SELF – APPRAISAL REPORT

**SUBMITTED TO NAAC
FOR INSTITUTIONAL ACCREDITATION**

ANSALDO COLLEGE OF EDUCATION

**Ansaldo Nagar, Maruthuvampadi Post
Chetpet – 606 801, Tamil Nadu.**

PREFACE

Accreditation is the most important element in achieving excellence. Without accreditation, there are no bench marks or basis by which one can judge quality. Assessment is also a very important and necessary tool for an educational institution to assess the extent to which it has realized its academic goals and to receive valuable feedback for further strengthening of its academic activities.

Ansaldo College of Education, Chetpet subscribes to this view, having been greatly inspired by the NAAC's conviction that the quality enhancement of educational system has to come from within and no amount of external audit and assessment can help directly. Everyone in our campus is quality conscious, which helps to strengthen self – esteem. A variety of learning experiences help learners to achieve sequential optimum progress.

Teacher education plays a vital role in reforming and strengthening the education system of any country. A sense of introspection has helped our faculty, students, administration and the management by following the principles of vision for lifelong learning, strategies for learning skills, technology for easy learning, resources for maximizing facilities,

organization for students support service, internal evaluation for remedial measures and enhancement. It makes everyone to realize that where they stand and what their merits and demerits are. The effort of our college is a collective one..

This self assessment exercise is to articulate and inculcate quality consciousness across the institution and not a cosmetic show to the outside world. Every faculty member remains with a strong belief that quality is the only way to succeed and sustain. Under the able and the far-sighted leadership of our Principal and under the benevolent supervision and advice of our Correspondent and the collective cooperation of the steering committee, this strenuous task has been achieved. Our management has given their personal attention and cooperation at every stage of this important task.

Our streaming committee includes

I. Chair Persons

Rev.Mother A.Mary Stella	-	Chairperson
Rev.Sr.Rossa K.V	-	Principal
Rev.Sr.Revathi	-	Self Appraisal Co-ordinator

II. Members

I.	Rev.Sr.Jebamalai	–	Assistant Professor
II.	Rev.Sr.Revathi	–	Assistant Professor
III.	Mr.Prabhu	–	Assistant Professor
IV.	Mr.Neppolian	–	Assistant Professor
V.	Mr.John Ramesh	–	Assistant Professor
VI.	Mrs.Josena Anitha	–	Assistant Professor
VII.	Mr.Sudhakar	–	Assistant Professor
VIII.	Mr.Kovendan	_	Assistant Professor
IX.	Rev.Sr.Josephine Mary Stella	_	Assistant Professor

This report consists of the following contents.

1. Part – I   : Institutional Data
2. Part – II   : Evaluation Report
3. Annexure

It is fervently hoped that this report would bring out a precise and holistic account of the college and its different units. This report is presented with a sense of fulfillment and a fond hope for a bright and prosperous future for this institution.

CO – ORDINATOR   PRINCIPAL

Station: Date   :   4

PART – I
INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

A. Profile of the Institution

1. Name and address of the institution:

   Ansaldo College of Education,

   Maruthuvampadi, Polur(Tk),

   Chetpet– 606 801

2. Website: **www.ansaldobed.org**

3. For communication:

Office

Name	Telephone No.	Fax Number	E-Mail Address
Sr. Rossa K.V Head/Principal	04181-252492	04181-252492	rossakv100@gmail.com
Sr.Revathi Self - Appraisal Co-ordinator	04181-252492	04181-252492	revathi100@gmail.com

Residence

Name	Telephone No. with STD Code	Mobile Number
Sr. Rossa K.V Head/Principal	04181 – 252445	9442523343
Sr.Revathi Self - Appraisal Co-ordinator	04181 – 252445	9788588359

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rural ✔   Tribal ☐

Any other (specify and indicate) ☐ -

5. Campus area in acres: | 10.70 Acres |

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

7. Date of establishment of the institution:

Month & Year

MM	YYYY
07	2005

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

| Tamilnadu Teachers Education University, Chennai – 600 005 |

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

Month & Year

MM	YYYY
-	-

2f Applied for UGC Recognition

Month & Year

MM	YYYY
-	-

12B Applied for UGC Recognition

10. Type of Institution

    a. By funding   i.   Government   ☐

                                  ii.   Grant-in-aid   ☐

                                  iii. Constituent   ☐

                                  iv. Self-financed   ☑

                                  v.   Any other (specify and indicate) ☐

    b. By Gender   i.   Only for Men   ☐

                                  ii. Only for Women   ☐

                                  iii. Co-education   ☑

    c. By Nature   i.   University Dept.   ☐

                                  ii. IASE   ☐

                                  iii. Autonomous College ☐

                                  iv. Affiliated College   ☑

                                  v.   Constituent College   ☐

                                  vi. Dept. of Education of Composite ☐

                                               College

                                  vii. CTE   ☐

                                  Viii. Any other (specify and indicate) ☐

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

    Yes   ☐   No   ☑

If yes, has the institution applied for autonomy?

    Yes   ☐   No   ☑

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
	Secondary/ Sr.secondary	B.Ed.,	UG & PG Degree	Degree	1year	Tamil / English

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed.,	F.TN/SEC/SRO/ NCTE/2004-2005/S54 dated 13/07/2005	-	100

B. CRITERION – WISE INPUTS

CRITERION I:
CURRICULAR ASPECTS

B) Criterion-wise inputs
Criterion I: Curricular Aspects

1. Does the Institution have a stated?

   Vision

   Mission

   Values

   Objectives

Yes	✔	No	
Yes	✔	No	
Yes	✔	No	
Yes	✔	No	

2. a) Does the institution offer self-financed programme(s)? | Yes | ✔ | No | |

   If yes, The Institution itself is a self financed Institution

   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.

Not Applicable

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

    D.Ed.

-

    B.Ed.

04

    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	2

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?

1 Year

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

Yes		No	✔

Number	-

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

Yes		No	✔

Number	-

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

Yes ✔   No ☐

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

Yes ✔   No ☐

CRITERION II:

TEACHING – LEARNING AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

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

    a) Through an entrance test developed by the institution ☐

    b) Common entrance test conducted by the University/Government ☐

    c) Through an interview ✔

    d) Entrance test and interview ☐

    e) Merit at the qualifying examination ✔

    f) Any other (specify and indicate) ☐

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

    a) Date of start of the academic year   22.08.2012

    b) Date of last admission   22.08.2012

    c) Date of closing of the academic year   25.05.2013

    d) Total teaching days   145

    e) Total working days   185

3. Total number of students admitted 2012 – 2013

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	28	72	100	8	6	14	20	56	76

4. Are there any overseas students?

   If yes, how many?

   | Yes | | No | ✔ |

   Not Applicable

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 — 13,080/-

   b) Unit cost including salary component — 38,452/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session(2011-2012)

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	93.11	43.18	79.75	42.3

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 ☐

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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	50.5%	21%	28.5%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	8

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

0	8

11. Practice Teaching at School

a) Number of schools identified for practice teaching

2	1

b) Total number of practice teaching days

4	0

c) Minimum number of practice teaching

4   0

lessons given by each student

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

No. of Lessons In simulation	8	No. of Lessons Pre-practice teaching	8

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
B.Ed.	20%	80%

16. Examination

    a) Number of sessional tests held for each paper | 0 | 5 |

    b) Number of assignments for each paper | 0 | 5 |

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

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

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

Yes	✔	No	

Number	03

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

Yes	✔	No	

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

Compulsory [ ]   Optional [✔]

CRITERION III:
RESEARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

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

Number	2	20%	-

2. Does the Institution have ongoing research projects?

Yes	✔	No	

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
Self	15,000	2 years	Staff-KODEP Youth Commission

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

2

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   ✔
- Remuneration given for paper presentation in seminar   ✔

26

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	✔	-	1
Academic articles in reputed magazines/news papers	✔	-	-
Books	✔	-	3
Any other (specify and indicate)	-	-	-

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

Yes		No	✔

Number	

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

	Faculty	Students
National seminars	32	14
International seminars	-	0
Any other academic forum	-	-

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 ☑   YRC ☑   RRC ☑

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

NIL

16. Does the institution provide consultancy services?

Yes   ✔   No

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

Rs.50, 000/-

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

Local level	✔
State level	-
National level	-
International level	-

CRITERION IV:
INFRA STRUCTURE AND
LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

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

   3900 sq.mt.

