentage of marks mentioned above. Rounded to the nearest integer is not permitted.
- (b) Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.
- (c) Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not be considered for admission.
- (d) In case of physically or visually Challenged candidates, a minimum pass in the degree is enough.
- (e) Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50% (irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University can apply.

(f) However, the basis of selection shall be in accordance with the Regulations of the University/Government of Tamil Nadu Guidelines for admission to B.Ed. course in force from time to time.

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 update 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, college website.

The advertisement contains the following:

- Duration of the Course
- Eligibility Criteria.
- Subjects offered.
- General rules and regulations

Infrastructural Facilities:

Classrooms, Laboratories, Library multipurpose Hall and other facilities as per NCTE norms. Medical facility, Transport facility, Girls common room and boys common room etc.

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

B.Ed., course offered by the college is self funded and eligible students are admitted based on the marks obtained in the qualifying examination. Equal opportunity is provided without bias. The admission committee monitors the process.

The received applications are well scrutinized and a list of eligible candidates is tabulated and the rank list of the candidate is prepared based on the marks obtained in the qualifying examination. The guidelines of Tamil Nadu State Government and the affiliating university(TNTEU) are followed for admission. The rank list is displayed in the notice board and the communication about selection is sent to the students by post.

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

Our college admits 100 students belonging to various communities as per the norms of Tamil Nadu Teachers Education University, Chennai. Discrimination in terms of caste, creed, colour, language, gender or religion is strictly not allowed in the campus. Our college believes in secularism and celebrates all festivals like Pongal, Pooja, Christmas, Ramzan, Onam and cultural programmes are arranged. A conducive climate is maintained in the campus.

The College forwards the applications from SC and ST students to apply for scholarships from Tamil Nadu government. The management grants fee concession to deserving candidates who are economically weak. Special steps are being taken to cater to the needs of the differently abled students.

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

After admission, the institution assess student's knowledge, needs and skills before the commencement of the programme through marks secured by the candidates, group discussion and personal interview. Before the commencement of teaching programme knowledge assessment is conducted to assess the talents and the skills of the students to be

used suitably later. This process helps the teacher to assess the student's potential, academic background and the skills in English. Remedial support is provided to the weak students.

- A test is administered to all the students to assess their basic Knowledge in different subjects.
- Orientation programmes and Bridge Courses are conducted through which the students are helped to bridge the gaps between the course undergone earlier and the new course.
- Basic skills needed for teaching are appraised to the students.

2.2 Catering to Diverse Needs

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

The college creates an overall environment, 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 an enriched Library containing adequate number of books on various subjects related to education , reference books, encyclopedia, dictionaries, reports, educational journals, magazines, e-materials etc.
- It has well equipped multipurpose hall, science lab, psychology lab, computer lab, language lab, Educational technology lab, sports and games room, work experience room etc.
- 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 per periods allotted in the time table. Stress-free learning environment is created through a pleasant student teacher interaction.

C. Co-curricular activities

Students are encouraged to participate in co-curricular activities like- debate, essay writing, singing, dancing, rangoli, sports and games, club activities etc.

D. Extension Lectures, Seminar and Workshop

Extension lectures are organized from time to time in the campus. Motivational and Inspirational thoughts are displayed on the walls of the classrooms, library and the campus wall to mould the thought process of students. Seminars are conducted for the benefit of both the faculty and the students.

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

The teacher educators are prepared for managing diverse learning needs of the students. Main emphasis is placed on remedial teaching and through personal guidance. Lectures are arranged, class test, and internal test are conducted to improve the performance and efficiency of the students.

On the basis of internal marks, we classify the student teachers into two groups:-

D) Gifted students

- Challenging work is given to the gifted students who are able to do extra work.
- □ The advanced learners are engaged in co-curricular activities and social work involving some sort of responsibility.
- They are more involved in different institutional programmes.
- They are motivated to lead the group during extension lectures, seminars and etc.□
- These learners are entrusted with the responsibility of preparing lessons using ICT and E- learning.
- Net facilities available for different study

(i) Slow Learners:

- The slow learners are encouraged to attend remedial classes, tutorials and regularly visiting library during free time.
- Extra classes are given to the students facing difficulty in the learning process.
- Library books are issued to students on specific demand.
- Using internet provided for self learning.

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:

- Individual projects
- Observation of days of national importance
- Study tours
- Field works
- Seminar, workshop and training programme
- Participated various inter college competition

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

The criterion of ensuring the knowledge and the subject competency of the teacher educator begins with the selection procedure itself. The management selects well qualified staff that has an ardent aptitude for teaching. The college conducts Faculty Development Programmes in which diverse student's needs are focused. Literature is provided to them to meet the diverse needs of the students.

- Teacher's qualification and experience.
- Various co-curricular activities.
- Organizing remedial teaching.
- Staff are encouraged to participate in seminars, workshops, orientation courses, refresher courses, talks/discussions with experts and invited lectures.
- They are motivated to write articles to magazines and journals on the diverse needs of the students.
- For updating their knowledge in this regard they are guided to use internet facility
- Feedback of students obtained and teaching learning process motivated suitably

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 teaching – learning process is strengthened through lectures, seminars, paper presentations, demonstration classes, micro –teaching classes, macro – teaching classes, field trips, intensive lab work and project works. The use of audio – visual equipments and latest technological equipments substantially contribute towards this process. Speaking in English is encouraged. The students are advised to make the optimal use of library. The students are instructed to use the internet facility available in the college for their teaching –learning purpose. Students are guided to make the necessary teaching learning materials like charts, flashcards, picture cards, OHP sheets. They are guided in preparing CDs, power point presentation etc. on diversity.

2.3 Teaching-Learning Process

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

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

- **Library:**

A period for library per week is allotted in time table. In this period students use library. Besides, through token systems they are issued books. They can Xerox book materials at concessional rates. Internet facility in the library can also be utilized by the students.

- **Internet:**

Internet facility is available (Broadband) in computer room, where students can use it to Prepare class seminars, assignments and notes.

- **Web-site:**

Students are instructed to visit certain websites and write their comments on them.

- **Individual Project:**

All students are assigned topics for class seminars and home assignments. Individual project on vital themes that can be completed in a short period are given to them.

- **Practice Teaching:**

All students do micro teaching as well as macro teaching in both the school subjects. Peer teaching and teaching in simulation are practiced in the college.

- **Internship:**

Internship training is given to them in selected high and higher secondary schools for 40 working days. They observe senior teachers teaching, peer teaching and record their criticisms. They teach 20 lessons in each optional subject and actively participate in all school activities.

Practical Work: - Each and every student do these practical works: -

1. They prepare teaching aids and conduct experiments in subjects. Where needed.
2. They gain knowledge in the use of Audio-Visual equipments.
3. They actively take part in SUPW programme and community service.
4. They administer and Interpret psychological test results.
5. They construct and administer of two achievement tests in two School subjects.
6. They do science practical.
7. Role playing
8. Student encouraged to take of different role which helps them improve the communication.

2 How is „learning made student-centered? Give a list of the participatory learning activity as 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 making the students to do action research, case study, field trip, project and practical's. The students are given advice on learning processes and the use of reference books, journals and magazines. They use internet to know more information. They get knowledge of management skills by reading various books related self management. Course plan prepared by the teacher educator and given to the students their encourage to use the available sources and prepare their own learning material.

Students centered learning strategies:

- Students are encouraged to participated papers in seminars.
- Educational tours are arranged.
- Guest lectures are arranged.

- Students get varied experiences through participation in rural camps.
- Students give awareness to rural people on AIDS, blood donation, eye donation
- Subject wise quiz programmes are conducted.
- Subject club meetings and activities are conducted.
- Group discussion in the class rooms,
- Role playing
- self leaning though ICT materials

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

The following methods are used for effective learning:

- Lecture cum demonstration method.
- PLM
- Demonstration method.
- Discussion method.
- Presentation of model lesson (Micro Teaching and Macro Teaching)
- Project Method.
- Using CAI-Power point.
- Remedial teaching
- Co-operating learning
- Innovative method
- Lot of self learning CDs are prepare for all subject

The following innovative practices are used for effective learning:

Tutor-ward-system

All trainees of the college are divided into groups and each group 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.**

The institution has provision of giving additional training in the models of teaching. Models of teaching are explained theoretically to the students. Model which are trial phase are to prepare at least two models of teaching based as follows.

- Concept attainment model
- Advanced organized Model

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

The student teachers use micro-teaching technique for developing teaching skills.

1. Skill of Introduction
2. Skill of Questioning
3. Skill of using Black board
4. Skill of Explaining
5. Skill of Illustration
6. Skill of Stimulus Variation
7. Skill of Reinforcement

All the above skills are used for all the subjects taught. They are insisted on preparing episodes following the micro teaching cycle planning- first teaching- feedback, re-planning, re-teaching, second critique (feedback). Microteaching practice is given to students before macro teaching class.

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

THE PROCESS OF PRACTICE TEACHING

- Each student prepares one lesson plan per day for each optional and completes 40 lesson plans for 40 days.
- Each student observes of teaching of school teachers for the first 10 days.
- The teacher educators observe one period of teaching for 2 days a week when they go for observation and guiding the student's peers.
- Out 40 lesson taught by the student teachers early 50% lesson observed by teacher educator.
- Every day the student observes the one period of teaching for 10 days
- Peer record 5 lesson given their fellow students
- The guide teachers (school teachers) observe one period of teaching per day for students allotted to him for 40 days.
- The guide teacher observe all the 40% lesson present by students
- Feedback questionnaires on teaching, punctuality and class management are collected from the headmasters and the guide teachers.
- Evaluation reports per lesson for each student will be collected from the guide teachers to monitor and guide the student teachers.

Thus the processes of practice teaching is well planned and well executed for the betterment of student-teachers

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

Internships (school experience):

The practice teaching is taken in the recognized schools approved by state/institution boards for a period of 40 days inclusive of teaching of both the optional. The prior permission is obtained of the Chief Educational Officer of Madurai, joint Director of Kallar school Madurai and IMS (Inspector Matriculation school). According school are selected and heads of selected schools of intimated by college.

Permission from Chief Educational Officer/IMS,join director of Kallar school

- Permission from principals/Heads
- Meeting the subject teachers
- Observation – 10 days
- Teaching of optional I & II – 30days
- Faculty visit to different schools

- Getting feedback from schools
- Submission of records/files for practical examination.

Thus the process of practice teaching is well planned and well executed in schools for a continuous period of 40 working days inclusive of teaching of both the optional. Toward the end of academic year. A panel consisting of three members duly appointed by the Tamil Nadu Teachers Education University assesses the teaching competency of each candidate and his or her practical works/records during practical examination.

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 plans are developed in partnership, cooperatively involving the school staff and mentor teachers. The teaching schedule according to the syllabus is discussed and the lessons to be taught during practice session are informed before hand to the students. This facilitates the coverage of all units of the syllabus in an organized manner. In schools, the school teachers also make their suggestions regarding lesson planning and teaching of specific subjects. These are taken into consideration while the teacher educator is guiding the student teacher.

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 are 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 caliber level of all the students.
- For slow learners, student teachers use more audio-visual aids to explain the concept.
- Teaching is conducted in such a way to satisfy the needs of high intelligence students as well as of slow learners.

- The student teachers are given experiences to explore multi learning activities in schools through observation discussion lessons, demonstration and Feedback.

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

- Macro-teaching practice is done at the institution by making the students teach with at least two instructional aids.
- By making the students prepare teaching aids or instructional aids for all lesson in optional I &II.
- Preparing power point presentation in major subject
- Development of multimedia package in their parent discipline
- Through ICT lab, computer lab and craft room student-teachers are made aware of different types of technology of teaching.
- Through teaching of Computers in Education, the student-teachers learn to make use of ICT (Information and Communication Technology) in education.

Exposure on the role of technology in teaching is given to the students, A separate record is prepared on educational technology and Demonstrations are given in preparation and use of instructional aids.

The instructional material files are prepared for optional I and optional II and submitted for practical.

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 heads of schools give permission to conduct practice teaching in schools and teaching staff provide topics to the students of their concerned 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.

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

Our student teachers are accommodated in more or less twenty schools every year. Government, Government aided, Kallar schools and private schools in and around Madurai districts . The ratio of the teacher and student in the teaching practice is 1:5 to 10. A maximum of 5-10 students will be allotted to each school based on the medium of study, school strength, distance of the school from the college and the student's home.

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

There is a standard feedback form available and designed by our institute to be filled up by the guide teacher for each subject. Based upon the feedback the students are properly advised to improve the performance if necessary.

- Generally we get the feedback from the head of the institutions about the performance of the students in general and from the guide teachers in particular.
- The general feedbacks we get from the head of the institutions depict the attendance, student initiative. and excite
- The feedback forms we get for each student for each lesson reveal their content knowledge, class control, use of methodology, teaching competency, evaluation techniques and about their co-curricular interests.
- For performance improvement we take special interest to call and discuss about the areas of strengths and areas of weaknesses. As the general feedback reflects the reputation of the institution, we advise the student-teachers to make it fly high in the field of education.

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

Before the commencements of internship training the student teachers are sent to the selected schools. They meet the heads of schools, interact with the senior teachers and become aware of the regulations of the schools.

The institution also conducts awareness programmes on the recent policies of the government like right to education, women education and the current issues in education. They are encouraged to read Important articles related to education.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies through the use of technology. They updated their knowledge using journals, periodicals and dailies. The use of NET and the information circulated from TNTEU show the recent developments in education. The faculty members attend the seminars, workshops and symposium to update their knowledge and in turn share the information with the student-teachers. The student teachers in turn learn from the peer group, guide-teachers and also from the library. Thus, the use of science and technology make the students know more and more about the environment, society and self. Thus the student-teachers get an insight into the recent developments in the field of education and teaching-learning process.

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

The management and the principal encourage the faculty to attend the Professional/career development programmes by sponsoring them with TA, DA and Registration Fee with On Duty.

- The institution sponsors professional development activities of the staff. The institution permits the faculty members to do higher studies and take UGC, SLET, NET examination.
- The management gives weight age to the additional qualifications of the teachers.
- The institution sanctions study leave for writing higher examinations.

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

The Head of the Institution as a democratic leader appreciates the achievements of the staff in the open meeting and in the council meetings

- The institution offers cash awards for cent percent result.
- Annual increment to staff members.

- The institution bears the expenditure to participate in seminars.
- Certificate of honors is given for centum result.
- Encourage faculty members to take part in sports and are honored.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to the student in learning identified, communicated and addressed? (Conducive Environment, Infrastructure, Access to Technology, Teacher Quality, etc)

The barriers to student learning are identified through observation, interview analysis of test results.

By the following ways and means the barriers to students are identified and rectified.