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?

   35

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

   Rs. 1,85,000

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

   Rs. 60,000

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

   Rs. 35,000

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

Rs. 80,000

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

Yes ✔   No ☐

9. Total number of posts sanctioned   Open   Reserved

	M	F	M	F
Teaching	4	4	-	1
Non-teaching	3	5	-	-

10. Total number of posts vacant   Open   Reserved

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

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

	M	F	M	F
Assistant Professor	4	4	-	1

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

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

Open　　Reserved

Lecturers

M	F	M	F
-	1	-	-

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from same state

09

Other states

-

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

Open　　Reserved

Permanent

M	F	M	F
3	5	-	-

M	F	M	F
-	-	-	-

33

b. Technical Assistants

Permanent

M	F	M	F
2	-	-	-
M	F	M	F
-	-	-	-

Temporary

14. Ratio of Teaching – non-teaching staff

9:8

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

27 %

16. Is there an advisory committee for the library?

Yes ✔   No ☐

17. Working hours of the Library

On working days

| 8 Hours |

On holidays

| - |

During examinations

| 8 Hours |

18. Does the library have an Open access facility

| Yes | ✔ | No | |

19. Total collection of the following in the library

a. Books

| 9207 |

    - Textbooks

| 2420 |

    - Reference books

| 1200 |

b. Magazines

| 18 |

e. Journals subscribed

    - Indian journals

| 18 |

    - Foreign journals

| 3 |

f. Peer reviewed journals

| 3 |

g. Back volumes of journals

| 55 |

h. E-information resources

    - Online journals/e-journals

| 3 |

    - CDs/ DVDs

| 50 |

- Databases | 4
- Video Cassettes | -
- Audio Cassettes | 25

20. Mention the

Total carpet area of the Library (in sq. mts.) | 1268 sq.mts

Seating capacity of the Reading room | 40

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 ☑

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

15

Maximum number of days books are permitted to be retained

by students

15days

by faculty

20days

Maximum number of books permitted for issue

for students

2

for faculty

5

Average number of users who visited/consulted per month

400

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

40:1

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

5%

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

	I 2010-2011		II 2011-2012		III 2012-2013	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	1965	3,93,768	2005	4,01,595	2110	4,22,906
Other books	1684	6,75,304	1798	7,19,384	1895	7,58,608
Journals/ Periodicals	13	6875	18	9,694	27	14,868
Magazine	21	10,650	24	14,400	32	20,845

CRITERION V:
STUDENT SUPPORT AND
PROGRESSION

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year I 2010-11	Year II 2011-2012	Year III 2012-13
B.Ed.	-	-	-

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?

11

3. Does the institution offer Remedial instruction?

Yes	✔	No	

4. Does the institution offer Bridge courses?

Yes	✔	No	

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

	UG		
	I 2009-10	II 2010-11	III 2011-12
Pass percentage	94%	97%	99%
Number of first classes	94	97	99
Number of distinctions	36	49	47
Exemplary performances (Gold Medal and university ranks)	-	-	-

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

NET | - | | - | | - |

SLET/SET | - | | - | | - |

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

Financial Aid	I (2009-2010)	II (2010-2011)	III (2011-2012)
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	18	14	16
Education Loan facilities	-	-	-
Former Children Scholarship	-	-	-

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 | 11 |

Women | 23 |

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

Sports fields Indoor | Yes | ✔ | No | |

sports facilities Gymnasium | Yes | ✔ | No | |

12. Availability of rest rooms for Women | Yes | ✔ | No | |

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	✔	-	3	✔	-	80
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	5	Overall Championship
Regional	8	1
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 I 2010 – 2011 (%)	Year II 2011 – 12 (%)	Year III 2012 – 2013 (%)
Higher studies	35	40	30
Employment (Total)	55	50	61
Teaching	40	35	43
Non teaching	15	15	18

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.

I 2010 – 11	II 2011 – 12	III 2012 – 13
25	30	47

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

	Yes	No
• Academic guidance and Counseling	✔	☐
• Personal Counselling	✔	☐
• Career Counselling	✔	☐

CRITERION VI: GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

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

   Yes | ✔ | No | |

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

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

3. What are the welfare schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✔	No	
Medical assistance	Yes	✔	No	
Insurance	Yes	✔	No	
Free Transport	Yes	✔	No	

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

0	1	2

5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement

   Program   of the UGC/NCTE or any other recognized

   Organization

-

   b. Number of teachers who were sponsored for Professional

   Development Programmes by the institution

   National

-	-	-

   International

-	-	-

c. Number of Faculty Development Programmes organized by   the

Institution:

0	1	5

d. Number of Seminars/ Workshops/Symposia on Curricular Development,

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

0	1	0

e. Research Development Programmes attended by the faculty

-	-	2

f. Invited/Endowment lectures at the institution

-	-	5

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

a. Self-appraisal	Yes	✔	No	
b. Student assessment of faculty performance	Yes	✔	No	
c. Expert assessment of faculty performance	Yes	✔	No	
d. Combination of one or more of the above	Yes	✔	No	
e. Staff maintain log book	Yes	✔	No	

7. Are the faculty assigned additional administrative work?

Yes	✔	No	

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

2 hours

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

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

9. Expenditure statement (for last two years)

	Year I 2011 - 12	Year II 2012-13
Total sanctioned budget	47,50,000	41,50,000
% spent on the salary of faculty	21	27.55
% spent on the salary of non-teaching employees	14.71	15.70
% spent on books and journals	1.21	0.36
% spent on developmental activities (expansion of building)	13.32	12.71
% spent on telephone, electricity and water	1.15	1.29
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	12.3	13.39
% spent on maintenance of equipment, teaching aids, contingency etc.	12.09	10.28
% spent on research and scholarship (seminars, Conferences, faculty development programs, faculty exchange, etc.)	2.21	2.24
% spent on travel	0.46	0.49

Any other (specify and indicate)postage students note book	14.76	10.69
Total expenditure incurred	47,98,500	41,96,000

10. Specify the institutions surplus/deficit budget during the last three years?

    (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2012-13	--	46,000
2011-12	--	48,500
2010-11	--	85,000

11. Is there an internal financial audit mechanism?

    Yes ✔   No ☐

12. Is there an external financial audit mechanism?

    Yes ✔   No ☐

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

Administration	Yes	✔	No		
Finance	Yes	✔	No		
Student Records Career	Yes	✔	No		
Counseling Aptitude	Yes	✔	No		
Testing	Yes	✔	No		
Examinations/Evaluation/	Yes	✔	No		

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Assessment	Yes	✔	No	

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

Yes ✔   No ☐

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

Yes ✔   No ☐

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

Yes ✔   No ☐

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

Yes ✔   No ☐

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

a) for teachers ✔

b) for students ✔

c) for non - teaching staff ✔

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

Yes ✔   No ☐

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

Yes ✔   No ☐

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

Yes   No

[✓]   [ ]

CRITERION VII:
INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

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

   Yes ☑️   No ☐

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

   Yes ☑️   No ☐

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

	Category	Men	%	Women	%
a	SC	8	8 %	6	6 %
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Physically challenged	0.1	-	-	-
e	General Category	20	20%	56	56 %
f	Rural	-	-	-	-
g	Urban	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching Staff	%
a	SC	4	40	1	10
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	6	55	5	50
e	Physically challenged	9	90	9	90
f	General Category	-	-		

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

Category	At Admission		On completion of the course	
	Batch I 2011 - 2012	Batch II 2012 – 2013	Batch I 2011 – 2012	Batch II 2012 - 2013
SC	45	45.06 to 72	70	-
ST	-	-	-	-
OBC	-	47	-	70
Physically challenged	-	-	-	-
General Category	48.6	-	77	2
Rural	55	63	55	63
Urban	45	37	45	37

PART – II
EVALUATION REPORT

A) EXECUTIVE SUMMARY

Executive Summary

Ansaldo College of Education is run by the Franciscan Sisters of St.Aloysius Gonzaga. It was started in a rural place at Ansaldo Nagar, Chetpet, Tamilnadu in the year 2005. This college was recognized by NCTE (Order F.TN/SEC/SRO/NCTE/B/Ed/2004-2005/854 dated 13.07.2005) and is affiliated to Tamilnadu Teachers Education University (order TNTEU/R/Affln-Contn/2009-2010/66). It tries to achieve excellence through hard work and discipline and to prepare the students to face the contemporary challenges.