- Improving the campus environment conducting special classes for weak students.
- Strengthening infrastructural facilities. Equipping computer and DCT labs.
- Training in the Use of LCD projector, Audio and video CDs Encouraging on line learning.
- Well maintained class rooms and labs for better learning.
- Appointment qualified and asked teacher educators.

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

Various assessment processes used for assessing student learning are:

Internal Assessment:

The B.Ed programme assigns 20 marks as internal to all 3 core papers, one elective and two optional. For internal assessment of 20 marks each student is evaluated through assignments, participation in seminars and cycle tests. Attendance is also given due weight age in the internal assessment of the students.

Midterm Assessment:

The whole 10 units are taught in two spells and two cycle tests are given. In both the midterm test very short answer type, short answer type, essay type questions are asked so as the prepare them for the university examination.

Terminal Evaluation:

The university conducts the terminal examination in May every year .

External Evaluation:

The student teachers take exams conducted by TNTEU for 80 marks. Each theory course question paper is designed for 3 hour duration which consists of Section A, Section B, Section C with the number of questions and allotments of marks as described below: section A consists of very short answer type questions. It consists of twelfth questions. Eight questions are to be answered. Each carries two marks and the maximum word limit for each answer is 50 words. Section B consists of short answer type questions. It consists of eight questions. Six questions to be answered. Each carries five marks and the maximum word limit for each answer is 200 words. Section C consists of Essay type questions. It consists of two questions with internal choice. Each carries 15 marks and the maximum word limit is 600 words.

Passing Minimum for Written Examination:

A candidate shall be declared to have passed the written examination only if he or she secures not less than 50% in each of the six courses, with a minimum of 45% in the external examination and internal examination in each paper. Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

Practical Examination:

A panel consisting of three members (one convener and two members) duly appointed by the Tamil Nadu Teachers Education University will examine the teaching competency of each candidate and also his/her practical works/records.

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

The test papers and assignments are evaluated and feedback is given as soon as the tests are over. Immediately after evaluated the trainees are given immediate feedback. Based on the results.

- Student's strength and weaknesses are brought to them.
- Examination tips are given to them
- On the basis of the results curriculum transaction strategies are modified.
- Weak students are given special attention.
- Group discussion is encouraged.
- Question banks are utilized to the maximum by the students.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used to become familiar with

- Internal assessment format
- Cycle test question papers
- Model exam question papers
- Evaluation sheet for records
- Preparation of mark lists
- Result sheets etc.

2.6 BEST PRACTICES IN TEACHING- LEARNING AND EVALUATION PROCESS

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

The institution has a tradition to gain knowledge from all sides. Under this, we cover various segments of syllabi through field experience, seminars, talks, extension lectures, workshops etc. This college has introduced many innovative practice in **Teaching-**

Learning and evaluation like: -

- Diversity is honored in teaching learning process.
- Different activities for faculty empowerment are promoted or encouraged.
- System is Transparent as mentioned in the prospectus.
- Faculty members as well as students use computers for browsing the internet which helps them in preparing their instructions and in providing latest information.

- The College encourages the use of technology in its day to day functions. It also encourage the faculty members to use ICT in their Teaching-Learning process. The material required to be used are provided beforehand.
- All the faculty members are motivated to use ICT in their subjects. Each teacher is encouraged to prepare Power Point Presentation in their relevant subject.
- Seminars and lectures are conducted with the help of LCD.

2.6.2. 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.

- Classroom teaching with LCD.
- Classroom preparation using Internet
- E-journals, e-library, periodicals and reference books are utilized
- Power point presentations in classroom teaching
- Faculty Development Programmes are organized regarding models of teachings
- Tutorial system is implemented seriously
- Faculty members are trained to teach using ICT.

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?

- Our college motivates the faculty to register for research degrees.
- The college provides seed money for research.
- The college provides leave with salary for collecting data and related work for their research in education.
- Sanctioning on duty to attend orientation, seminar etc.
- Permit the faculties to use Library, computers and internet for their research work.
- Our faculties register for NET and SET examinations.

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

The thrust areas of research prioritized by the institution are

- Methodology in Education
- Curricular development
- Educational Psychology
- Evaluation and assessment in Education
- Improving quality education

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

Yes, the institution encourages doing action research Action research by the faculty in the college

- Late coming
- Frequent Absence
- Mischievous in the class room.
- Overcoming shyness

4. Give details of the conference/seminars/workshop attended and/organized by the faculty members in last five years?

Seminar Organized by the college:-

S.No	Date	Topic	Type
1	1.4.2011	Early detection of Learning Disabilities and Intervention in Schools, On 01/04/2011	State Level

Papers Presented

S. Hilda Hepzibah

	Name of the University/College	Type	Topic
1.	Sakthi Institute for Teacher education and Research, Dindugul.	National	Learning Through e- recourse
2.	MVM College of Education , Dindugul	National	Modern Media Education
3.	Gandhigram rural Institute, Gandigramam	National	Impact of ICT on Teacher Education and employability skills
4.	Venkateswara College of Education , Pudukottai.	National	Innovative practice in Teaching & Learning
5.	Mother Teresa college of Education, Pudukottai.	National	Enhancing Quality Research in Education
6.	Raj College of Education Harveypatti, Madurai.	National	Learner Centered Value Education
7.	Thiagarajar college of Preceptors , Madurai.	Inter National	Moral , ethical & other value concerns of Educational Institutions
8.	Bon Secours College of Education, Thanjavur.	National	Developing Knowledge, Skills, Competencies, for the 21 st Century.
9.	Thiagarajar College of Preceptors, Madurai	Inter National	Integrating ICT in Higher education.
10.	Indira Ganesan College of Education, Trichy.	National	Usage of ICT & Teaching Competency
11.	Servite college of Education, Thogaimalai, Karur(Dt).	National	Teacher Education for peace and harmony
12.	Tamilnadu Teacher Education University	Inter National	Designing Environment of Tomorrow.

Attended

Mr. A. Ragavan

S.No	Name of the University/College	Type	Topic
1	Teresa College of Education Illuppur. Pudhukottai(Dt).	National	Emerging Issues and Challenges in Teaching Profession EICTP 2014
2	Thiyagarajar College of Preceptors, Madurai.	State Level	Examination Reforms in B.Ed Programme.
3	Lakshmi College of Education	One day Workshop	Preparation of Mathematics Laboratory materials.
4	Madurai Kamaraj University.	Centre for Educational Research.	Emotional Intelligence.

Mrs. C. Kasivisalakshmi

1	Teresa College of Education Illuppur. Pudhukottai(Dt). (participated)	National	Emerging Issues and Challenges in Teaching Profession EICTP 2014
2.	.Mother Teresa Womens University, Kodaikanal (Participated)	National	Quality assurance and sustainability with reference to higher education
3.	Sri Balaji College of education, Nagari. (Presented)	National	Womens education in India today
4.	Ramakrishna Chandra College of education, Theni Dt. (Presented)	State level	Key concerns in teacher education.

Mr. R. Vijayakumar

1	Arasan Ganesan College of Preceptors, Sivakasi	International	Approaches in building Effective communication for present scenario
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Mr. V. Rameshkumar

1	Arasan Ganesan College of Preceptors, Sivakasi	International	Approaches in Building Effective Communication for Present scenario
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Training

K.Subbulakshmi and R.Vijayakumar

S.No	Name of the University/college	Duration	Topic
1	The District Administration, Madurai.	6 days Training	Training Programme for college teachers on Psycho-Educations skills.
2.	The District Administration, Madurai.	6 days Training	Training Programme for college teachers on Psycho-Educations skills.

3.2. Research and Publication output

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

- Our students develop their skills in preparation of instructional materials, teaching aids, booklets, for practice teaching.
- Power point presentation by teacher educators.
- Preparation of CD's for study materials .
- Resource materials from various universities for reference.
- Develop question bank for each subject.
- _Instructional aids such us_charts, flash cards, Rotating disc, Matching board, Flannel board, OHP transparencies, Film strip, glass slide, microscopic slide, specimens, herbarium , real objects, working & non working models, work sheets and magnetic board. were prepared and used.
- Programmed learning, web analysis, and picture album.

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

- The Library provides a lot of scope with the help of reference books, journals, magazines and by accessing internet facilities for developing instructional materials
- Computers with unlimited internet facilities and required software's.
- Educational Technology lab, OHP- LCD Projector, CD's, DVD player
- Educational Research journals(International and National), Newspapers etc.
- Art & Craft – Room
- Block Resource Teachers are invited to conduct classes for Teaching aid preparation.

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

Yes, the college has developed ICT and technology related instructional materials

- CD's for certain topics
- OHP Materials
- CAI Packages.

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

a. Organized by the institution

Yes, Our college organized one day training programme for the preparation of PowerPoint presentation.

b. Attended by the staff

Yes, K.Subbulakshmi Bio-Science Lecturer participated in the one day Regional Workshop on "Application of Information and Communication Technology for the Teacher Educators in Biological Sciences" Sponsored by Center for Educational Research, Madurai Kamaraj University, Madurai held on 27th January 2009.

c. Training provided to the staff

The college conducts one day workshop every year inviting experts from outside on developing instructional materials.

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

S.No	Title of journal	ISBN NO
1.	Imperatives of Ethical,Cultural and Universal Values in Education for Human Excellence	978-81-908911-0-3

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

Yes, the faculty members have received honors.

- For getting cent percent result in their subjects taught the faculty members are Honored with cash prizes.

Honors

S.No	Name	Honor	Purpose	Authority
1	Mrs . S.Hilda Hepzibah	Certificate of Appreciation	Blood Donation Camp	Tamilnadu State AIDS Control Society and State Blood Donation Council
2	Mrs.B.C. Jebakumari	Certificate of Appreciation	Eye Donation Awareness Camp	Lions Club of International , Dist 324-B4
3	Mr. A.Ragavan	Certificate of Appreciation	Eye Donation Awareness Camp	Lions Club of International , Dist 324-B4
4	Mrs K . Subbulakshmi	Certificate of Appreciation	Eye Donation Awareness Camp	Lions Club of International , Dist 324-B4
5	Mr. R. Vijayakumar	Certificate of Appreciation	Eye Donation Awareness Camp	Lions Club of International , Dist 324-B4
6	Mrs.C.Kasivisalakshmi	Certificate of Appreciation	Eye Donation Awareness Camp	Lions Club of International , Dist 324-B4

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

S. No	Name	Project Title
1	S.Hilda Hepzibah	Impact of ICT on teacher Education in enhancing employability skills of Teacher Trainees in Southern Tamilnadu.
2	Mrs . C. Kasivisalakshmi	Intelligence and Teaching Competencies among B.Ed Students in Madurai.
3	Mr. R. Vijayakumar	Attitude towards Mathematics for 9 th standard Students.
4	Mrs. G.Dhanapackiam	The Relationships between Social anxiety and Social Competency

5	Mr. V.Ramesh kumar	among Higher Secondary Students. Teaching Learning English in polytechnic students and ITI students
6	Mr. T.Raja Mohamed	A Study On Scientific Attitude In Relation To School Environment Among X-Grade Students In Dindigul District

3.3 Consultancy

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

Yes, the consultancy services are provided free of cost by the institution.

S.No	Name	Topic	Agency	College
1	S.HILDA HEPZIBAH	In-service training program in English for PG Teachers	UGC Sponsored centrally sponsored scheme of teacher education - 11 th five year plan	Govt. College of Education Kumarapalayam.

- Conducting Interview for Teacher Recruitment.
- Testing Teacher Competency.
- Preparation of useful product to the women self Help groups.

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

- Yes, All the faculties are competent to undertake the consultancy in different areas.

S.No	Name	Area of competency
1	Principal	Staff Orientation ,Conducting Interviews, Testing Teaching Competency
2	All faculty	Career Guidance
3	V.Ramesh Kumar	Communication skill
4	Mrs. K.Subbulakshmi	Personality Development
5	Mrs.G.Dhanapackiam	TNPSC
6	Computer staff	Basic Computer skills
7	All faculty	TET Coaching
8	Art & Craft Faculty	Art & Craft,SUPW

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

No, The consultancy service is fully free of cost, and No revenue is generated.

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

Not applicable.

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 institution has arranged the following for the benefit of the local community

- Sapling plantation during national celebrations.

- Selected local communities are given opportunities to learn basic computer Skills.
- We do rally to bring awareness about AIDS, Eye Donation, Communicable diseases etc.
- Partnership with Chellampatti G.H, for blood donation camp.
- Cleaning work at nearby village in camp activities.
- We conduct awareness programme on Food safety to consumers organized by Consumer Associations of India.

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

- The Institution has been benefited from the support of the parents of the institution & community too for admission.
- The community has denoted books and furniture to the college.
- School heads also support the institution by encouraging our student trainees.
- Practice schools extend their co-operation for placement of student Teachers.

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

Future plans and major activities the institution will focus on community orientation as details cited below.

- Road Safety/Energy conservation.
- First aid & fire safety.
- Girls education/health and hygiene.
- Awareness on Child labour ,and Rain water harvesting.
- Career guidance to nearby arts & science college students.

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

Yes, there are 4 projects done relating to the community development

- Blood donation camp
- Free Medical camp
- Aids awareness programme
- Education awareness programmes. Protecting environment programme.

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

- Daily assembly consists of activities prayer and address.
- Uniform by the trainees will develop a sense of equality
- Group activities and cultural activities develop a social relationship and team work
- Participating in national festivals develop sense of citizenship
- College arranges programmes and lectures on social and civic issues

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

Yes, TANSACS, and Youth Red Cross are the National Organizations that have linkages with the institution.

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

- Yes, Last 2 years the institution has established linkage with Lions Club of International, District-324-B4, for awareness camp in eye donation.

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

- Teaching - Faculty members update their subject knowledge & skills by attending seminar conference, workshops and orientation programmes conducted by other Organizations.
- Invite BRT's from SSA to conduct programmes to teacher trainees for knowledge & skill development like SUPW.
- Training - Training programme conducted for the teacher educators by inviting resource persons to understand new areas of education knowledge and skills.

4. What are the linkages of the institution with the school sector?(Institute – school community net working)

- Identified renowned teachers for felicitating them at teachers day celebrations.

- Identified resource persons for giving orientation to trainees.
- Teacher trainees involvement in school activities like sports, exhibition etc.
- Counselling programme to the parents of practice school to solve their Childs problem by the faculty and trainee.

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

Yes, The faculties are actively engaged in schools to design, evaluate and delivery of Practice Teaching.

- Consultation with school teachers in getting portions for practice Teaching
- Seeking guidance with regard to class room teaching by students
- Getting tips for preparation of instructional aids .
- Faculty is in constant touch with senior teachers and get feedback on delivery.
- Faculty and guide teachers observe teacher trainees classes during practice teaching
- Give necessary instructions to improve teaching competency of trainees in consultation with the senior teachers.
 - Filled in Evaluation Proforma are collected from senior teachers
 - Achievement designed by students are refined by guide teachers
 - Senior teachers help is sought in analysis and interpretation of test results

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

- The faculty members are on the panel of examiners of practical examination and paper valuation

School

- The faculty collaborates with the school in practice teaching and extension activities.
- Science faculty give guidelines to School students to attend practical examination successfully.

College

- The faculty collaborate with other colleges for exchanging reference books preparing question paper for revision and model exams.

- Staff attend seminar, workshop, orientation programme conducted by other colleges.

University

- Staff attended conferences whenever university arranged the same.

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?

Research

- Library is updated with recent publications & journals- library is equipped free unlimited internet services.
- Student teachers are expected to undertake case study in schools of their practice teaching.

Consultancy

- Institution faculty members provide consultancy in non profitable manner
- Institution always appreciates and encourages the consultancy services to other colleges & schools.

Extension activities

- Extension activities like tree plantation, awareness programme, adult literacy are conducted at the neighboring village.

2. What are the significant innovations/good practices in research, consultancy and extension activities of the institutions?

- Free tuition classes are given to week students
- Green clean campus is our target
- Develop patriotic feeling.
- Rural students are given priority in admission especially first graduates in their family.
- Our college is located in Kannanur village, Usilampatti Taluk. Female infanticide is prevalent among the families of this area due to social reason. Our college gives priority to the admission of girls for B.Ed

course. Our college insists for girls education and eradication of female infanticide through various programme to teacher trainees.

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. For the B.Ed programme the institution has physical infrastructure as per NCTE norms. Good facilities for teacher education are provided in this institution. Necessary and sufficient amount is allocated in the budget for development of the infrastructure in every aspect.

Our institution has all the physical infrastructure as per NCTE norms. The college has a campus of 5.5 acres of land and the master plan is enclosed in the appendix.

S.No	Particulars	No. of Rooms
01	Principal Room	1
02	Staff Room	1
03	Office Room	1
04	Class Rooms	8
05	Library Room	1
06	Auditorium	1
07	Multipurpose Hall	1
08	ICT / ET Lab	1
09	Psychology Lab	1
10	Science Lab	1
11	Art & Craft Room	1
12	Common Room (Girls)	1
13	Seminar Hall	1
14	Language Lab	1
15	Health & Physical Education Room	1
16	Common Room (Boys)	1
17	Computer Lab	1

The college has a spacious playground for games and sports. The play ground is situated in front of the college.

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

The institution regularly plans to meet the needs by augmenting the infrastructure to keep pace with the academic growth. Additional infrastructure and resources are added every year according to the need of the hour. The classrooms, laboratories, Library, multipurpose hall, etc are furnished with adequate furniture and equipments to facilitate better teaching learning process. The management is well aware about the new developments in education and academics. It tries its best to make available the infrastructure needed for pursuit of high academic growth. The institution ensures utilization of its infrastructural facilities to its maximum. The institution invariably encourages the use of its academic and physical facilities by organizing different, educational activities.

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

The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution.

Sports & Games

Outdoor games – Shuttle cock, Badminton Court, Volley ball, Throw ball, Kho-Kho and Kabadi.

Indoor games – Carrom, Chess.

Art and Craft Room:

The room is equipped with materials for chalk making, candle making and essential materials, interior decoration, paper cutting, card board modelling, pot decoration, preparing best out of waste and materials for chart and model preparation.

Cultural Programmes

CD player, CDs, Podium, Mike, Amplifier, Auditorium with stage for performance and for conducting cultural programme.

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

- Public address system is mostly shared with the educational technology lab.
- Multipurpose hall is made available for extension activities and for conducting seminar.

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

Various facilities available with the institution to ensure the health and hygiene of the staff and students are

- The institution has a health centre with all the basic facilities for first aid and doctor regularly visiting us.
- Separate restrooms with good water facilities are available in the institution. A Scavenger is appointed to maintain the hygiene of the restroom.
- Separate common room facility is provided for girls and boys where they can relax during their academics if time permits. Common rooms are furnished with comfortable chairs, tables, and cot.
- Dustbins at various locations throughout the institution are placed to maintain the cleanliness of the institution.
- Provision of purified drinking water with RO System all the time.
- Students take active part in planting saplings and also maintaining plastic free zone campus every year.

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? NO

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.

S.N	Particulars	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
		Allocated Rs.	Utilized Rs.	Allocated Rs.	Utilized Rs.	Allocated Rs.	Utilized Rs.	Allocated Rs.	Utilized Rs.	Allocated Rs.	Utilized Rs.
01	Building	84520	84520	8006	8006	18930316	18930316	4963716	4963716	93327	93327
02	Laboratories	2700	2700	2500	2500	3950	3950	3841	3841	18156	18156
03	Furniture	27750	27750	8490	8490	55555	55555	555552	555552	24080	24080
04	Equipments	8555	8555	9305	9305	47857	47857	23561	23561	6995	6995
05	Computers	7040	7040	5495	5495	23561	23561	6000	6000	6500	6500
06	Transport	316011	316011	307432	307432	351873	351873	351873	351873	328357	328357

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

- The infrastructure is optimally used for academic co-curricular and extra-curricular activities by sharing judiciously.
- Library hours are extended for the usage of staff and students whenever required.
- Instructional time table is prepared keeping in mind the optimum utility of labs such as psychology lab, ICT lab, work experience lab and computer lab.

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

- Proper waste management is done. The waste materials are categorized as degradable and non degradable and waste treatment is done separately in deep tanks at the backyard.
- Polythene bags are strictly banned in our college.
- Sweepers, gardener and scavenger are appointed and they maintain the cleanliness of the campus.
- The institution is situated on the main road in a calm and beautiful natural surrounding with a complete pollution free campus.
- The institution maintains herbal garden inside the premises to give awareness among the students about environment.
- Sapling plantation is done every year to get plenty of fresh air.
- Special classrooms and common rooms are available for proper ventilation.

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. A qualified librarian and technical staff are appointed for the college library.

- The Library has a Photocopier machine, printer and scanner for the welfare of staff and students.

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

- The library has **5131** books.
- Internet is also available to the staff and students.

S.No	Subjects	Total
1	Text books	3900
2	Reference books	1231
3	Magazines	6
4	Journals	5
5	Encyclopedia	10
6	Dictionaries	5
7	Library Software	1
8	Other Software	4
9	E-Journals	3
10	News paper	5

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

Yes. A Library committee is constituted at the beginning of academic year. It comprises the Principal Librarian, two staff and two students representative. This committee takes decision regarding the purchase of books, maintainance and

optimal utilization of the resources and accessibility of the resources. The committee meets once in three months. Stock verification is done every year.

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

Yes. The Library is partially computerized. Separate software is developed for that and all activities relating to the Library is maintained in it for easy access.

- Computer with internet access.
- Laser Printer for taking printouts.
- Pen Drive for copying files.
- Scanner for scanning pages, pictures etc
- Photocopier for taking photocopies.

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

Yes. The library has computer and internet facility.

- Xerox facility is available inside the library to take copies of materials.
- Students and staff use it frequently for taking copies.
- Internet facility is used by the students to browse for projects, assignments and also for seminar presentation.
- Staff use it for preparing lessons and also for giving assignment and projects to students.
- Faculty and students uses the library during their leisure time before and after the college hours.

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

No, The institute uses BSNL brand band.

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

The Library is kept open throughout the year except on national holidays. The library functions six days per week (Excluding Sunday) and for 200 days in the academic year.

The Library remains open from 9 a.m to 5 p.m and access is allowed to all regular students. Where ever required library cards are also issued to outsiders for reading of books in the Library only.

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

New arrivals are displayed in separate rack and the librarian will brief the staff and students about them.

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

Yes. The institution's library has book bank facility.

- The alumni of the college donates books every year. Other than that teachers, guests and students donate book for the book bank.
- From this book bank books are issued to the poor students for their use.

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

- Audio CDs are available in Library for visually challenged pupils.
- For physically challenged students easy access to books is ensured.

4.4. ICT as learning Resource

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

The institution has an advanced ICT lab, computer lab and language lab. The lab comprises computers linked with wide range of software's like M.S.Word, Excel, PowerPoint and Access etc.

- ICT lab – Essential softwares & Hardwares
- Computer lab: Systems, CDs, Software & Hardware with internet facilities.

- Language lab: Softwares & Hardware for Soft skills, Head phone with Mike.
- Audio-Visual Aids – Computer, Tape recorder, T.V., C.D Player, OHP, LCD, Slide projector, Film projector, Radio.
- Other Media – News paper, Magazine, Journals, Models, Flow Chart, CDs, PowerPoint.
- Other Materials – Printer, Scanner, Photocopier, Fax

Optimal Use:

- Staff members use ICT facility as far as possible in the preparation, presentation and evaluation purpose.
- All the students are given training in the usage of ICT for preparation of teaching learning material.
- Students who study computer as their major subject use computer lab for doing their practicals.

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. Even though the Tamilnadu Teachers Education University curriculum don't insist on computer skills the college tries its level best to impart basic computer literacy to all the students.

- Students use this knowledge for preparing ICT related teaching learning materials such as M.S.PowerPoint.
- They are taught about basic skills like using internet, e-mail etc.

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

- Staff members use ICT facility as far as possible in the preparation, presentation and evaluation purpose.
- All the students are given training in the usage of ICT for preparation of teaching learning material.
- Students who study computer as their major subject use computer lab for doing their practicals.

- All the students especially students who study English as major subject use language lab for developing their communication skills.
- Teachers handling language use tape recorder and CD- Player to develop listening and speaking skills of the student.
- While demonstration classes all the faculty members take the demonstration class using Audio-Visual Aids.

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

- Developing Lesson Plan – Model lesson plan is published in the Tamilnadu Teachers Education University website. Our students download the model lesson plans and prepare the lesson plans for optional I and optional II.
- Classroom – During Teaching Learning Activity the students teachers use OHP projector, Tape recorder, Slide projector, LCD projector and Computer available in the Teaching Practice schools.
- Evaluation- Student teachers use ICT for preparing for achievement test, blue print, preparing question paper, students mark list etc.
- Teaching Aids- All the students prepare CDs for teaching learning process. They use downloaded materials and pictures from the internet for preparing teaching aids. The students teacher use software such as M.S.Word, M.S.PowerPoint for preparing teaching aids. They use scanners, printers and photocopies for collecting rare information and pictures from books and electronic media.

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.

Yes, The available infrastructure is optimally used by the teacher educators.

- The institution uses facilities for academic, co-curricular and extra-curricular activities conducted in the institution.
- During extension activities ICT resources are used for community purpose.
- When required ICT resources are shared by nearby schools for conducting collaborating programmes.
- Our resources are also shared by the Madurai Kamaraj University examination centre.

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?

- Various audio visual aids facilities and material like T.V, CD-Player, LCD, OHP, CDs, Computer, Slides, Projectors, Internet and Head Phones for various school teaching subjects.
- Charts, models and improvised apparatus in science are available.

- Well equipped laboratories are available in the institution where demonstration and experiments are conducted.
- Language lab is used to develop communicative skills of the students and also to rectify the wrong pronunciation.

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?

- Psychology lab
- Science lab
- Social Studies Resource Room
- Education Technology lab
- Computer Lab
- Art & Craft lab
- Mathematics Resource Room
- SUPW room.
- Language lab

Every year the management allots funds for enhancing the facilities and for maintaining the various equipments. Special training is given to the staff members whenever new equipments are purchased. Lab assistants maintain equipments in good conditions and along with the staff members report the requirement at the end of every year.

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

- Multipurpose Hall – There is a multipurpose hall with total area of 2130 sq.feet. This has capacity to accommodate 225 persons. Plastic chairs are arranged for comfortable seating. There is a LCD projector fixed in the multipurpose hall. There are two Mikes with amplifier and speaker facilities. There is a podium for the staff to address the audience.
- Workshop – There is a workshop hall with the total area of 600 sq. feet. Interior decoration, paper cutting and cardboard modelling, pot decoration, toy making, stitching etc, are taught to the students teachers.
- There are play grounds to play Badminton, Shuttlecock, Volleyball, Throw ball and Cricket. Indoor games such as Carrom and Chess are also available.
- Transport – The College provides two buses to the adjoining places both for teachers and students.

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

Yes

- At present the college classrooms are equipped with adequate furniture and properly ventilated.
- The college has as plan to equip every classroom with the white board, computer and LCD projector.

4.6. Best Practices in Infrastructure and Learning Resources

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

- The faculty uses ICT for planning preparation and evaluation purposes effectively.
- Lab schedules are well planned to accommodate all the students in various labs simultaneously.
- Student teachers are trained to use audio – visual aids especially ICT resources for preparation and presenting lessons and seminars.

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

- The faculty and the students collect a lot information from educational websites for preparing lessons.
- Student teachers are insisted on to prepare ICT related teaching aids compulsorily and awarded special marks.
- An exclusive software is developed for library for partial automation.
- Computer literacy is given to all student teachers.

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

- Use of ICT for teaching learning
- Self learning CDs are available.
- Web based learning.

- Easy access to internet inside the college campus.

Criterion V

Students support and progression

5.1 Students support and progression

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

a) The institution assess the students preparedness for the programme by the faculty with the help of the following:

- Questionnaire
- Interview
- Interaction
- Bridge course
- Oral skill in communication

Based on this the students are given guidance and advice.

b) 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 throughout the academic year. The details are as under.

Orientation about the programme of study, the skills that are needed to be trained and developed, details of the curricular and co-curricular activities, resources available in the library are instructed to the students by the principal and staff members. Student teachers are given orientation and inputs regarding the teaching profession and they are motivated to become ideal teachers.

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

The development of students in various aspects is the centralized theme of every activity that is executed in the institution. To ensure this the students are often motivated to get themselves involved in different activities

- The institution ensures that the campus environment promotes motivation of the students through its planned house wise assembly programme and theme based camp activities
- The campus environment promotes satisfaction through its effective curricular transactions.
- The student teachers are provided with well equipped computer laboratory, enriched library indoor and outdoor sports facilities for their performance and improvement.
- Infrastructural facilities are ensured as per NCTE norms.
- Rest room for boys and girls are available.
- All the attempts are made by faculty members to see that the teaching learning process goes on undisturbed and render satisfaction to student community.
- Scholarships Educational loans from Banks are arranged to the students to pursue their studies.
- Medals are Awarded to the Top scorers in each subject Seminars. Guest Lectures are arranged for students development.

3. Give the gender-wise dropout 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 dropout?

The college is running the professional course B.Ed where the students who take the admission are matured and goal oriented . So there is very low dropout rate after the admission. The gender-wise drop-out rate is as follows.