Curricular Aspects

The college campus is located in a big area of 12.07 acres and has a total built of area of 3900 sq.m. with 12 classrooms, multipurpose hall and 6 laboratories. It offers B.Ed., (Bachelor of Education) one year programme and has 10 optional subjects. It has an approved intake of 100 students and 9 faculty members at the ratio of 11:1.

The College follows the curriculum and syllabi designed by the affiliating Tamil Nadu Teachers Education University (TNTEU). The college interacts with the university in updating the curriculum as and when required. The curriculum structure provides ample scope for healthy teaching practice, internal assessment, field trips, camp activities and work experience. Educational technology, information and communication technology in education, action research and case study are compulsory components of the curriculum.

The feedback from students, academic peers, alumni and employers are obtained, analysed and used for improving or restructuring the curriculum, co-curricular and extracurricular activities. It reflects the quality enhancement of this institution.

Teaching learning and evolution:

The Teaching Learning process is strengthened through lectures, seminars, paper presentations, demonstrations, micro level teaching, macro teaching, field trips and camp activities. The latest ICT equipment substantially contributes to the Teaching Learning process. Our students are involved in a variety of school based activities. The internship teaching practice is conducted for 40 days in the nearby schools.

The classes are handled by qualified full time faculty members. The Teacher Educators are encouraged to keep abreast of latest developments in their respective subjects through well equipped library, seminar participation, writing articles in leading research journals. Well equipped computer laboratory and internet facilities are extended to all teachers and students. Our library has a very good collection of books, periodicals, journals and back volumes.

The pass percentages of students have been quite impressive even if the students admitted invariably have an average score in the qualifying examination. Weaker students are given remedial teaching. The tutor – mentor system is successfully conducted to elicit the problem of the students. Counseling is provided for the needed students.

The student teachers are continuously evaluated by conducting unit tests, revision tests, and model tests for awarding internal mark of 20 and external evaluates carries 80 marks. The examination is conducted by Tamilnadu Teachers Education University at the end of the academic year on a non semester pattern. There is a provision for retotalling and revaluation and the students can get the photo copy of the valued answer script from the University. The college being affiliated to Tamilnadu Teachers Education University, the design of curriculum, course pattern and external evaluation are done by the University.

Research consultancy and extension

Since Ansaldo College of Education is located in a rural area, started seven years back and no PG course has been started so far, it has no research projects from Govt. agencies. But the management has encouraged our faculty members by providing many concessions and incentives including finance to do projects. Every year research seminars are conducted in the college to improve their knowledge in research aptitude and skills. During the year 2012 – 2013, a national seminar was conducted in the college, totally financed by the management. The students were also motivated to present papers in the seminar. Our staff members have presented papers in the seminars and workshops organized by other universities and colleges.

The extension and outreach programmes carried out by faculty with the help of NGOs in the nearby villages have been very successful. Faculty exchange programmes are conducted by inviting Professors from Colleges and Universities.

Infrastructure and learning resources

The campus has 12.07 acres which has a vast scope for expansion of academic activities. The total built up area of the building is 3900 sq.m. Well furnished classrooms, sophisticated laboratories multipurpose hall, ICT facilities, computer centre, spacious administrative building, library and other allied infrastructure of the college are well maintained and utilized by staff and students on a regular basis.

The college library has a very good collection of over 9207 books and many magazines, periodicals, journals and facilities for technology aided learning which enable students to acquire information, knowledge and skills required for their study. The library is kept open on all days from 09.00 a.m. to 05.00 p.m. except Govt. holidays. The book bank caters to the needs of SC, ST and economically weaker students. There is a library advisory committee in the college. There is a computer laboratory containing 35 systems with internet facility and is used by faculty and students. The faculty members extensively employ technology in developing instructional material. The sports facilities include a good courts, field tracks and necessary sports wears which are regularly used by our students.

Student support and progression

Most of the students hail from villages. The main attraction of the college is the excellent infrastructure and an ideal environment to pursue studies. The college enables the students to avail as many types of scholarships sponsored by the Government and the Management as possible. Every academic year the previous knowledge of students is tested and for low achievers special coaching is arranged. Remedial coaching are given to weaker students. Counseling is given by career guidance and counseling cell. Placement cell and Alumni Association have been established. Campus placements are offered to students. Feedbacks are collected from current and alumni about various dimensions of the college and its programme in order to make a more effective functioning. A grievance redressal committee attends the problem of the student teachers.

Governance and leadership

Our college has a number of bodies and committees which strive for the effective organizational set up and good management. These bodies and committee discuss various issues and complex matters in depth and recommend the decisions to the college management through the Principal. This enables wider participation of the faculty and others in decision making. The practice of delegation of powers to the committees has led not only to a sense of involvement of faculty members but also for a speedy and effective administration.

Our Management deserves the right to strengthen the resources base of the college. All items of expenditure are budgeted and there is transparency in all transactions.

It also deserves to initiate good welfare schemes for the faculty and the students. Training programme   for the staff are arranged periodically for refreshing their subject matter.

Innovative practices

The college has initiated many innovative practices. The IQAC was constituted in the year 2011 – 2012 as per the norms and guidelines of NAAC. Every academic plan is discussed in the IQAC meeting. The college identifies the good practices through self appraisal of staff members, feedback from students and alumni. Differently abled students are given classrooms in the ground floor. Good learning environment is created for the students by providing citizenship camp, field trips, festival celebrations, seminars, teaching practices preparing SUPW works and participating in club activities etc., Students are given orientations to gender equality and treat their counterpart fairly and equally. The college activities are informed to all stakes - holders through website and newspapers.

The institution gets feedback from staff, school head masters, students and parents. The collected feedbacks are analyzed and discussed in the staff council and governing body for the quality improvement in the institution.

CRITERION WISE ANALYSIS

CRITERION – I
CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Our College has its own Vision, Mission and Objectives.

- *Motto*

     Educate to Edify

- *Vision*

  ❖ *To strive for integral formation of prospective teachers to shape the future generation of our country and to face the global challenge and vagaries of the future.*

- *Mission*

  ❖ *To impart sound formation at all levels such as academic, social, physical, emotional and spiritual.*

  ❖ *To cultivate self confidence and develop their potentials and enhance their self image.*

  ❖ *To motivate the teacher trainees towards vision of excellence.*

  ❖ *To produce a band of committed teachers would be agents of social change.*

  ❖ *To acquire and imbibe the value of leadership.*

- ❖ *To strengthen the abilities of trainees in communicating their views effectively.*

- ❖ *To equip the teachers the thorough theoretical input and provide them practical training so that the teaching learning process becomes effective.*

- *Quality Policy*

To be a hub of quality system in terms of infrastructure, faculty and facility and process as to impart value based teacher education for shaping the trainee teachers to deliver in turn the promise of equipping and enlightening the future generations to stand up to the expectations of the society and the demands of the times.