Year	Course	Intake capacity	Total Admitted		Dropout	
			Male	Female	Male	Female
2011-12	B.Ed	100	53	47	-	-
2012-13	B.Ed	100	45	55	-	-
2013-14	B.Ed	100	48	52	2	1

- Two male students got success in TNPSC / Competitive exam and secured the job in Various government departments.
- One Female student got married during the year and settled in life.

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 service through competitive examination in the last two years?

Students teachers are trained to enable them as qualified and efficient teachers as expected in the present situation. Apart from training in essential skills required for teaching self-motivation, mastery of the subject, courage in presenting the content in a meaningful way use of educational technology, knowledge of different methods of teaching are also insisted on the students. These help them compete for the jobs and also enter into higher education.

- The college provides books to write competitive examinations and also to prepare for higher education.
- The faculty gives tips for placement and higher education.
- The placement cell helps the local placement of students.
- Quizzes conducted weekly and Monday assembly programme helps in enhancing general knowledge of the students.

The government of TamilNadu has decided a merit system for the recruitment of the teachers from 6th to 10th std class through Teacher Eligibility Test.

Faculty members give the guidance of NET and SLET /TET examination every year. Books are provided from the library to the students for these types of competitive examination.

Internet facility available in the campus helps the students to get information regarding exam details and update their, knowledge of the subject.

S.NO	Year	No of students teachers Qualified TNPSC/TET
01	2012-13	25
02	2013-14	04

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

After passing the B.Ed Course the students go for post graduate studies like M.A., M.Sc., M.Ed., Some students choose teaching as their career in schools / Polytechnic, Private classes and also their own tuition classes.

Year	% of higher studies	%of teaching carrier	Total
2011-12	10	5	15
2012-13	6	15	21
2013-14	5	4	9

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

The alumni are encouraged to make the best use of the resources available in the institution. The alumni of the institution who join higher studies like M.A., M.Sc., M.Ed., are motivated to make use of resources such as library facilities psychology tools, internet facilities, educational technology equipments like computer to the maximum.

The Alumni of this institution often clear their doubts with the faculty through different modes of communication like phone calls, SMS, and e-mail. They are free to have

face to face interaction with the faculty for getting details related higher studies, job opportunities etc.

Project guidance is given to the alumni during their higher studies.

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

Yes, our college has constituted a placement cell to help the teacher trainees to find suitable jobs. The students are given training for interview preparation of curriculum vitae [CV], facing group discussion etc. Every year the placement training programme is being conducted in the college.

The placement cell collects the required details from the school personnel to organize campus interview. Based on the details the placement cell permits the employers to conduct the campus interview. It invites the different school management and organizes the campus interviews. The necessary physical arrangements like seating arrangements for the interview panel, classroom arrangements for demonstration are made available for the smooth functioning. All the students are motivated to attend the interview and exhibit their competence. Around 30 students are working in reputed schools in Madurai, Theni and Sivagangai as detail given below:

- St. John's Matriculation Higher Secondary School, Madurai.
- St. Leucca Matriculation Higher Secondary School, Madurai.
- P.H.N.U.S.P Pathirakali Amman Matriculation Higher Secondary School, Madurai.
- Seventh Day Adventist Matriculation Higher Secondary School, Madurai.
- Govt.Higher Secondary School , Madurai
- Kammavar Sangam Matriculation Higher Secondary School, Theni.
- 21st Century Matriculation Higher Secondary School, Sivagangai.

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

The members of the placement cell co-ordinate with the school management in recruitment. It is difficult for the students to get recruited before the declaration of university result. In the middle of the academic year it is difficult to meet the demands of

the schools. In order to overcome these difficulties the institution gives assurance regarding the student teachers eligibility.

Mostly English Medium schools approach us for campus placement. The difficulty faced is lack of communicative skill in English to work in English medium schools.

To overcome the difficulty we advise the students to go for teaching of General English as optional II. We also help them develop their communicative English.

To make the student teachers good at communicative English the college organizes bridge course to train the students the skills of reading, listening and speaking.

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

The placement cells have good rapport with the practice Teaching schools. The management of these schools are interested to recruit teachers from our institution and as such several student Teachers over these years have been placed in those schools as teachers.

- Seventh day Adventist Matriculation Higher Secondary School, Madurai.
- Mahathma Montessori Matriculation Higher Secondary School, Madurai.
- KTM Matriculation Higher Secondary School, Checkanurani.
- St. Leucca Matriculation Higher Secondary School, Madurai.

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

- The classes are rescheduled and class room facilities are provided to enable the students to take the classes in front of the panel of selection committee.
- The placement committee gives technical support to the visiting team.
- The placement committee is given computer and the public address system.
- Light refreshment is provided to the team.

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, feed back) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- The faculty members of the institutions prepare a calendar of curricular and co-curricular activities every year and the institution tries to follow it.
- Each staff member prepares a weekly plan and it is discussed before the commencement of the academic programme.
- The overall performance of the teachers is assessed at the end of the year by getting the students feedback.
- Revision in curriculum is normally done by the board of studies of the Tamilnadu Teachers Educational University.
- The institution assess the students preparedness for the programme through the pre test conducted before starting the programme.
- The students are tested for their academic and professional aptitude through the post test (Exit level) and also through their TamilNadu Teachers Education University Exam result.

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

- The institution takes care of physically challenged students. They are advised to sit on the first row. So that they can see, hear and communicate with teachers.
- Practice teaching schools are arranged according to their convenience. Their friends are allowed to take books from the library.
- Senior faculty helps by guiding them in all activities. So that they are able to compete with their peers.
- Counselling services are provided to them as per their need.
- Remedial teaching is provided to them as per their need.

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

Every teaching faculty in the institution is involved in the mentoring system..Each Faculty is allotted a group of 10 students to find out their strong and weak points which he

does by informal contacts with the wards and provide necessary academic and personal counseling individually. The counselling varies for high achievers and slow learners. The high achievers are given counselling for enhancing their talents by using the library and other resources like internet, CD's.

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

To support and enhance the effectiveness of the faculty in teaching and mentoring of students the following activities are undertaken.

- Academic freedom for faculty members.
- We motivate the faculty members through incentives and appreciation.
- To enhance the competence of the teaching faculty workshops and induction programmes are conducted as part of In -service training.
- The problems of the students are identified through teacher mentor system by the faculty and discussed with the Principal. The institution takes appropriate steps to help the students to overcome their problems.

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

Yes, it has its website as WWW.as[institutions.org](http://www.institutions.org). The vision mission, objectives, academic plan and achievement details of the faculty, and students, co-curricular and extra-curricular activities photo, gallery, yearly calendar, infrastructure etc have been published through the website.

- Whenever there is new information regarding academic and administration activities the website is updated with the information.

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

Yes, Extra coaching in the particular subject is given.

- Simplified study materials is given
- Self learning CAI packages are given.

7. What specific teaching strategies are adopted for teaching

(a) Advanced Learners and

(b) Slow Learner

- The advanced learners are helped to enhance their knowledge through library reading and using multimedia facilities. Advanced learners are given higher assignments, additional reading . Tests containing more questions on reasoning and reflective thinking, are given, Projects are given.

b. Slow Learners

- There are academic counselling programmes to help the slow learners .
- The slow learners are guided to prepare for the examination by going through previous, year question papers. Special attention is paid to them to get over their difficulties and when they are found not up to the mark, remedial measures are given to improve their proficiency.
- Giving more time for writing the assignments and tests.

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

- Personal guidance
- Social guidance
- Educational guidance
- Vocational guidance

Counseling is given on one to one basis by the trained faculty, whenever the students face any problem.

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

The student teachers can make their grievances known to the institution through

- Directly approaching the Principal/open door policy
- Suggestion Box provided by the institution

Major grievances redressed in the last two years.

Insufficiency of Transport facilities in the institution was brought to notice. Sufficiently the number of government buses and private share autos were adequate to meet the needs of student teachers.

The two divisions of 100 student Teachers had a common recess timing. The student teachers found it difficult to use the toilets and facility of drinking water in the short duration of the recess. Therefore on request the recess timings of both the divisions were changed.

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

The student's progress is monitored through unit tests, assignments, micro teaching internal criticism of macro teaching, preparation of teaching aids, practical through the Audio visual equipments and open air session.

Feedback is obtained from students at regular Intervals.

The problems of the students are identified and due remedial steps are taken.

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

Pre –practice teaching:

- Orientation to practice teaching is given by the practice teaching incharge professors.
- Guidance on the selection of method is given.
- Orientation to various micro teaching skills is provided.
- Demonstration to various skills is given by teacher educators.
- Micro teaching skills are presented by the student teacher in the peer group.
- An integrated lesson is presented by the students in their peer group and feedback is provided by the teacher educator observing the lesson.
- Method wise demonstration lessons are given by Teacher educators teaching different methods.

Follow up support in the practice teaching:

- Every lesson taught by the student is observed by the guide teacher and teacher educator and feedback is provided .

- After the lessons are delivered feedback is also provided and suggestions are given by teacher educators to improve teaching competency.
- Student teachers have to observe the lessons taught by their peers and have to record the observation. It gives a broader understanding on how teaching can be improved through social learning.

5.3 Student activities

1. Does the institution has an alumni Association? If yes,
 - a. List the current office bearers.
 - b. Give the year of the last election.
 - c. List Alumni Association activities of last two year.
 - d. Give details of the top ten alumni occupying prominent position.
 - e. Give details on the contribution of alumni to the growth and development of the institution.

I) List of the current office bearers

President	: Mr. S. Senthilkumar
Vice – President	: Mr. P. Veerapandi
Secretary	: Mr. P.M. Satheshkumar
Joint secretary	: Mr. M. Madhu
Treasurer	: Mr. M. Sangili
Members	: Mr. A. Ramachandran

- ii) Give the year of last election, Last election was held on 2013
- iii) List Alumni Association activities of last two year
- iv) Give the details of Top ten alumni occupying prominent position

Mr. Kannan	- P.G. Assistant
Mr. Jousva Danial	- P.G. Assistant
Mrs. Shenbagam	- P.G. Assistant
Mr. Kumar	- P.G. Assistant
Mr. Thambiraj	- P.G. Assistant

Mrs. Komalavalli	- P.G. Assistant
Mrs. Indra	- P.G. Assistant
Mr. Saravanakumar	- P.G. Assistant
Mrs. Sethukarasi	- B.T Assistant
Mr. Raja mohammed	- Assist Professor
Mrs. Rajam	- B.T Assistant
Mrs. Kanitha	- B.T Assistant
Mrs. Dhanapackiam	- Assist Professor

A good number of students are working in prominent schools and college in Madurai.

1. St. John's Matriculation Higher Sec School Madurai.
2. St. Leucca Matriculation Higher Sec School Madurai
3. P.H.N.U Pathirakali Amman Matriculation Higher Sec School Madurai
4. K.T.M Matriculation Higher Sec School Madurai
5. A.S College of Education Madurai
6. Govt. Hr.Sec.School Madurai
7. S.D.A. Matriculation Higher Sec School Madurai
8. KACA Higher Sec School Madurai

(v) The Alumni members meet regularly once in a year at the institution . They also give response if necessary when they are contacted for specific educational purpose. The alumni members who are serving in schools and colleges invite us to the schools and colleges. They are always ready to help us.

Contributes for enrichment of book bank

Performs their role as effective ambassadors for the vital growth of the institution

Extends support as volunteers on special programmes of the college like Sports day ,Annual day, Workshop, Seminar Conferences etc.,

Shares job opportunities to placement cell and serve as human resources to enrich the activities of different cells of the institution.

The alumni have contributed to the following to the college.

Reference books

Ceiling fans

They have been taking constant effort to give constructive suggestions for the development of the institution. They give feedback on curriculum which helps to take necessary during 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 last two years.

The college encourages students to publish the college Annual Magazine. The institution encouraged students to participate in extracurricular activities. Including spots and game by providing support through coaching, Training and practice, Faculty guidance provided for participating in all activities.

The achievements of students for last year 2013 -14

S.No	Competition	I Prize	II Prize	III Prize
1	Long Jump	S.Bala Singam	-	-
2	Short Put	-	-	P.M.Sathish Kumar
3	Running	S.Bala Singam	-	
4	High Jump	S.Bala Singam	-	-
5	Relay	-	-	S.Bala Singam P.M. Sathish Kumar Praveen John babu.J
6.	S.Bala Singam	Received Boys Individual Championship at District Level		

Club Activates:

Various clubs functioning in our college

- Literary club
- Science club
- Fine Arts club
- Social Service club

Quiz competition has conducted twice in a year

Community service:

- Cleaning work at nearby village in camp activities
- we conduct awareness programme about eye donation
- Awareness programme about academic condition in adolescent girls.
- Our trainees help the slow learners for their morning and Evening tuition classes during practice teaching.

Sponsorship:

Participants of District level sports meet were given notorious food the players were given T Shirt Track suit and shoes. The winner were honored the college in Annual day Cups awards and certificates are given.

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

The college publishes annual magazine and students participation is ensured students published article in the magazines, essays, poetry and the verities quotations of they also participated in essay writing and drawing competition held by other Agencies.

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

Yes the institution has student council

Details on constitution

President is elected through open voting system.

Vice-president is also elected through open voting system

Secretary is also elected through open voting system.

Members:

One representative for each optional is nominated by the class.

The students representative co-ordinate various activities and responsibilities entrusted by the faculties to them. They act as a link between students and faculty members of the college.

The representative provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of college authorities are received by students

All the students are divided into 6 houses and performs duty for a week while executing programmes like conducting morning assembly, Writing daily news and thought for the day maintaining discipline, cleanliness and discharging other responsibilities. The house representative's co-ordinates various house.

- Cultural programmes
- Organizing educational tours
- Organizing quiz competition.
- Organizing academic activities like seminar , workshop etc.
- Solving disputes / problems of other students
- Plantation (saplings) of trees etc.
- Organizing community work activities

Funding of various activities undertaken by the student representative body is done by the college.

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

S.No	Academic Administrative bodies that have student representation	Student Activities
		.
1	Students council	Promotion of students welfare.
	Alumni association	Helping in the development of the institution.
	Community activities and extension work	Active participation

	Grievance cell	Improving facilities and solving grievance
	Cultural committee	Conducting various cultural programmes
	Sports committee	Conducting sports/tournaments

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 the growth and development of the institution?

Yes, the following mechanisms have been established by the college to seek and use data and feedback from its students educators and from employers to improve the preparation of growth and development of the institution.

Suggestion Box is kept for the student s parents and stake holders to; give their valuable suggestions. Students are given the feedback forms at the end of the year .

The institution takes the feedback given by the student teachers. The valid suggestions are practiced for the growth and development of the college. Periodical reviews are done on the suggestions and feed back of students teachers, parents stake holders.

The feedback given by the alumni utilized for the enrichment of college programmes .

5.4. Best practice in student support and progression.

- Best practices in student support and progression are

Pre-practice teaching encouragement

- Practice teaching support
- Effective co-curricular, club/camp activities
- Active alumni/placement services
- Useful assembly programmes
- Admission to the students from socially culturally disadvantaged section.
- Spoken English class for village students
- Establishment of placement cell
- Environment awareness activities to promote eco friendly attitude
- Training in time management competencies,

- Celebration of festivals like pongal, Christmas ,Ramzan.
- Guidance and counselling service by Principal and staff

CRITERION: VI

GOVERNANCE AND LEADERSHIP

6.1. INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What are the institutions stated purpose, vision, mission and values? How are they made known to the various stakeholders?

VISION:

Our College aims at the integral formation of prospective teachers to empower them .become responsible citizens and agents of social transformation.

MISSION:

Our mission is to develop competencies of students with value system to face challenges of the continuously changing world.

VALUES:

- Enabling students to become socially responsible citizens and to contribute their best for the development of the nation.
- Bringing out and enhancing the latent potentials of the future teachers, So that they will compete with the global expectations.
- Inculcating moral, ethical and social values among the teacher trainees.
- Exposing students to the latest developments in science and technology and also helping them to have hands on modern technology to apply in their teaching.

- Promoting research and extension activities among the students in order to attain excellence in their career.

Vision, mission and values are printed in the calendar and are also displayed in important places of the college.

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

Yes

The mission of the institution highlights the formation of quality of teachers who would fulfill the needs of the society.

The institution enumerates the top management commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process. The management of the institution is highly committed for educating the whole society. The students to whom the college seeks to serve are the future teachers. It prepares them for becoming quality teachers who prepare their students for facing the global challenges with proper value system, technology know how, quest for lifelong learning etc.

6.1.3 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 is the chairperson of various committees and administrative and academic bodies.

BOARD OF MANAGEMENT:

Founder & Chairman: Dr. A. Chellakumar, M.B.B.S

Secretary : Mr. A. Raju

BOARD MEMBERS:

Mr. A. Mohan Kumar

Mr. A. Krishna Kumar

Mrs. Suseela Murugesan

Mrs. Geetha Murugan

Mrs. Shanthi Karthikeyan

Mrs. Devika Chellakumar

Functions:

To decide the constitution of Governing body through election from the members of the general body and it takes stock of the progress registered during the academic year, the extent to which the objectives and goals are achieved.

BOARD OF GOVERNING BODY:

Chair person	: Mrs. Hilda Hephzibah	Principal
Co-coordinator	: Mr. Ragavan	Associate professor
Staff members	: Mrs. K. Subbulakshmi	Asst prof
	: Mrs. C. Kasivisalakshmi	Asst prof
	: Mr. Vijaya Kumar	Asst Prof
	: Mrs. G. Dhanapakkiam	Asst prof
	: Mr. Raja Mohammed	Asst prof
	: Mr. Ramesh	Asst prof

Functions:

Meticulous planning and execution of all the institutional programmes.

ADMISSION COMMITTEE:

Admission committee is headed by the principal with two senior teachers as committee members,

Chair person:	Mrs. Hilda Hephzibah	Principal
Members	: Mr. Ragavan,	Asst prof
	Mrs. Subbulakshmi	Asst prof

It is the responsibility of this committee to process the applications received and select the students in accordance with the admission norms of the university.

ACADEMIC COUNCIL:

Chair person:	Mrs. Hilda Hephzibah	Principal
Members:	Mr. Ragavan	Asst prof

Mr. Vijayakumar

Asst prof

Functions:

Primarily concerned with the preparation of academic calendars and framing of time table for class work including class tests and exams. Demonstration and observation schedules, teaching practice and various curricular and cocurricular programmes. It takes decision on the election of the members of various committees for the next session.

LIBRARY COMMITTEE:

Chair person	:	Mrs. Hilda Hepzibah	Principal
Librarian	:	Mrs. Ramalakshmi	
Members	:	Mrs. Kasivisalakshmi	Asst Prof
		Mrs. Dhanapakkiam	Asst prof
Student members:		Ramar	
		Vinu	
		Murali	
		Priya mahalakshmi	

It is the responsibility of this committee to purchase books journals and maintain the library. Important decisions about the development of the library are taken by this committee. Stock verification is done towards the end of the academic year.

RESEARCH COMMITTEE:

President:	Mrs. Hilda Hephzibah	Principal
Members:	Mrs. Subbulakshmi	Asst Prof
	Mr. Ragavan	Asst Prof
	Mrs. Kasivisalakshmi	Asst Prof

To promote research and extension activities among staff and students.

SPORTS AND DISCIPLINE COMMITTEE:

Chair person:	Mrs. Hilda Hephzibah	Principal
P.E.T	Mr. Veeramani	

Members: Mr. Ramesh Asst Prof
Mr. Raja Mohammed Asst Prof
Students: Sathish Kumar
Bala singam
Hussein
Vinu

Functions:

This committee is responsible for regular conduct of sport activities during the academic year. It encourages students to take part in intramural sports competitions.

ANTI - RAGGING COMMITTEE:

Chair person: Mrs. HildaHepzibah Principal
Members: Mr. Ramesh Asst Prof
Mrs. Kasivisalakshmi Asst Prof
Mr. Vijayakumar Asst Prof
Student members: Veerapandi
Madhu
Anjali
Jothi

Functions:

This committee sees to it and ragging does not raise its head in any form.

CULTURAL AND MAGAZINE COMMITTEE:

Chair person: Mrs. Hilda Hephzibah Principal
Members: Mrs. Dhanapakkiam Asst Prof
Mr. Ramesh Asst Prof
Mrs. Kasivisalakshmi Asst Prof
Students: Abinaya
Viji
Madhu
Ramanujam

Functions:

This committee arranges for all the cultural activities in our college. Its arranges for the prayer meetings, social activities and participation in other college competitions

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

The management obtains regular feedback from students to understand the effectiveness of teaching learning process. Based on these feedbacks the head of the institution gets an awareness regarding the strengths and weakness on college practices. During the commencement of an academic year a review meeting is conducted with staff and the present year programs are planned according to the feedback obtained from the staff for the previous year. The management performs the role as friend, philosopher and guide on behalf of the trust. The principal of the college plays key role. She communicates with the staff and defines responsibilities the institution distributes the task and assigns the responsibility with healthy discussion before the term starts. She conducts staff meetings at regular intervals and sends circulars to communicate the responsibilities.

6.1.5. How do 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 institution has formal and informal mechanisms of getting feedback. They analyze of the results of the University Examination for the last three years. Feedback of student teachers is great help to the management. By getting direct information from the student council members and optional leaders, the management ensures that valid information is available to review the activities of the institution and feedback from the students and PTA.

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

The institution identifies and addresses the barriers in achieving vision/mission/goals through periodic reviews, feedbacks from students, parents, staff and

stakeholders. Evaluation of programs conducted in the institution, the problems are discussed and the solutions drawn out in a smooth and better manner

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

The effectiveness and efficiency of the institution depends on the competency of faculty members. The educational achievements of the staff are appreciated by the management by giving those awards in the convocation ceremony every year. The management offers incentives to the teachers who produce 100% result in their subject. Staff members are given leave with salary for attending seminars and conferences.

6.1.8. 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

Efficient and effective leadership is carried out through de-centralization in the form of setting up of various policy making bodies such as the Board of Management Governing body, Admission committee, Library committee, the examination committee, Research committee, Sports committee, Anti – Ragging, cultural committee. These committees are headed by the principal.

These committees are comprised of principal and faculty members, who meet periodically and review the matters concerning their activities. Both the academic as well as the administrative head of the institution. The head provide valuable guidance in planning, organizing and execution of all academic activities. Maintains a cordial relationship with the staff and all the stakeholders of higher education. She is responsible for admission of students, finance, and conduct of various committee meetings, students, welfare, discipline and all regular activities of the college. The active participation of the staff facilitates the principal in carrying out of the duties of the head of the institution.

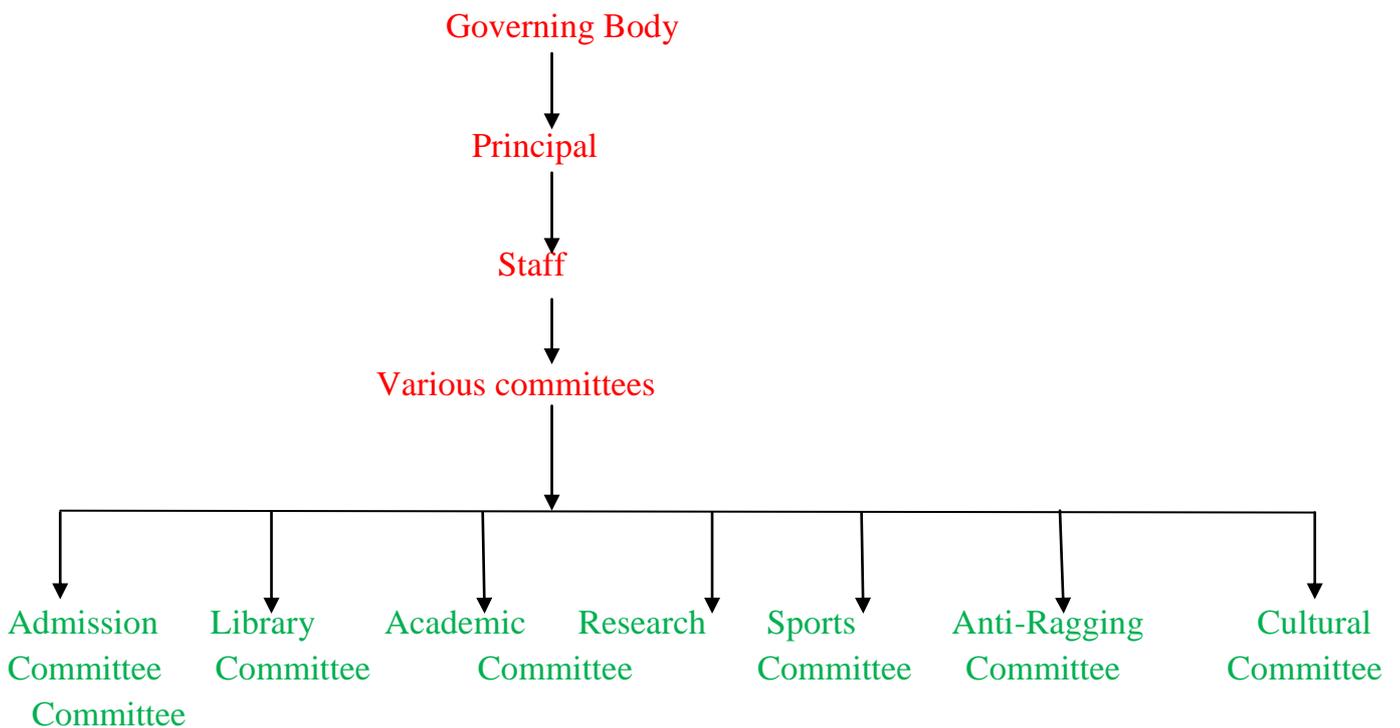
6.2 ORGANIZATIONAL ARRANGEMENTS:

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions

made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

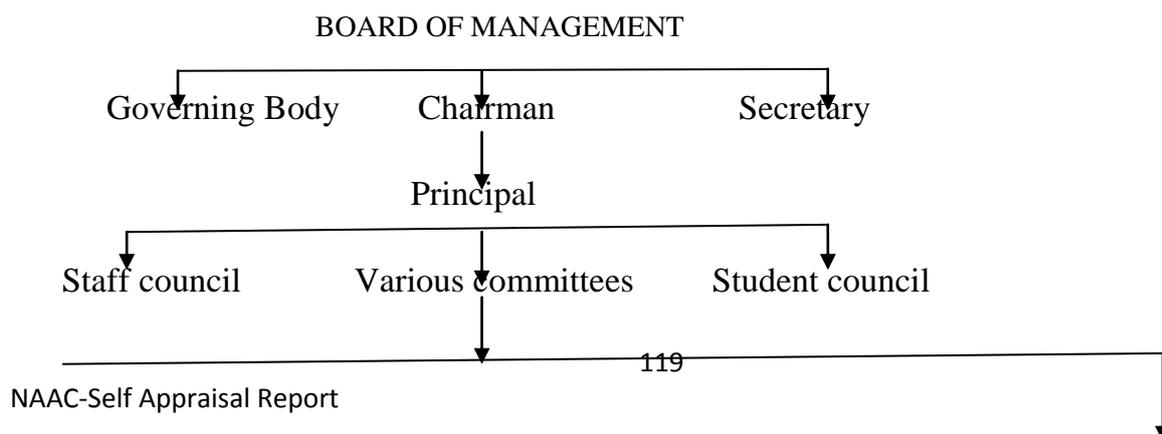
Board of management, governing body, admission committee, library committee, cultural & sports committee, Research committee, Anti – Ragging committee, Exam committee staff council

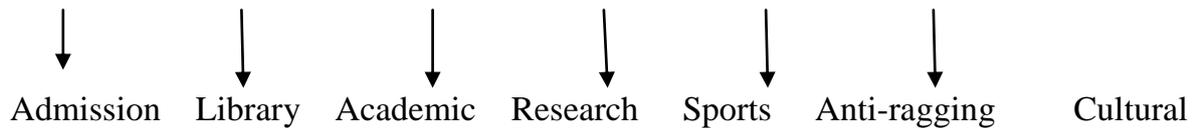
6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.



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

The administration is done through decentralized manner in order to bring participatory functioning. The structure and the detail of the functioning are given below:





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

The institution receives feedback from the faculty, alumni and trainees to get information about the institutions. There is a chance for faculty members and students to exhibit their knowledge and skills in conducting and participating in seminars, workshops and group discussions. The students of the college have tie up with the schools concerned from their teaching practice.

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

Yes, The institution uses the data and information obtained from the feedback in decision making and performance improvement. For academic improvement, the institution has the following feedback mechanism. At the end of the academic year the institution takes the written feedback from the trainees. This enables the faculty to enhance the quality of the academic programs. All the suggestions and feedback are discussed in the staff meeting. The problems are discussed and the solutions are drawn out for smooth and better academic work.

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

The institution works with good team spirit. The following are the ways adopted to ensure unison of work. The committees are headed by the principal but each committee works co – operatively during all the functions. All faculty members work together and share skills, responsibilities abilities and competencies to work better. The faculty members who attend the seminar/workshop share their experience with the staff members is ensured. Equality in work distribution. Orientation inputs are given to the staff.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT:

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

The institution has the office which is well equipped with phone, and computer with internet facilities. The Trust office is well equipped. There are two notice boards in which notices regarding students are placed. If there is any information regarding students notice is sent through circular. All the staff members are informed in the same way.