- **Long term goals**
    - ❖ To establish a Centre of Excellence in Education

- **Short term goals**
    - ❖ To achieve 100% results in all subjects in the University examinations.
    - ❖ To encourage the students to participate curricular and co-curricular activities and strive for quality in all endeavors of teaching learning process.
    - ❖ To sensitize the teacher and students to social realities.
    - ❖ To motivate the students to take part in Minor Research Projects.
    - ❖ T develop soft skills among the trainees.
    - ❖ To encourage the use of modern technology.

❖ To encourage the faculty members to publish their findings in National and International journals.

- **Objectives**

  ❖ To develop competency to teach the subject of one's specialization on the basis of accepted Principles of teaching and teaching in the context of the changing school curriculum.

  ❖ To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.

  ❖ To enable the teacher trainees to develop the right attitude (a) to work (b) to carry out socially useful productive work (c) towards community and (d) towards all round growth.

  ❖ To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.

  ❖ To enable the teacher trainees understand the pupils, guide and counsel them in solving their academic and personal problems.

  ❖ To enable the teacher trainees to undertake action oriented research to solve professional problems.

  ❖ To enable the teacher trainees develop the skills related to use of information and communication technology and to understand the latest trends in teaching and evaluation through World Wide Web.

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

The curriculum is designed and offered by the Tamilnadu Teachers Education University. The same has been analyzed by staff council. Programmes are integrated in the teaching – learning process based on the feedback from teacher educators, experts, students, alumni etc. and a copy of feedback analysis report has been sent to Tamilnadu Teachers Education University as a suggestion for curriculum revision.

The curriculum is also frequently updated by the Tamil Nadu Teachers Education University taking into account the needs of the society as advised by the experts from colleges and academia. Ansaldo College of Education has been actively participating in this exercise by offering suggestions for updating the curriculum and syllabus from time to time.

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

The various Boards of Studies under the Tamilnadu Teachers Education University incorporate modern trends in Teacher Education in the curriculum and change it wherever and whenever necessary. These include aspects relating to environmental education, moral and ethical

aspects, basic pedagogy, creative records, website analysis, educational technology records, computer education and book review.

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

The curriculum is framed by the University. Sufficient thrust is placed on National issues like environmental education, value education, Information and Communication Technology. Value education is promoted by providing courses on yoga, meditation, lectures on ethics and self – development programmes. Environmental education and human rights education are the elective subjects in the college.

Apart from this, the college celebrates various important national days like Independence Day, Republic Day and Human Rights Day. Educational Technology and internet facilities are provided to B.Ed., students. LCD presentation helps the students to conduct seminars. Training to students in contemporary social responsibilities and values and community services are given through extension activities.

The college has over the years established a rich tradition of

➢ Inculcating ethical values in faculty and students by invited lectures on ethics.

The different elective subjects like:

➢ Environmental Education

- Human Rights Education

- Computer Education with thrust on national issues like environment, value education and ICT are taught in our college

- Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace, National security and Disaster management

- By allotting one period for co-curricular activities, computer laboratory, ET laboratory, Language laboratory practices for students

- Celebration of national festivals to foster social, cultural, religious and regional integration

- Training the students in contemporary social responsibilities and values and community services through extension activities

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

Yes, the college uses the ICT in the planning of curriculum. CDs are prepared by the faculty members and the students and are being used it as teaching aids in the class room. Power point presentations are made use of in classroom teaching. Students are encouraged to conduct the classes by using power point presentation during teaching practice in schools.

1.2   Academic Flexibility

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

The teaching becomes a reflective practice in the following ways. The student teachers are given pre-practice teaching, microteaching, demonstration classes and model teaching classes. Invited lectures, workshops, classroom seminars and team teaching are arranged for the benefit of the students.

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

The institution provides various experiences for the students as per Tamil Nadu Teachers Education University curriculum like Microteaching, teaching practice, internal assessment, field trip, camp activities, art and craft, work experience, educational technology, action research and case study, assignments, self learning, group learning and teaching theory subjects.

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..

The college has introduced the following value added courses:
- ➢ Communication English development programmes
- ➢ Computer Applications
- ➢ Yoga & Health Education
- ➢ Personality Development Trainings
- ➢ First Aid Training Programmes
- ➢ Health and AIDS Awareness Programmes
- ➢ Information and Communication Technology - utilization programmes
- ➢ Extension activities

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

i. Interdisciplinary /Multidisciplinary

- ➢ Students can choose two different specialization subjects, major and language
- ➢ Apart from this, students have an option to choice subjects like Environmental Education, Human Rights, Computers in Education, Physical and Health Education as elective subjects
- ➢ All the general papers (Core Papers) and Elective papers make our

curriculum interdisciplinary / Multidisciplinary

ii. Multi-skill development

➢ Besides training the student teachers in teaching skills, the college provides multi skill capacities aiming at the development of following skills:

✓ Communication skills

✓ ICT skills

✓ Leadership Skills

✓ Skill of Keen Observation

✓ Sensing the problem

iii. Inclusive Education

The college admits differently abled and visually challenged students to B.Ed., programme. They are provided with alternative arrangements such as computer, speakers, head phones, tape recorders and DVD. Audio visual aids are used so effectively that even slow learner can learn to proper speed.

iv. Practice teaching

➢ Students are sent for teaching practice for a period of 40 days to various approved schools in and around Chetpet under efficient guide teachers.

➢ Practice teaching comprises observation and teaching. The students have to undergo simulation and pre-practice sessions in the

college.

➢ During their teaching practice, the teacher educators visit the schools where the students undergo teaching practice and provide guidance given to the students. At the end of the teaching practice, feedback from the teaching practice schools' Head Masters and Guide Teachers are collected.

v. School experience / internship

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

a.   Conducting morning assembly

b.   Conducting classes

c.   Conducting tests

d.   Organizing science exhibitions

e.   Organizing cultural programmes

f.   Organizing games and sports activities

g.   Conducting competitions like quiz, debate, essay writing, etc..

h.   Carrying out case studies

During the teaching practice good learning experience is witnessed and inter personal relationship between the student teacher and the institution is enhanced.

vi. Work experience /SUPW

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

- Painting
- Hand work
- Handicrafts
- Wealth from waste
- Preparation of ink, liquid blue, cleaning powder, phenyl
- Book Binding
- Office Cover & file making
- Clay modeling

Each student submits a minimum of 10 SUPW articles in accordance with the requirements.

vii. Internet

The students are encouraged to make use of internet facilities provided at the college. All our students are motivated to create their e-mail address. Progress and circulars are sent through emails. Faculty members have prepared CDs for their class room teaching. Providing question papers, conducting of extra coaching classes, quiz programmes and providing hints for competitive examinations help the students for getting a job. Cultural programmes are conducted periodically.

1.3   Feedback on Curriculum

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

Feedback is collected from every student of the college at the end of the course regarding campus experience. There is an Alumni Association functioning in the college since 2010. Former students are enrolled as members in the association. The feedback collected from them at the annual meets are considered while taking academic decisions. There is a provision for students to express their suggestions in **'Suggestions Box'** kept in the college. A **Visitors' Book** is kept in the office to obtain feedback from the visitors. The college also takes suggestions from the heads and guide teachers of teaching practice schools. Feedback is also collected from employers and academic peers working in nearby colleges.

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

Yes, the feedback collected are analyzed and discussed in the staff council to decide the areas of improvement and to send the suggestions to the university consideration for inclusion of changes.

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

After careful analysis of feedbacks obtained from various sources, the college decides at the areas for improvement and sends to the suggestions the University for appropriate action.

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).

Our Ansaldo College of education is affiliated to Tamilnadu Teachers Education University, Chennai. So institution is not authorized to make any significant changes in the curriculum, it has been done by the university itself. However there has been change in syllabus at university level.

2. What are the   strategies adopted by the institution for curriculum 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.

The suggestions given to university on the basis of a feedback from stack holders are considered when the university designs the syllabi and the curriculum.

1.5 Best Practices in curricular Aspects

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

The faculty members are sent to various national and international seminars to sustain the quality enhancement.

Seminars are conducted periodically. Both the faculty and the students teachers develop communication skills through seminars and debates. The faculty members are allowed to participate in national and international seminars. Expert lectures are arranged for core papers.

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

The students and faculty members are encouraged to do mini projects on current issues in education. Add on courses are conducted to strengthen the teaching skills using power point presentations. National level seminars are organized to bring out recent trends in teacher education.

Teacher Educators participated and presented their research papers in National and International seminars.

Feedbacks are collected, analyzed and discussed in the staff council and the suggestions are sent to the University for consideration.

CRITERION – II
TEACHING – LEARNING AND EVALUATION

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission of students is based on their merit at the qualifying examination and the norms framed by Tamil Nadu state Government and the Tamil Nadu Teachers Education University. For B.Ed. programme, UG degree qualification is considered for admission. PG qualification in Economics and Commerce subjects is mandatory. Students are selected through a systematic procedure based on community and on merit. For reserved categories, there is a relaxation in the qualifying marks.

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

Applications are invited for the programmes offered by the college through advertisements in leading newspapers and displayed in college notice board. The prospectus and college website focus the facilities available in the college like laboratory facilities, library, hostel, transportation, infrastructure and faculty. The prospective students are given fee relaxation.

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

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 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.

Yes.

➢ 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 appraised about the programme and initiated towards the teaching profession.

2.2   Catering to Diverse Needs

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

➢ The institution has developed excellent physical and academic infrastructure and there by ensuring good learning experience and environment.

➢ The Institution is equipped with well maintained laboratories and library, computer center, rest rooms, 82

toilets, playfields and spacious & ventilated class rooms capable of adapting to technological teaching aids.

➢ Transport facilities run by our institution are available from places in and around Chetpet .

➢ By providing a calm atmosphere inside the college premises, the monitors students activities are provided a very conducive environment for learning.

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

➢ The learners are encouraged and facilitated to enlarge learning beyond the specified curriculum through excellent support by experienced faculty, learning resources in terms of library, internet access.

➢ Remedial Teaching is conducted periodically for slow learners and Modules are given for self-study with respect to core papers and handouts are designed for higher achievers.

➢ ICT enabled instruction is focused and practiced. Individual attention is paid by giving due consideration to individual differences of the learners.

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

The curriculum provides ample scope for the Theory, Practice Teaching, Field Trips, Citizenship camp activities, Art and Work Experience, use of information and Communication Technology in Education, Action Research and Case study in the B.Ed., programme.

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

The criteria of ensuring the knowledge and the subject competency of the Teacher Educator begins with the selection procedure itself. The staff selection committee selects well qualified staff that has an ardent aptitude for teaching. The college conducts curricular and co curricular meets for the development of staff' knowledge and conduct Faculty Development Programmes.

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, static models and dynamic models.

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 by the following methods.
Active learning is emphasized and adopted in each and every stage of learning

- The library is having text books, Reference books, Magazines, e- information resources – CDs, DVDs, Periodicals, Journals and Back Volumes

- Self learning activities are creative and innovative methods are preferred to traditional method

- Book review, lesson planning, debate, team work, seminar, work shop and field work are arranged

- Group and individual projects are assigned to students in their respective optional subjects

- Group discussions are conducted

- Class seminars are arranged

- Peer – teaching is encouraged

- The students undergo a supervised practice teaching in a recognized school as apprentice under a selected teacher in that school and under the general supervision of the principal and the teacher – Educators of the college.

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

Learning is made student centered. Students are encouraged to interact in the class rooms.

- Students are involved in tutorials, laboratories and seminars

- Life skill courses are imbibed

- Knowledge management skills are inculcated by inviting students' ideas and concepts in projects

- By encouraging them to use the institutional facility like digital library and educational gadgets

- By encouraging them to present papers in national seminars.

- Quiz Programs, Field Trip, Citizen Camp Activity etc., are conducted by involving the students
- Case Study and Action Research are encouraged

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

- In order to make instructional approaches effective, various models of teachings are used
- Low cost materials are used
- Hardware technological equipment like still pictures, motion pictures, transparencies, overhead projectors, T.V., VCD player, LCD projector, and Computers are used as supporting devices to make the instructional methodology effective.
- Effective learning is ensured by using internet facilities in teaching learning process.
- Language lab is used to develop listening, speaking, reading and writing skills, comprehension ability, to facilitate individual in language learning.

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 given additional training in the models of teaching.

Models of teaching are explained theoretically to the students. Each student is allowed to prepare at least five models of teaching based on:

- Behavioural modification model
- Inquiry Training Model
- Concept Attainment Model
- Taba's Inductive Thinking Model
- Advanced Organized Model
- Cognitive Growth Model

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

Yes, the micro teaching is practiced effectively by monitoring six important skills with one lesson plan each.

Students are asked to prepare 5 – 10 minutes lesson sessions focusing on one or more of the following teaching strategies, for a small group of peers as part of micro-teaching.

- Skill of stimulus variation
- Skill of explaining
- Skill of reinforcement
- Skill of probing questions
- Skill of using blackboard
- Skill of demonstration

The episode is recorded using a coding sheet and students re- teach based on feedback.

Two lessons are given to each student per skill.

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.)

• Training and guidance is given to the student teachers on micro teaching, preparation of lesson plan, preparation of blue prints and question papers, case studies, achievement tests and model preparation before extending in school for teaching practice.

• Student teachers are required to do a teaching practice for 40 days which includes ten days of observation.

• They are deputed to schools in accordance with the approved list given by the Chief Educational Officer.

• This practice teaching covers 40 lesson plans along with relevant teaching models and charts.

• Diagnostic tests and achievement tests for students are conducted by the trainees during and at the end of the internship to evaluate their performance.

• Slow learners are identified and special classes are conducted by the student teachers.

- They are required to do case study (Identifying fast or slow learners or problematic students) and action research at school level.

- They suggest recommendations for the improvement and submit a record to the college.

- The trainees are evaluated by their respective guide teachers. They submit a evaluation sheet to the college.

- The concerned teacher educators of the college visit the school and assess the performance of student teachers periodically.

- A feedback on the performance of the trainee in general is collected from the Head master of the school concern and guide teachers.

- Students are asked to give feedback related to their experience in the school.

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

The students take 40 days internship of teaching practice classes. In all these days students have to record 5 observations and 20 lesson plans for each optional subject.

During the process of internship teaching practice, the schedule includes completion of internship component records like Test and Measurement, Action Research and Case Study.

7. 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 with 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 subject. These are taken into consideration while the teacher educator is guiding the student teacher.

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

The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- To keep the classes in learner centered mode
- To follow the school rules and regulations
- To maintain the classes in activity based learning
- To deal with the students psychology
- To Motivate the students by asking relevant questions
- To make learning effective through active learning

- To follow the utilization of as many teaching learning aids as possible

- To deal the with exceptional children using a special methods.

- To conduct special classes for slow learners after school hours if necessary. The trainees are trained to conduct slip tests for students during breaks.

- Counsel and motivate the weak students

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

- Students get exposed to computers, LCD projectors and OHPs during their stay at the learning place and tend to use the same during their practice training at schools.

- Student teacher prepares minimum five slides and OHP sheet and power point presentation for each subject.

- At the same time effective black board usage is also judiciously practiced.

2.4   Teacher Quality

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

Yes, 40 days internship training is cooperatively planned by the mentor teachers and the school teachers for the successful completion of planned lessons.

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

As per the availability of subjects in the schools and guide teachers, The Principal or the teacher educators meet the head of the schools and collect details about the number of the classes, sections, teachers, the subject taught and the medium of instruction. Depending upon the optional subjects and the locality of student teachers, they are allotted to the identified schools. Based upon the order of CEO, the head of the schools allow the student teachers to do their practice teaching in their schools.