6.3.2.How does the institution allocate resources (human and financials) for accomplishment and sustaining the changes resulting from the action plan?

During the commencement of each academic year, soon after the action plans are prepared, due attention is given to all requirements and resources to execute the action plans. Accordingly, proper arrangements for physical and human resources are made. The institution makes financial provisions in annual budget for the purchase and maintenance of the equipments. The institution appoints qualified staff for B.Ed course as per the norms of NCTE & TNENU. Staff members are given training on the recent developments to update their knowledge and skills.

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

The institution functions based on its mission and goals.

Management provides financial support for construction of buildings, repairing as well as other requirements. Expert lectures are organized on different subjects. Staff members are allowed to attend seminars and refresher courses.

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

The Governing body meeting is held before the commencement of the academic year. Consolidated feedbacks from the previous year students and from different stakeholders are taken into account and action plan is drawn. The whole year activities are

planned tentatively from admission to results. Research committee meeting is held with faculty members headed by the principal and secretary. The action plans derived from the administrators tentatively are discussed with faculty members. The members of the different committee are chosen. The major activities to be conducted are planned with the faculty and year plan is finalized. This year plan is circulated and discussed with student teachers in the student council. Before the commencement of teaching practice, the different co – operating schools are chosen keeping in mind the feedback of the previous year and the locality of the present students. The expectations of the practicing schools are identified and accordingly the student teachers are allocated to different schools.

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

The objectives are deployed at all levels to assure individual employees contribution for institutional development. Through democratic decentralization, proper orientation and organization of responsibilities all faculty (teaching and non – teaching) of the institution are involved in every activity of the institution.

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

The staff members take feedback about the academic plans from the students as well the faculty. The institution does the needful for revision and adoption of measures that are required at a specific stage. The vision and mission of the institution are monitored and evaluated. Every year revisions are made whenever necessities are felt. Every activity is systematically planned and executed. Evaluation is done immediately after the implementation of every activity to ensure the achievement of the vision and mission of the institution.

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

The institution always plans and deploys the new technology mentioned as under:

- The office work is done on computer; Fax, website, email, internet, and Xerox machine are also used.
- The student teachers are offered computer as an optional subject.
- They can get information through internet.

- The college prepares all the data of the students and internal marks in computer.
- The faculty uses computer for their personal and educational work.
- The library is computerized and the details regarding the different books, issues are maintained in the data base. A system in the library is installed with library management software.
- Teacher educators and office staff use this facility in their day to day work. After the purchase of new advanced gadgets, a demonstration session is organized by the experts. Faculty use desktops, laptops and projectors for presentations while delivering lectures.
- The college is well equipped with education technology laboratory and language laboratory to improve the communication skills of its students. Whenever a new technology is available, we collect details about it, its effectiveness and the uses are studied.

6.4. Human Resource management:

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

Our student teacher fill up feedback form and faculty members fill up self appraisal forms given to them. While purchasing books and journals, opinion of faculty members are considered. Interactions with the staff by the management help to understand their development needs and their progression.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of the 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 college has adequate mechanism for performance assessment of faculty and staff. The institution has an effective mechanism to use student feedback for quality enhancement. The student's feedbacks on teachers, courses, institution etc. are collected at the end of each academic year. A special committee of the management evaluates the performance of teachers periodically.

The institution is constantly motivating teachers to take up research in education. The college has an inbuilt mechanism to check the work efficiency of the non – teaching staff. Work allocation is done at the beginning of the academic year. All the official communications are countersigned by the principal. Frequent meetings are convened by the principal to make an appraisal of the work done in the office by the members of the non – teaching staff.

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

Staff development program is undertaken for skill up-gradation and training of the teaching and non- teaching staff. Teachers are involved in a variety of quality based activities directed towards the improvement of teaching and learning process. For academic excellence as well as professional enrichment, the institution conducts national and state level seminars and workshops. Whenever there are revisions in the B.Ed curriculum teachers are directed to attend orientation programs and seminars to update and upgrade their knowledge. Members of the non – teaching staff are provided training in the operation of computers for official purposes.

Opportunities are given to the administrative staff to participate in meetings on educational concessions for the SC/ST/OBC students, Scholarships, salary bill preparation etc. Periodical salary revision and increments are provided to the staff as per norms, qualifications and experiences.

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

Yes, The institution has conducted staff development program for skill up - gradation and training of the teaching and non teaching,

- Office staffs are given demonstration workshops on new software.
- Orientation programs are conducted for teaching staff periodically by inviting experts
- Teaching staff are provided opportunity to attend in service programs conducted in other colleges of education.

6.4.5.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 management advertises the posts to be filled in dailies and calls for interview of suitable candidates following the university norms. The selection committee interviews the candidates and selects the eligible candidates. Such selected candidates profile is submitted for Tamilnadu Teacher Education University for their perusal and approval.

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

The part – time faculty are given consolidated salary decided by the institution and the regular faculty draws salary according to the salary structure fixed by TNENU. Part – time faculty is not much involved in institutional planning process. There is no marked difference in the workload and other specifications.

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

The institution always encourages all the faculty members for their professional development.

Policies:

Equal opportunity for each faculty is assured in participating in professional development program. Duration of the faculty development program is considered. Paper presentation/ participation in conferences and seminars and acting as experts and resource persons is always encouraged. Financial assistance is given by paying registration fees for paper presentation in conferences/participation in seminars. Providing on duty to faculties during their participation in professional development program is followed.

Resources:

Provision of rich and excellent library resources with internet facility for academic enrichment. The library has a collection of volumes of journals. A rich collection of various research tools in the field of educational psychology and education is made available. Technological gadgets like laptops LCD projectors and video camera are made available for preparation and presentation of routine class lecture.

Practices:

Slow learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programs etc. Gifted students are identified at the very beginning of the course and are provided suitable additional work, projects, responsibilities etc. Teachers are engaged in community development program. Our faculty member has been a resource person for training PG teachers in communicative skills. Our faculty gives training to students appearing for various competitive exams.

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

We provide staff rooms that are well ventilated and having all basic amenities like lockers, cupboards, computers with high speed internet connections, the facilities provided to the staff include parking facility for vehicles, telephone **loan, refreshment, drinking water etc.** The college has instructional infrastructure like psychology lab, computer lab, technology lab, , placement cell and guidance and counseling centre. The institution has a spacious auditorium, seminar hall, guidance room, multipurpose hall, work experience section, sports room etc.

6.4.9What are the major mechanisms in place for faculty and other stakeholders to seek information and / or make complaints?

After college hours, there is always staff meeting with the principal. It is for discussing day to day work; next day planning and the faculty members can make complaints/suggestions if they have any. Suggestion box is available for the student teachers about the complaint of infrastructure and academic issues. For information faculty members

and stakeholder can check notice board, circular events, updates on college website. Any stakeholders of the college can make direct complaint to the principal. There is a women cell for any complaint regarding issues of women students.

6.4.10.Details 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.

Teaching subjects and units are equally distributed and their interest is taken into consideration. All the teacher educators give guidance to all the student teachers in their subject and also in research work. All the faculty are given chance to visit schools when students go for practice teaching.

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

Yes, Achievement of the staff is immediately recognized and appreciated by the management. They are given cash awards for producing centum result and they are given leave with salary for attending seminars. Seed money is given for pursuing research work.

6.5 . FINICIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

No,

- The institution does not get financial support from the government. Because it is self financed college.
- Income is generated from the college fees of B.Ed students.

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

The institution has not taken any donation from any other resources for the last three years.

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

The operational budget is adequate for the institution to cover day to day expenses. When the budget shows deficit due to some major incidental expenditure, the trust helps the institution to meet the deficit.

6.5.4. what are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocation over the past five years, depicted through income expenditure statements, future

Budget resource for past five year is mentioned below:

Audited Report is attached.

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

Yes

The accounts are regularly audited. The Internal audit is done annually and External audit is done by the auditor. Audit reports are available and kept for the perusal of the peer team.

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

Yes.

The institution has computerized its 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?

Governance and leadership is done in a decentralized manner which involves active participation of all the personals in the institution. Basic computer training is made

compulsory to all the B.Ed students. Feedback obtained regularly from different sources aids in bringing necessary alterations in the effective functioning of the institution. Democratic administrative mechanism is deep rooted in all the activities of the institution. The healthy and harmonious relationship between the staff and management gives multi – dimensional professional enhancement. All the teaching and non – teaching staff work as a team.

Criterion VII

Innovative Practices

7.1 Internal Quality Assurance System

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

YES, Year of establishment: 2011-2012

The prime task of IQAC is to develop a system that is conscious, consistent and catalytic in the improvement of performance of the institution. IQAC helps to channelize the efforts of the institution towards academic excellence and helps to maintain the momentum of quality consciousness

Chair Person	-	Secretary
President	-	Principal
Co-Ordinator	-	1 Member
Faculty	-	3 Members
Alumni	-	2 Members

The IQAC meeting is held once in three months to plan and execute the quality enhancement programmers of the college.

The IQAC suggests measures for the improvement in the teaching learning process, students support services, counselling, placement, infrastructure and

organization of seminars, conferences, workshops and faculty improvement programmes.

Major activities undertaken by the IQAC

- Quality enhancement is done through periodic review of the system.
- Conducts bridge course at the beginning of year
- Organizing life skills programme for skill development among the students.
- Organizing Red Ribbon Club-activities and blood donation camp, village awareness programme and CT- camp
- Organization of workshops/seminars for students and teachers in teacher education.
- Organizing the basic computer awareness (course) programme
- Suggesting new titles of books and journals for the library.
- Offering guidance and counselling to students.
- Evaluation of the college by the parents and stake holders.
- Arranging for placement through campus interview
- Seeking feedback and monitoring progress.

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

Feedback is received by the college, from the student- teachers, faculty, heads of teaching practice schools, alumni members, parents of student – teachers and other stake holders.

- Faculty members also reflect on the achievement of goals and objectives of the institution from time to time.
- All the suggestions feedback and overall achievements of the institution provide a complete form of accomplishment status of goals and objectives.
- The institution conducts different activities including curricular co-curricular and extension activities, for development of the student-teachers personality and self confidence.
- Informal interactions with student teachers, alumni members, parents of student teachers, senior teachers and heads of practice teaching schools.

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

The institution ensures the quality of its academic programmes through development and applications of quality bench marks for the various academic and administrative activities of the institution.

- The entire academic programmes are undertaken as per academic plan. The academic programs are planned, executed and evaluated.
- The college prepares academic calendar as per the guidelines provided by TNTEU.
- Institution prepares the time table at the beginning of academic year.
- College conducts seminars, workshops according to syllabus for acquiring various teaching skills.
- Sending the students appraisal to parents
- Designing grievance redresses mechanism
- Organizing guidance and counselling service.

All those who participate in the programme are evaluated in accordance with specific structures like- unit test, continuous assessments, class test, and model exam conducted during year.

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

The institution ensures the quality of its administration and financial management by making the process more transparent and accountable to the stakeholders. The quality of its administration and financial management processes is ensured through,

- Internal and external audit
- Yearly financial plan is prepared in consultation with staff members and suggestion of IQAC
- The function and responsibilities of all the committees are well defined and have been clearly specified
- Proper allocation of fund to different departments
- Welfare measures of the staff and students
- Welfare measures and amenities for students.

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

- Some of the collaborative programmes are conducted in the college with outside experts.
- The college conducts state level seminars and workshops every year to benefit different subject groups.
- The institution conducts training programme like model preparation, teaching aids preparation learning materials with modern and innovative techniques.
- The college arranges guest lecturers on teaching and conducting various activities related to the course offered.

7.2 Inclusive Practices

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

The institution sensitizes teachers to issues of inclusion and focus on national policies and the school curriculum in the following manner.

- Special arrangements are done in the institution to meet the needs of the Physically Challenged students.
- The physically challenged students are also admitted, they are taken care of through various measures.
- The class rooms are allocated on the ground floor
- Indoor games are arranged for them during the physical education hours.
- The teaching practice is allowed in schools nearby their home.
- Extra classes on skill of computer are arranged for them
- Quality education is ensured to develop the essential skills in students to lead a successful life and also make them morally conscious.

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?

Our college is a co – educational institution. No gender difference considered while making the academic plan. The students are taught to move friendly and smoothly with all students and differently abled students also. In the syllabus prescribed by TNTEU for B.Ed students we have a unit in core I (Education in emerging Indian society) core II (psychology of learning human development) named mental health

and special children. Since this subject is a compulsory paper, all the students get a chance to know about inclusion.

- Visit to special schools, slums, hospitals and villages makes the student – teachers familiarize with inclusion and exceptionalities as well as differences in the social statuses.
- Under extension services the student – teachers visit the blind school in Paravai.
- The student teachers do social services by reading the lessons for the blind and writing exam as scribes.
- The institution has constituted an anti-ragging committee.
- There is a provision for the students to express their complainants in ‘**Complaints Box**’ kept in the college.

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

The institution has provided proper infrastructure and a constructive learning environment that pave way for healthy interaction in teaching process and encourage active engagement in leaning and self – motivation.

Various activities envisioned in the curriculum:-

- C.T camp helps the students to interact with the society. We conduct programme like Camp activities and social service in remote villages.
- Educational tours to various places make the students have good interaction with society.
- Environmental education improves the knowledge of the students about environment.
- Psychological experiments like aptitude test, personality test, achievement and motivation test help the students to have good self motivation , positive attitude and achievement motivation
- Micro and macro teaching practices enhance teaching skills of the student-teachers
- School teaching practice helps the student – teachers to have interaction with headmasters, guide teachers and school students.

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

The institution ensures that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities.

- During teaching practice student – teachers develop skills among students to deal with different problems of the children.
- Visit to special schools help the students to have exposure about diverse backgrounds and exceptionalities.
- Encouraging student- teachers to do case study and action research in the areas related to the problems of the children.
- Insisting on student – teachers to identify the individual differences and psychological needs of the exceptional children in schools.
- Guidance is given to student – teachers to handle the diverse back grounds and exceptionalities of the children.
- The student teachers from diverse backgrounds are involved in all the activities of the college.
- The student-teachers look to the special needs of the children with diverse backgrounds and exceptionalities in the class.

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

The institution addresses the special needs of the physically challenged and differently-abled students enrolled in the institution by:

- Allotting class rooms for the physically disabled is the ground floor.
- They are encouraged to participate in all the college activities without any discrimination.
- The teaching practice schools are allotted nearby their home.
- The institution wishes to give fee concession are for the physically challenged.

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)?