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

- The teacher educator as well as the peer group provides feedback to the student teachers
- Verbal suggestions are given then and there after the class hours
- Observation is shared with the students and they are made aware of the corrections to be made for further improvement
- The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach

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

Two staff members of the college act as ambassadors and would keep in constant touch with the District Educational Office and Chief Educational Office and schools. These staff members would report to the Principal on the updated versions of policy directions and educational needs of students. A meeting is arranged in which the student teachers would be briefed about the updated details. Also, education related updates would be provided to the students then and there. Faculty members keep in touch with website and other things like policy decision and modification would be updated through e-mail.

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 by the following ways.
- Availing library and Internet facility
- Book review for the school subjects
- During the practice teaching the students are supposed to write the lesson plan so that they go through the subjects truly
- Faculties before they are going to access the schools, should have thorough knowledge on school subjects

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

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part – time research leading to M.Phil. and Ph.D. degrees. The college permits them to carry our research leading to M.Phil. Ph.D. degrees and research in the computer laboratory and library. The college deputes staff for in-service training programmes and orientation courses by sanctioning 'On Duty'. The teacher educator is encouraged to organize seminars, symposium etc., and the college spends the expenditure. The college provides incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.

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

Yes, the institution has transparent policies on faculty incentives and rewards.

- Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded.

- Teachers producing 100% pass percentage paper-wise are regularly awarded.

- Teachers are awarded for their best research papers presented in the seminar.

2.5 Evaluation Process and Reforms

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

The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process.

The barriers to students in learning are indentified by the formal and informal evaluations. They are provided with a conducive and congenial atmosphere. During the tutorial hours the remedial instruction is given to students. Mentors are allowed for remedial instruction. Letters are sent to the parents of the low achievers about their wards performance level and the marks secured by the in the unit tests, Internal assessment tests and model examination. Low achievers are provided guidance and counseling to improve their performance.

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

Theory Examination: Student teachers are evaluated on three core subjects, one elective and two optional subjects. Students'continuous internal evaluation carry 20 marks and external, term – end university examination carry 80 marks.

Our college conducts three internal tests and one model examination in each subject during the programme.

In addition, students need to submit five assignments in each subject and deliver seminars periodically.

Qualifying for Degree: Student Teachers have to score minimum 50% in both theory and practical examinations for the successful completion of programme.

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

- The details of evaluation is explained in the Bridge course.
Further the details about Continuous Internal Assessment would be provided to the students in the college hand book.
- Answer scripts are returned to the students after evaluation.
- Letter is sent to the parents about the performance level and the marks acquired by the students

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

Internal Assessment marks, Pass Percentage, Ranking, Overall Grading etc., are entered and calculated by using computers.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

- Students are assigned projects; they are encouraged to take part in group discussions.

- Self evaluation, class evaluation and teacher evaluation are followed.

- Students are encouraged to take part in various competitions.

- Charts, models, CDs are used to help teaching and learning.

- Role-play and dramatization skills are used in Teaching.

- The records are evaluated by parallel staff as well as by the Principal. Hence, records undergo double valuation scheme.

- Feedback obtained from students

- The teachers and students use ICT for developing teaching and learning strategies.

- Remedial classes for weak students

- Group and self learning through assignments, seminars, practical session etc.

- Bridge courses on communication skills, management studies

- Visit to important places in and around our district

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

- Classroom teaching with LCD is utilized.

- 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 ICT.

CRITERION – III
RESEARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

➢ Teachers are given study leave for pursuing their research degrees

➢ The management regularly organizes special lectures/ training for faculty members to take up research projects

➢ Adjustment in teaching schedule for their research activities

➢ Providing secretarial support and other facilities to those who have registered for Ph.D.,

➢ Teachers without Ph.D., degrees have been encouraged to register for Ph.D., programme

➢ The Teachers who complete the research degree are given lucrative increment.

➢ The Faculty members are freely allowed to use internet facilities at any time.

➢ Usage of library is encouraged.

➢ Thus, Teachers are encouraged to participate in research related seminars/conferences/workshops

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

Research on all aspects of education is encouraged. It depends on the researcher's own interest like Psychology, Technology, Attitude, Aptitude, Achievements etc., As part of our curriculum, the student teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestions to solve the problem.

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

Yes, the institution encourages all the teachers educators to take up action research in relation to teaching – learning problems that they come across in their teaching. The teacher educators make use of their findings in improving their quality of teaching and guiding. Students are motivated to take up simple action research during their teaching practice in schools.

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

STAFF MEMBERS PAPER PRESENTATION IN THE SEMINAR

Name of the Faculty: Sr.Rossa K.V

S.No.	Name of the University / College	International / National / State level	Topic
1	Periyar University, Salem	National	ICT Techniques in Teaching Learning Process
2	TNTEU, Chennai	International Workshop	

Name of the Faculty: Sr. Revathi

S.No.	Name of the University / College	International / National / State level	Topic
1	St.Xavier's College of Educations, Palayamkottai	National Level Workshop	Social Anxiety- A Disturbing Factor of Humanity

S.No.			
2	St.Xavier's College of Educations, Palayamkottai	National	LRS Skills Excellence in Classroom
3	St.Xavier's College of Education, Palayamkottai	National	Pollution of Noise-Barriers for Harmonious Life
4	KASS Academy and Ignatius College of Education, Palayamkottai.	International Conference	ICT Techniques in Teaching Learning Process
5	TNTEU, Chennai	International Workshop	

Name of the Faculty: Mr. John Ramesh

S.No.	Name of the University / College	International / National / State level	Topic
1	St.John De Britto College of Education, Thanjavur	National	E-Learning in Teaching Learning Process

2	Crecent College of Education¸T.V.Malai	National	Quality Education
3	Suraj College of Education, Chetpet	National	Schools of Tomorrow

Name of the Faculty: Mr.Sudhakar

S.No.	Name of the University / College	International / National / State level	Topic
1	Manonmanium Sundaranar University, Nellai	National	Mobile Learning in Teaching Learning Process
2	St.John De Britto College of Education, Thanjavur	National	Role of E-Learning in Teaching in Teaching Learning Process
3	Suraj College of Education, Chetpet	National	Psychological Principles behind Learning Process

Name of the Faculty: Mr.Neppolian

S.No.	Name of the University / College	International / National / State level	Topic
1	Ansaldo College of Education, Chetpet	State	Psychological Dimensions in Teaching Learning Process (Conflicts)
2	Ansaldo College of Education, Chetpet	State	Role of ICT in Evaluation

S.No.	Name of the University / College	International / National / State level	Topic
3	Ansaldo College of Education, Chetpet	National	Development of Professionalism among Teachers (Class room management)
4	Suraj College of Education, Chetpet	National	Uses of ICT in Teaching Learning Process
5	Suraj College of Education, Chetpet	National	E - Learning

Name of the Faculty: Mr. K. Prabu

S.No.	Name of the University / College	International / National / State level	Topic
1	Suraj College of Education, Chetpet	National	Web Based Learning

Name of the Faculty: Mrs.Josena Anitha

S.No.	Name of the University / College	International / National / State level	Topic
1	Suraj College of Education, Chetpet	National	Technology Enabled Learning

Name of the Faculty: Sr. Jebamalai

S.No.	Name of the University / College	International / National / State level	Topic
1	Ansaldo College of Education, Chetpet	National	Techniques to improve Teacher Training

Name of the Faculty: Mr.Kovendan

S.No.	Name of the University / College	International / National / State level	Topic
1	Suraj College of Education, Chetpet	National	E-Learning

2	Suraj College of Education, Chetpet	Intra College Level	Educational media in the sky

SEMINARS ORGANIZED BY THE COLLEGE

S.No.	Name	Level State / National / International	Topic
1	Ansaldo College of Education Chetpet	National 2010-2011	Role of Educational Technology in Teaching Learning Process
2	Ansaldo College of Education Chetpet	State 2011-2012	Psychological Dimensions in Teaching Learning Process
3	Ansaldo College of Education Chetpet	State 2011-2012	Role of ICT in Evaluation
4	Ansaldo College of Education Chetpet	National 2012-2013	Development of Professionalism among Teachers

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 faculty members have developed course materials for core paper, elective and optional papers. They also prepared self instruction materials, print materials, non print materials and question bank for the instructional purpose. In addition, they have developed Power Point, OHP sheets, charts, Flash cards on various topics as resource materials. Modules and course outline were also prepared for enhancing the quality of teaching.

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

The college has a well – equipped ET laboratory and computer lab having equipment such as

- Computer
- OHP and LCD Projector
- Digital Camera
- Internet facility
- Printer, CD's, Pen Drives

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

The college and the faculty members have developed ICT and Technology based resource materials on core, elective and optional subjects for student-teachers.

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

a. Organized by the institution

Institution has deputed coordinator from SSA trainers to conduct demo -classes and training classes on the preparation of charts and other teaching aids

b. Attended by the staff

Staff members attended the in – service training programme in recent methods of teaching like ALM (Active Learning Methodology).

c. Training provided to the staff

Programmes provided to the staff members, workshops on motivation to create better TLM programmes.

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

Name of the Staff	Journal	National / International level	Topic
Sr.Rossa K.V	International Global Research Analysis	National	Small farmers development agency and their role in preserving good agricultural practices

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

For getting cent percent result in their subjects taught the faculty members are awarded the best teacher award.

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

S.No.	Name of the Staff	Topic	Area	Year of Completion
1.	Mr. John Ramesh	Learning Difficulties of Visually Challenged Students in T.V.Malai District	Education	2012

2.	Sr.Revathi	A study on problem behaviour, among higher secondary class students in T.V.Malai district	Education	2012
3.	Mr.Prabhu	A study on students perception on parents involvement and learning environment in their academic achievement at higher secondary level	Education	2012
4	Mrs. Leema Rose	Effectiveness of e-content in teaching Malaria the life cycle of plasmodium parasite at higher secondary level	Education	2012

3.3 Consultancy

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

The consultancy services are being provided by the institution.

- Time to time, the faculties and experts give personal and group guidance to our trainees
- Every year our institution conducts the consultancy programme to nearly 200 Government High School students for facing public examination without anxiety.

- Our institution provides Educational Stationery materials to the Primary, Secondary and Higher Secondary students through the departmental clubs.
- Every year our college gives basic computer training to twenty five school students of nearby Govt. Higher Secondary Schools.

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

Yes, the staff members of our college are competent to undertake consultancy. The areas of competency of staff members are:

- Training in communicative skills
- Stress management for students
- Computer skill development for school students
- Coaching candidates for TET, SLET & NET examinations
- The available expertise is published in the college advertise -ments, College Hand Book and Magazine.

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

All the expenditure incurred in carrying out consultancy service is borne by the Management. The Management collect money from nearby schools for offering service. It is approximately 50,000 per year.

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

The Institution collect money for consultancy service. The collected amount is used for the welfare of women self help groups, students and nearby schools.

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 institute has conducted numerous programme for the benefits of local community partnering with NGO's and Government Organizations.

- Organization of Blood donation camp
- AIDS awareness programmes & Rally
- Eye camp
- Computer training programme for school students
- Road safety and traffic awareness programme
- Conducting science exhibition
- Conducting cultural programmes
- Tree plantation

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

The institution maintains a cordial relationship with the community. The college arranges the citizenship camp in nearby villages. The college receives high cooperation from the villagers during the camp schedule. The community helps the college through providing food materials to the student volunteers and also they take part in the community welfare measures along with our students.

- Science exhibition in the college is arranged for the benefit of the nearby schools.
- Blood donation camp conducted in the college.
- Environmental awareness rally conducted.

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

The institution has decided to undertake a project called "One home one tree" at Ulagampattu village. The idea of the project is that each and every student – teacher would be provided with a tree sapling which has to be planted by the student teacher in any house in Ulagampattu village. The report about the growth and the development of the plant should be sent to the institution once in a month.

The student teacher will watch the growth of the tree and encourage the house owner for the growth of the tree.

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

Yes,

- College conducted creating awareness on global warming in

  Government Higher Secondary School, Ulagampattu

- Creating awareness on purchase of Gold by looking out for Hall Mark symbols arranged in Karipoor village

- Road safety and traffic rules programme at Puthur and a Rally was conducted
  - A rally conducted to create awareness among people of Chetpet to save the nature and provide seedling to all

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

The institution ensures in each and every stage that the Student– Teachers responsibly develop social and citizenship values and skills. During field trip and the citizenship camp activities students are taught about causes for the drink and drug addiction, duties of the citizen and the necessity of voting in the election.

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.

Youth Red Cross

The Institution has tie up with Indian Red Cross Society. Our student volunteers have a significant contribution to meet the needs of the most vulnerable people within their localities.

- Promotes life & healthy through training and education on safety , primary health care and healthy living

Red Ribbon Club

- Red Ribbon Club of the Institution has a linkage with Tamilnadu state AIDS control Society

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

<div align="center">Nil</div>

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

The contribution due to the linkages is:

- The College students are benefited by way of their practice

teaching and training.

- Inviting resource persons to deliver lectures from peer institutions in Teaching, Training and other recent developments related to education.

- Extension activities to community in villages in respect of Health and Hygiene, literacy maintenance of public asserts etc.

- Contact with community people who in turn invite the college for social service in their villages.

- Placement of students after completion of Programmes in schools.

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

The institution has effective linkages with the school sector to assist and develop the following activities:

- o   Practice teaching of Student teachers.
- o   Placement of the Student teachers.
- o   Consultancy Services.

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

The faculty members associate themselves with school teachers and involve in the design, development and evaluation of practice training

modules of student teachers before the actual practice training / classroom delivery. Positively it involves the combined process of school teachers, school management, prescribed curriculum activity and active involvement of guide teachers and college supervising faculty members.

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

The faculty members of this college have established collaboration with schools in providing classification of concepts with school teachers. At college and university level, the faculty members of this college invite resource persons to deliver special lectures on

- In sharing teaching techniques

- In curriculum designing

- In evaluation process

- In guidance and counseling

- Research and Guidance

3.6 Best Practices in Research, Consultancy and Extension

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

The institution invites resource persons from various universities and colleges to share their research ideas with faculty members and student

teachers.

The college has encouraged all the staff members to undertake action research and mini project to improve quality of teaching. Our staff members are permitted to attend research programmes in the colleges and universities.Staff members are encouraged to offer academic consultancy to the nearby B.Ed., colleges and universities free of cost.

The institution motivates faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support.

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

Special loan is sanctioned to staff for carrying out research in the time of data collection and submission of thesis.

Registration fee, travelling allowance and daily allowance is borne by the Management for faculty members attending research seminars, symposium and workshops in colleges and universities.

The faculty members of our college have helped the weak students doing 10th std, in subjects like English, Mathematics and Science in nearby Government school. Competitions are conducted for the school children.

Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school

children.

Our students have conducted health camp, citizenship training camp, traffic awareness programme, AIDS awareness programme, purchasing of Hallmark gold programme in nearby village. We also provide internet awareness programme to the nearby Government school children.

Special leave is granted for the faculties for doing Ph.D. Expenditure related to the presentations of research papers in the seminar conducted in colleges & universities is borne by the management. Faculties are allowed to visit and refer to the books necessary for their research in the university libraries.