Almost 50% of the female student teachers secure admission in the institution. No problem arises about gender sensitive issues in the college

- There is co-education in this college. Female student teachers seek guidance for their personal problems from the female staff
- Guest lectures are given to create awareness to the student- teachers about their legal rights and special concessions are made available to them by the government
- Students are given orientation on gender equalities during the orientation programme.
- The institution is having a cell towards prevention of women harassment. Lectures are delivered on the sensitive issues (Sex Education, AIDS, Self health awareness etc.) for girls.
- The issue of female infanticide is a matter of concern. Debate and lecture on Women empowerment programmes are conducted by the faculty members to focus on this gender sensitive issues.

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 college ensures access to the information to the stakeholders in the following ways.

- The college website is updated from time to time about the developments in the institution. Maintains records of alumni and provides them with all essential information. This feedback of alumni is incorporated in all future programmes
- The institution keeps the people informed at large by disseminating the information of the institution by various sources like keeping flex boards, news papers, college magazine, annual function, college calendar etc.
- Updated academic and administration activities are displayed on the notice board

- Parents teachers meetings are conducted and their opinion is collected. Steps are taken to bring the students to the comfort zone through guidance and counselling.

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 institution shares and uses the information / data on success and failures of various processes, satisfaction, and dissatisfaction of student – teachers and stakeholders through periodical staff meeting email and college website.

- The institution gets feedback from staff, students, alumni, parents and teaching practice schools principals, guide teachers, school students for bringing quality improvement. Based on the feedback remedial measures are taken in faculty meetings to eliminate shortcomings. 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.
- Conduct of functions, National days and celebrations make the students feel satisfied.
- Coaching classes for TET Examinations satisfy the students.
- At the end of every year a meeting is held by the institution in which the management, principal and staff members analyse the various issues related to the process of success and failure
- Suggestion boxes are maintained at prominent locations in the campus. They are periodically opened in the presence of committee members.
- Recommendations are made to the principal for corrective measures so that they will not recur.

Dissatisfaction of the students and the stakeholders:

- Mobile phones are prohibited in the college campus and the students express dissatisfaction over it.
- Location of the college in the interior area, away from main road

- Driving two wheelers inside the campus during working hours is prohibited but they practice it.
- Wearing jeans pants and T-shirts are not allowed inside the campus.

In order to rectify the failures of various processes and dissatisfaction of student teachers and stake holders, we arrange share autos.

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?

To collect data from students and stake holders on program quality, the following feedback mechanisms are used:-

- Feedback form is taken from the headmaster and guide teachers of schools in which students teachers do their teaching practices.
- Feedback from the stake holders is chalked out to rectify the deficiencies and strengths are reinforced.
- Feedback form from students are collected at the end of every academic session.
- Feedback form from alumni.
- Feedback questionnaires to teachers.
- Feedback questionnaires to the students on course content.
- The feedback forms for each lesson reveal students content knowledge, class control, use of methodology, teaching competency, evaluation techniques and about their co-curricular interests.
- We get feedback from parent- teacher association through PTA meetings. From Alumni association when they come for their college function and meeting, we get feedback.
- Regular meetings and feedback help different committees to manage academics, finance, infrastructure and examinations related activities
- Getting feedback from the students about the effectiveness of teaching of all faculty members through questionnaires.

- By getting direct information from the student council members, and the elected leaders, leaders, the management ensures that valid information is available to review the activities of the institution.

The feedbacks obtained from various resources are analyzed evaluated and utilized to take better decisions for quality improvement.

All the grievances are heard from the students and solved by the grievance cell. Major problems are dealt in the meeting in which the principal and management take part. Ways and means to solve the problems are discussed elaborately and decisions taken and executed.

A.S College of Education

Kannanur, Madurai

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

B.Ed (2013-2014)

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

Note: A week is of six working days and a day is of six clock hours
 The table should cover the entire academic session and may be extended as per the requirement

A.S College of Education

Parents feedback

Name :
 Mr/Ms/Mrs.....Age(years)
 Sex(M/F).....Education.....occupation...
 Student name
Dept.....

Make a tick mark in the appropriate cell

S.No	Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Getting admission in the college for my ward is a matter of pride for me					
2	The admission process in the college is fair and accurate					
3	My ward is improving is knowledge base through interaction with professors of the college.					
4	The discipline in the college is good.					
5	The atmosphere in the university is conducive for learning					
6	There is a positive change in the behavior of my ward after joining the college					
7	A.S College is one of the best college.					
8	The college information is accessible to all					
9	A.S College website is very information and regularly updated					
10	The curriculum of the course is well designed and promotes learning experience of the students					
11	Employability is given focus in the curriculum design					
12	The curriculum incorporates recent changer in the area					
13	Examination results are declared timely					
14	College bus services are good and timely					
15	The college employees are co-operative					
16	Examination results are declared timely					

Suggetion.....

Feedback from Alumni

Name:

Mr/Ms/Mrs.....Age/(years).....

Sex(M/F).....Dept.....Year of Study.....

Occupation.....

Make a tick mark in the appropriate

S.No	Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I Feel proud to be the student of college					
2	The learning I had in the college is useful in my career					
3	The development in the college in recent years are appreciate					
4	The new courses introduced meet contemporary requirements					
5	A.S College is involving alumni in its activities					
6	The alumni have a role to play in academically strengthening the college further.					
7	The alumni have a role to play in financially strengthening the college.					
8	Formation of department wise alumni associations is a step in the right direction.					
9	The department administration should take invitation to efficiently enroll and strengthen the alumni association.					

Feedback from practice teaching schools

To be obtained from Head of schools, Teacher Educators

Name of the institution.....

Name of the personal.....

S.No	Item	Rating				
		Poor	Average	good	V. Good	Excellent
1	Students demonstrated desired initiative and enthusiasm					
2	Pupil teachers created such lesson plans that encouraged student's interaction required					
3	Coverage of syllabus was done					
4	Appropriate selection of instructional material to develop lesson					
5	Innovation in methodology					
6	Sectional Recapitulation as well as find Recapitulation was done while delivery lessons					
7	Student employed appropriate strategies within the classrooms					
8	Organized appropriate and sufficient co-curriculum activities					
9	Students were punctual in attending classes					
10	P.T 'S helped the staff of the school in creating values among children					
11	Authenticity and relevantly of content to topic					

Student Feedback on Curriculum Questionnaire No.1

S.No	Parameters	Very Good	Good	Satisfactory	Unsatisfactory
1	Applicability of present curriculum to real life situations		✓		
2	Relevance of present curriculum to real life situations	✓			
3	The extent of relevance of student materials to curriculum			✓	
4	Clarity of curriculum		✓		
5	Adequacy of study materials to curriculum		✓		
6	Relevance of additional source material			✓	
7	Extent of effort required by students				
8	Inculcating values through present curriculum	✓			
9	Suitability to society's Expectation	✓			
10	Adequate for getting job	✓			

Feedback on school Syllabus(VIII .IX)

Questionnaire No.2

S.No	Parameters	Yes	To some extent	NO
1	Is it suitable for their age group	✓		
2	When you are in teaching practice are you feel the subject is tough			✓
3	Is it help to acquire life skills	✓		
4	Is it helps the student become a responsibility citizen	✓		
5	Can you suggest to add now lesson to curriculum			✓
6	Are the students understand the lessons	✓		
7	Is it helps to develop values	✓		
8	Is it develops to make creativity	✓		
9	Is it useful for higher studies	✓		
10	Are the teachers competent enough to deal with the subjects	✓		

**Feedback on Teaching Practice
Questionnaire No.3**

S.No	Parameters	YES	No
1	Practice teaching for 40 days is essential	✓	
2	It helps to acquire teaching skills	✓	
3	It enable us to face real classroom situation.	✓	
4	It enlightens us about the practical problems faced by the teachers	✓	
5	It paves way for taking up action research		✓
6	Helps us to apply theoretical knowledge gained by us	✓	
7	Helps to have interaction with the student community	✓	
8	Helps to have interaction with the parents	✓	
9	Helps to have interaction with the administrators	✓	
10	Gives exposure to present day educational system	✓	

A.S. COLLEGE OF EDUCATION, SARASWATHY NAGAR,9, KANNANUR, MADURAI - 625 514.

B.ED. EVALUATION SHEET

RATING OF THE STUDENT TEACHERS PRACTICE LESSON

2013 -2014

To be obtained from Peers, Staff of schools

NAME OF THE STUDENT

Subject:

Components	Marks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Lesson Plan	10																				
Motivation	5																				
Teaching learning Materials	5																				
Black board work and Illustrations	5																				
Teaching learning activities	10																				
Questioning	5																				
Class room management	5																				
Closure of lesson	5																				
Total Marks	50																				

Note : The guide teachers are requested to be highly objective in awarding the marks and send the completed evaluation sheets through the teacher trainees.

SCHOOL SEAL

SIGNATURE OF THE GUIDE TEACHER

Date:

Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1 PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) General Information

a) Name :

b) Address (Residential) :

Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
B.Ed				
Master's Degree (s)				
M.Ed				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)



National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee
NCTE

F.SRO/NCTE/B.Ed/2006-2007/ 10081

Date: 09/01/2007
RPAD

Code : APS05255

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Arunachalam Saraswathy Charitable Trust, Chennai, Tamilnadu has submitted an application to the Southern Regional Committee of NCTE for grant of recognition to A.S. College of Education, Boys Town, Pulluthu Post, Ellis Nagar via, Madurai-625010, Tamilnadu for Secondary(B.Ed) course of one year duration with an annual intake of 100 (Hundred) Students.

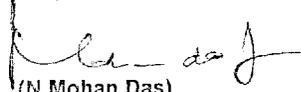
2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the said teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratories etc for running the programme and has appointed duly qualified teaching staff as per NCTE norms.
3. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to A.S. College of Education, Boys Town, Pulluthu Post, Ellis Nagar via, Madurai-625010, Tamilnadu for conducting Secondary(B.Ed) course of one year duration with an annual intake of 100(Hundred) students under clause 7(12) of Regulations dated.13.01.2006. This order of recognition shall be prospective and take effect from the date of issue of this order, subject to fulfillment of the following:
 - i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Southern Regional Committee.
 - ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
 - iii) The institution shall shift to its own premises / building within three years from the date of recognition. (in case the course is started in rented premises)



contd...2

- iv) The institution will ensure that **Principal and Seven** faculty members duly approved by the affiliating University are in position for an intake of **100** students before commencement of the course and a report to this effect shall be sent to the Southern Regional Committee immediately.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University / bodies, State Government etc, as applicable.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
6. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.
7. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order,


(N.Mohan Das)
Regional Director

The Manager
Government of India Press
Department of publications (Gazette Section)
Civil Lines, New Delhi.

To

The Principal
A.S. College of Education,
Boys Town, Pulluthu Post,
Ellis Nagar via,
Madurai-625010,
Tamilnadu

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Education Secretary incharge of Higher Education, Government of Tamilnadu
3. The Director (Collegiate Education), Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Madurai Kamaraj University, Madurai, Tamilnadu
5. The Director, DTERT, DPI Campus, Chennai, Tamilnadu.
6. The Correspondent, A.S. College of Education, Boys Town, Pulluthu Post, Ellis Nagar via, Madurai-625010, Tamilnadu
7. The Under Secretary(CS), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110002.
8. Office Order file / Institution file.



A.S. COLLEGE OF EDUCATION, KANNANUR, MADURAI

B.Ed

TIME TABLE - 2013 - 2014

SECTION : A

DAYS / PERIOD	I	II		III		IV	V		VI
	10.00 - 11.00	11.00 - 12.00	12.00 - 12.10	12.10 - 01.10	01.10 - 01.30	01.30 - 02.30	02.30 - 03.30	03.30 - 03.40	03.40 - 04.30
MONDAY	C1	O1 Major	B R E A K	C2	L U N C H B R E A K	O2 Language	C3	B R E A K	Elective
TUESDAY	C2	O1 Major		C3		O2 Language	C1		Elective
WEDNESDY	C3	O1 Major		C1		O2 Language	C2		P.E.T
THURSDAY	C1	O1 Major		C2		O2 Language	C3		SUPW
FRIDAY	C2	O1 Major		C3		O2 Language	C1		Elective
SATURDAY	C3	O1 Major		C1		O2 Language	C2		Elective

C1 - 6

Language - 6

Common PET - 1

C2 - 6

Major - 6

SUPW - 1

C3 - 6

Elective - 4

A.S. COLLEGE OF EDUCATION, KANNANUR, MADURAI

B.Ed

TIME TABLE - 2013 - 2014

SECTION : B

DAYS / PERIOD	I	II		III		IV	V		VI
	10.00 - 11.00	11.00 - 12.00	12.00 - 12.10	12.10 - 01.10	01.10 - 01.30	01.30 - 02.30	02.30 - 03.30	03.30 - 03.40	03.40 - 04.30
MONDAY	C1	O1 Major	B R E A K	C2	L U N C H B R E A K	O2 Language	C3	B R E A K	Elective
TUESDAY	C2	O1 Major		C3		O2 Language	C1		Elective
WEDNESDY	C3	O1 Major		C1		O2 Language	C2		P.E.T
THURSDAY	C1	O1 Major		C2		O2 Language	C3		SUPW
FRIDAY	C2	O1 Major		C3		O2 Language	C1		Elective
SATURDAY	C3	O1 Major		C1		O2 Language	C2		Elective

C1 - 6

Language - 6

Common PET - 1

C2 - 6

Major - 6

SUPW - 1

C3 - 6

Elective - 4

Teacher Education Scenario in Tamilnadu.

The Tamilnadu Teacher Education Programme is offered by Universities, deemed Universities, Government colleges of Education, aided colleges of Education and self financed Colleges of Education.

There are around 650 colleges of Education all offering B.Ed Programme and some offering both B.Ed and M.Ed programmes. Departments of Education in some universities offer B.Ed and M.Ed, Programmes. Few Universities offer B.Ed and M.Ed, through distance mode. Besides this IGNOU, and Tamilnadu open university offer B.Ed/M.Ed. Programmes.

The Tamilnadu Teachers Education University is exclusively established for teacher Education. Colleges of Education which are affiliated to the university follow the curriculum framed by them. Other universities follow the curriculum framed by their own bodies.

Policies governing colleges of Education are framed by the govt of Tamilnadu in consultation with teachers Education University.

Admission eligibility for B.Ed, Programme.

A Candidate seeking admission for B.Ed course of study should have undergone 10+2+3=(15) pattern of study and passed the qualifying examination of the UGC recognized Universities in any one of the school subjects. Minimum marks stipulated by the university under different communities are stated below:

S.No	Degree Level	Community Category	Minimum Marks Under Part-III
1	U.G	O.C	50%
		BC/BCM	45%
		MBC/DNC	43%
		SC/ST/SCA	40%
2	PG Economics Indian culture Commerce Home Science/ Logic Philosophy Political Science Psychology Sociology	For all Communities	50% in PG

For differently abled candidates a pass in the under graduate degree is sufficient for seeking admission. Rounding off marks to satisfy the minimum requirement is not allowed in any case.

Where Reservation is mandatory seats are reserved as follow

S/C	-	15%
SCA	-	3%
S/T	-	1%
MBC/DNC	-	20%
B/C	-	30%
		With in this 3.5% for Muslims
O/C	-	31%

For the wards of ex-servicemen of Tamilnadu one seat in each college is reserved. 3% of sanctioned strength is reserved for physically/visually challenged students in each college.

Admission is strictly done based on the marks secured by the candidate in the qualifying examination keeping in mind the rules and regulations of TamilNadu from time to time.

Normally B.Ed, Course commences in the month of September and continues for one academic year covering 200 working days.

Towards the end of the academic year, the university conducts the examination and practical separately. A minimum of 50% of marks in all the individual subjects and in practicals separately is required to qualify the degree.

2012-2013 Examination Result-Abstract

Result Analysis in Terms of Subject Appeared.

S.NO	Analysis Items	Core I	Core II	Core III	Optional I	Optional II	Electives
1	NO. of Students attended	98	98	98	98	98	98
2	NO. of Students Passed	98	93	98	98	94	97
3	NO. of Students Failed	0	5	0	0	4	1
4	Pass percentage of Students Strength	100	94.89	100	100	95.91	98.97

Over All Result Analysis

S.No	No .of Students	Class Secured							
		Theory				Practicals			
		I Class	%	II Class	%	I Class	%	II Class	%
1	100	73/98	74.48%	25/98	25.5%	100	100%	Nil	100%

BEST PRACTICES -I

1. Title of the practice : Providing educational support to the school going students of near by villages.

2. Context that required initiation of the practice

The institution is located in remote area, surrounded by tiny villages. The parents of the school going children are illiterates and as such they cannot help their wards in their academic growth. So, the teacher educators and the student teachers go to their places in the evenings and help them in their studies, especially in learning English, Science and Mathematics.

3. Objectives of the practice :

- a) To help the students score good marks in their final exams.
- b) To guide them choose proper career for their living.

4. The practice:

During evening hours and also on holidays, the teacher educators of the college go to the nearby villages Kannanur, A.Kokkulam, Kadupatti, Kannapuram, and Narayanapuram along with the student teachers. Mainly we focus on those students doing XII std and X std. Because the marks obtained in XII std is the deciding factor for choosing career for life. We have chosen those students group. During exam time we invite teachers handling X and XII in schools and focus on examination.

5. Obstacles faced and strategies to overcome them:-

Even though we offer free service to the students, the parents as well as the students do not show much interest to avail the help.

For that we had to motivate the students and parents by elaborating on the benefits of higher education, especially the state government scholarship provided to the students to pursue their studies.

Girl students were not allowed to attend the classes for they were forced to do household chores after returning from school.

We had to counsel their mothers to help them and relieve them for classes.

It is difficult to get school teachers handling X and XII.

6. Impact:

As a result of our work, 5 boys have joined Govt. Polytechnic colleges after their X standard. 10 girl students are pursuing XII std and 6 students have joined colleges for higher studies.

The villagers are now aware of the importance of education, and so, they do not withhold their wards from pursuing higher studies. In large SC/ST community students have turned out to be the beneficiaries of state govt. scholarship which is provided for higher studies.

7. Resources required:

Human Resource:

Teacher educators, student teachers, school teachers who handle actual X and XII std.

Material Resource:

Room, Furniture, Books, writing Materials, Lights etc.

Contact Person:

1. R.Vijayakumar
2. T.Rajamohammed.

BEST PRACTICE II

1. Title of the practice :

Providing Teacher Eligibility Test[TET] coaching.

2. Context that required initiation of the practice:

In the recent years, merely obtaining good marks in the B.Ed programme is not enough for securing a job. Teachers Recruitment Board is conducting an eligibility test[TET] for appointment. So, the student teachers are given coaching for that exam during week-ends.

3. Objectives of the practice:

To enable the students get job in teaching career.

4. The practice:

During Saturdays and Sundays, the present students and also the old students of the college were given special coaching for TET exam. Even the outsiders were allowed to enroll. The participants were provided with print materials for their perusal. They were taught school subjects. Frequent tests were conducted by the concerned subject teachers.

5. Obstacles faced:

The institution is situated in an interior area. So, the candidate found it difficult to reach the college. Subsequently share autos were arranged at a reasonable fare.

6. Impact of the practice:

Nearly students have been selected for teaching job. They are awaiting to be posted in government jobs.

7. Resources required

Human resources:

Experienced persons especially school teachers.

Material resources:

Furnished classrooms.

8. Contact person:

Mr.A.Ragavan.

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CALENDAR FOR THE ACADEMIC YEAR 2013-2014

(For all the colleges of education affiliated to this University)

SEPTEMBER 2013

Date	Day	Information	Working days
1.	Sunday	Holiday	
2.	Monday		
3.	Tuesday		
4.	Wednesday		
5.	Thursday	Teachers' Day	
6.	Friday		
7.	Saturday		
8.	Sunday	Holiday	
9.	Monday	Holiday – Vinayakar Chaturthi	
10.	Tuesday		
11.	Wednesday	Reopening of the colleges of education	1
12.	Thursday		2
13.	Friday		3
14.	Saturday	Holiday	
15.	Sunday	Holiday	
16.	Monday		4
17.	Tuesday		5
18.	Wednesday		6
19.	Thursday		7
20.	Friday		8
21.	Saturday		9
22.	Sunday	Holiday	
23.	Monday		10
24.	Tuesday		11
25.	Wednesday		12
26.	Thursday		13
27.	Friday		14
28.	Saturday		15
29.	Sunday	Holiday	
30.	Monday		16
		Total	16 days

OCTOBER 2013

Date	Day	Information	Working days
1.	Tuesday		17
2.	Wednesday	Holiday – Gandhi Jayanthi	
3.	Thursday		18
4.	Friday		19
5.	Saturday		20
6.	Sunday	Holiday	
7.	Monday	Teaching Practice Begins	21
8.	Tuesday		22
9.	Wednesday		23
10.	Thursday		24
11.	Friday		25
12.	Saturday	Holiday	
13.	Sunday	Holiday – Ayutha Pooja	
14.	Monday	Holiday – Vijayadasami	
15.	Tuesday	Last date for submission of filled in Eligibility Applications	26
16.	Wednesday	Holiday - Bakrid	
17.	Thursday		27
18.	Friday		28
19.	Saturday		29
20.	Sunday	Holiday	
21.	Monday		30
22.	Tuesday		31
23.	Wednesday		32
24.	Thursday		33
25.	Friday		34
26.	Saturday		35
27.	Sunday	Holiday	
28.	Monday		36
29.	Tuesday		37
30.	Wednesday		38
31.	Thursday	Last date for applying for continuation/fresh provisional affiliation for the subsequent year	39
		Total	23 days

NOVEMBER 2013

Date	Day	Information	Working days
1.	Friday		40
2.	Saturday	Holiday - Deepavali	
3.	Sunday	Holiday	
4.	Monday		41
5.	Tuesday		42
6.	Wednesday		43
7.	Thursday		44
8.	Friday		45
9.	Saturday	Holiday	
10.	Sunday	Holiday	
11.	Monday		46
12.	Tuesday		47
13.	Wednesday		48
14.	Thursday	Holiday – Muhharam/Children’s Day	
15.	Friday		49
16.	Saturday		50
17.	Sunday	Holiday	
18.	Monday		51
19.	Tuesday		52
20.	Wednesday		53
21.	Thursday		54
22.	Friday		55
23.	Saturday		56
24.	Sunday	Holiday	
25.	Monday		57
26.	Tuesday		58
27.	Wednesday		59
28.	Thursday		60
29.	Friday		61
30.	Saturday		62
		Total	23 days

DECEMBER 2013

Date	Day	Information	Working days
1.	Sunday	Holiday	
2.	Monday		63
3.	Tuesday		64
4.	Wednesday		65
5.	Thursday		66
6.	Friday		67
7.	Saturday		68
8.	Sunday	Holiday	
9.	Monday		69
10.	Tuesday		70
11.	Wednesday		71
12.	Thursday	Supplementary examination for the arrear candidates begin	72
13.	Friday		73
14.	Saturday	Holiday	
15.	Sunday	Holiday	
16.	Monday		74
17.	Tuesday		75
18.	Wednesday		76
19.	Thursday		77
20.	Friday		78
21.	Saturday		79
22.	Sunday	Holiday	
23.	Monday		80
24.	Tuesday		81
25.	Wednesday	Holiday - Christmas	
26.	Thursday		82
27.	Friday		83
28.	Saturday		84
29.	Sunday	Holiday	
30.	Monday		85
31.	Tuesday		86
		Total	24 days

JANUARY 2014

Date	Day	Information	Working days
1.	Wednesday	Holiday – New Years Day	
2.	Thursday		87
3.	Friday		88
4.	Saturday		89
5.	Sunday	Holiday	
6.	Monday		90
7.	Tuesday		91
8.	Wednesday		92
9.	Thursday		93
10.	Friday	Results of Supplementary Examinations	94
11.	Saturday	Holiday	
12.	Sunday	Holiday	
13.	Monday	Holiday – Meelad-un-Nabi	
14.	Tuesday	Holiday – Pongal & Meelad-Un-Nabi	
15.	Wednesday	Holiday – Thiruvalluvar Day	
16.	Thursday	Holiday – Uzhavar Thirunal	
17.	Friday		95
18.	Saturday		96
19.	Sunday	Holiday	
20.	Monday		97
21.	Tuesday		98
22.	Wednesday		99
23.	Thursday		100
24.	Friday		101
25.	Saturday		102
26.	Sunday	Holiday – Republic Day	
27.	Monday		103
28.	Tuesday		104
29.	Wednesday		105
30.	Thursday		106
31.	Friday		107
		Total	21 days

FEBRUARY 2014

Date	Day	Information	Working days
1.	Saturday		108
2.	Sunday	Holiday	
3.	Monday		109
4.	Tuesday		110
5.	Wednesday		111
6.	Thursday		112
7.	Friday		113
8.	Saturday	Holiday	
9.	Sunday	Holiday	
10.	Monday		114
11.	Tuesday		115
12.	Wednesday		116
13.	Thursday		117
14.	Friday		118
15.	Saturday		119
16.	Sunday	Holiday	
17.	Monday		120
18.	Tuesday		121
19.	Wednesday		122
20.	Thursday		123
21.	Friday	Teaching Practice Ends	124
22.	Saturday		125
23.	Sunday	Holiday	
24.	Monday	B.Ed Practical Examinations Begin	126
25.	Tuesday	- do -	127
26.	Wednesday	- do -	128
27.	Thursday	- do -	129
28.	Friday	- do -	130
		Total	23 days

MARCH 2014

Date	Day	Information	Working days
1.	Saturday	B.Ed Practical Examination	131
2.	Sunday	Holiday	
3.	Monday	B.Ed Practical Examinations End	132
4.	Tuesday		133
5.	Wednesday		134
6.	Thursday		135
7.	Friday		136
8.	Saturday	Holiday	
9.	Sunday	Holiday	
10.	Monday		137
11.	Tuesday		138
12.	Wednesday		139
13.	Thursday		140
14.	Friday		141
15.	Saturday		142
16.	Sunday	Holiday	
17.	Monday		143
18.	Tuesday		144
19.	Wednesday		145
20.	Thursday		146
21.	Friday		147
22.	Saturday		148
23.	Sunday	Holiday	
24.	Monday		149
25.	Tuesday		150
26.	Wednesday		151
27.	Thursday		152
28.	Friday		153
29.	Saturday		154
30.	Sunday	Holiday	
31.	Monday	Holiday – Telugu New Year's Day	
		Total	24 days

APRIL – 2014

Date	Day	Information	Working days
1.	Tuesday		155
2.	Wednesday		156
3.	Thursday		157
4.	Friday		158
5.	Saturday		159
6.	Sunday	Holiday	
7.	Monday		160
8.	Tuesday		161
9.	Wednesday		162
10.	Thursday		163
11.	Friday		164
12.	Saturday	Holiday	
13.	Sunday	Holiday – Mahaveer Jeyanthi	
14.	Monday	Holiday – Tamil New Years Day & Dr.B.R.Ambedkar's Birthday	
15.	Tuesday		165
16.	Wednesday		166
17.	Thursday	Maundy Thursday	167
18.	Friday	Holiday – Good Friday	
19.	Saturday		168
20.	Sunday	Holiday	
21.	Monday		169
22.	Tuesday		170
23.	Wednesday		171
24.	Thursday		172
25.	Friday		173
26.	Saturday		174
27.	Sunday	Holiday	
28.	Monday		175
29.	Tuesday		176
30.	Wednesday		177
		Total	23 days

MAY 2014

Date	Day	Information	Working days
1.	Thursday	Holiday – May Day	
2.	Friday		178
3.	Saturday		179
4.	Sunday	Holiday	
5.	Monday		180
6.	Tuesday		181
7.	Wednesday		182
8.	Thursday		183
9.	Friday		184
10.	Saturday	Holiday	
11.	Sunday	Holiday	
12.	Monday		185
13.	Tuesday		186
14.	Wednesday		187
15.	Thursday		188
16.	Friday		189
17.	Saturday		190
18.	Sunday	Holiday	
19.	Monday		191
20.	Tuesday		192
21.	Wednesday		193
22.	Thursday		194
23.	Friday		195
24.	Saturday		196
25.	Sunday	Holiday	
26.	Monday		197
27.	Tuesday		198
28.	Wednesday		199
29.	Thursday		200
30.	Friday	Annual Examinations Begin	
31.	Saturday		
		Total	23 days

JUNE 2014

Date	Day	Information	Working days
1.	Sunday	Holiday	
2.	Monday		
3.	Tuesday		
4.	Wednesday		
5.	Thursday		
6.	Friday		
7.	Saturday		
8.	Sunday	Holiday	
9.	Monday		
10.	Tuesday		
11.	Wednesday		
12.	Thursday		
13.	Friday	Annual Examinations End	
14.	Saturday		
15.	Sunday	Holiday	
16.	Monday		
17.	Tuesday		
18.	Wednesday		
19.	Thursday		
20.	Friday		
21.	Saturday	Holiday	
22.	Sunday	Holiday	
23.	Monday		
24.	Tuesday		
25.	Wednesday		
26.	Thursday		
27.	Friday		
28.	Saturday	Holiday	
29.	Sunday	Holiday	
30.	Monday		