CRITERION – IV
INFRA STRUCTURE AND
LEARNING RESOURCES

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

The institution has excellent physical infrastructure as per NCTE norms. The land area of the college is 12.07 acres

• Class room's provisions are modernized for teaching learning process

• Modernized educational technology lab, well equipped science and psychology lab, advanced computer technology laboratory, improvised gadgets, peripherals and instruments. Art and Music and Workshop

• Spacious administrative building

• Excellent transport facilities. The college runs sufficient number of buses in several routes in and around Chetpet.

• 24 hours mineral water supply and power supply with UPS and generator connections

• Automated and very spacious well stacked Library

• Spacious and well ventilated auditorium

• Play grounds and sports room with all sports materials

- Hostel facility available. As maximum students hail from nearby villages, only few students stay in hostel.

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

As per NCTE norms, the college admits 100 students every year. The infrastructure available for 100 students is more than sufficient. The Management would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has a provision for expansion.

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

The overall personality development of the students is the aim of the college. So the students are exposed to a variety of co- curricular, extra-curricular, social and community development activities on and off the campus. The facilities available for co- curricular and extra-curricular activities are as follows:

- Modernized Educational Technology Laboratory, Well equipped science and Psychology laboratory, Advance Technology computer lab improvised gadgets, peripherals and instruments and Audio visual facilities.

- Spacious and well ventilated Auditorium for cultural activities

- Clean Play Ground and courts for outdoor games like volley ball, kho -kho, basket ball, badminton and throw ball
- Well arranged games room for indoor games
- Yoga and meditation hall

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

The College is self-sufficient as far as the infrastructure is concerned. There is no need for sharing with any other college.

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

The college building is well furnished and properly maintained. Separate toilet facilities are provided for students and staff. Attached toilet facilities are provided in Principal's room and Correspondent's room.

To ensure clean water facility, periodic cleaning and maintenance of water tanks are carried out. The management has provided an Aqua Guard connection to provide purified drinking water to students.

The entire premises are kept cleaned by sweeping and mopping regularly. First aid kit is provided in the college.

Awareness lectures on Health and Hygiene are organized to bring awareness among the students by Eminent Doctors. The library has a good number of books on health education. Fire Extinguisher are installed in important places of the building.

The institution has a health care centre headed by a visiting Doctor. It is having tie up with a nursing home and nearby hospitals in the city. Transportation is provided immediately for the student and staff in case of emergency.

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

Most of our students come from nearby villages. There is no need for hostel facility, even though our institution has separate hostel for both boys and girls in the campus itself. Thirty four student stays in the hostel.

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.

Particulars	2011 – 2012		2010 – 2011		2009 – 2010	
	Allo.	Util.	Allo.	Util.	Allo.	Util.
Building	80000	80000	98000	98000	76000	76000
Laboratories	110000	110000	102000	102000	84000	84000
Furniture	35000	35000	46000	46000	29000	29000
Equipments	25000	25000	27000	27000	22000	22000
Computers	60000	60000	65000	65000	56000	56000
Transport Vehicle	25000	25000	23000	23000	19000	19000

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

•   The needs of the students based on the feedback obtained from the students are discussed in the IQAC every year

•   Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways:

- The buildings are used for administration, teaching and accommodating students.

- Library is used for keeping books for reference and enrichment of knowledge by students and staff members.

- The playground is used for training the students in physical fitness and game activities.

- The audio – visual materials are utilized for training the students in developing teaching skills.

- The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.,

- Language laboratory is used for developing language skills in English – correcting and bettering the pronunciations of students teachers.

- Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem – solving skills, construction skills and improvisation skills.

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

The college infrastructure provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building. The local Panchayat has issued a certificate in respect of sanitation and environmental fitness of the location of the college.

The institution has been certified by the department of fire service. Fire extinguishers have been fitted in vantage points. The institution has further acquired stability certificate from competent authority.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and sufficient technical staff to support the library with good collection of books on education and related topics with journals, periodicals, weeklies and dailies. The library has computerized catalogue.

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.).

Total collection of the following in the library.

    i. Books(in volumes)   -   9207

     a) Text books   -   2420

     b) Reference books -   1200

    ii. Magazines   -   18

    iii. Journals subscribed

     c) Indian Journals   -   18

     d) Foreign journals -   03

iv.Peer reviewed journals - 03

v.Back Volumes of journal - 55

vi. e-information resources-

Online Journals - 03

CDs / DVDs - 50

Databases - 04

Video cassettes - -

Audio cassettes - 25

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

There is a library with five members committee functioning efficiently and it is empowered with the following:

- Purchase of books
- Automation of the library
- Maintenance of the library
- Effectively running the book bank for economically backward and deserving students
- Advisory committee for the library during last three years

2012 – 2013

Rev.Mother C.Noel Rani	-	Correspondent
Sr.Rossa K.V	-	Principal
Mr. P. Gopalakrishnan	-	Librarian
Mr. Prabhu	-	Member
Mr.Anand Selvakumar	-	Member
Sr.Jebamalai Mary	-	Member

This committee further reviews the various library resources for adequate access and it also checks the mechanism adopted from entry to exit.

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

The library is fully Automated and internet and photocopier facilities are provided.

a) Lending of books, purchase of books, lending of audio visual cassettes

b) Book bank

c) Stock verification

d) Circulation control system for maintaining the data regarding book issue, return and reservation details

e) Serial control system for monitoring the receipt of Periodicals

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

The library has two numbers of computers with the internet connection. The Library also has a photocopier and laser jet printer for both staff and students.

The services are given to our user at minimum cost. Students and staff members are using the library services during the library hour, break time, after college working hours and during their free time.

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

Yes. Inflibnet facility is available

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 works from 09.00 a.m. to 05.00 p.m. on all working days. The library is kept open for 8 hours a day.

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

The staff and students come to know of the new arrivals by

- Circulation

- Information displayed on the journal rack

- Display of list of new arrivals on the notice board

- The new arrival resources are kept in the separate rack

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

The book bank issues books for the deserving students who are economically backward. The students are provided with text books through the book bank.

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

To those who are not able to walk to the library, their friends are permitted to take books from the library (particularly, to the physically challenged persons).

At present there is no such user in our college.

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.**

- To meet the demands of the teacher education curriculum, the college has one educational technology lab. Students use ICT facilities and prepare MS Power point slides for presentation of important concepts in their subjects
- A separate computer laboratory has 35 systems and internet facility with the UPS capacity

Hardware	Software
DVD – 1	Ms –Word
Head phone – 15	Ms - Power Paint
LCD – 2	Ms – Paint
OHP – 1	Ms – Excel
Printer – 2	VLC media player
Speaker – 2	Windows XP (OS)
Amplifier – 1	Adobe Reader
Cordless microphone – 2	Windows media player
Stand microphone – 1	Adobe Photoshop
Tape recorder – 1	Winzip
Camera (Sony) – 1	Adobe image ready
Sony TV – 1	Winrar
Computer - 2	Mozila Firefox

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

➢ The computer skill training is given to both computer and non – computer science students through value added course, in which students are taught on the topic Ms office tools MS – word, MS – Excel and MS – Power Point

➢ In addition students are trained to

  o Download text, images and web pages

  o Develop Communication skills

  o To send E-mail

  o Drawing skill using paint brush

  o Data manipulation skill using Ms - excel

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

Staff members are given orientation for using ICT resources. They handle classes by using OHP, LCD and the students are trained to operate the ICT resources and they are encouraged to take the class seminars with the support of ICT resources.

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)

Students are allowed to utilize the computer technologies for preparing teaching aids and test & measurements. Students are encouraged to prepare papers for seminars and conferences by using technologies with the help of staff members.

4.5 Other Facilities

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

The infrastructure already available beholds good and effective for students. The college already owns 1 2.07 acres of land. This land is enough for any future growth also. The laboratories are also maintained with sufficient equipment required as per norms.

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

The non print materials like television sets, tape recorders, computer systems, head phones, digital camera, handy camera, digitalized (computer aided instructional materials) like databases, online journals – CDs, DVDs, Video cassettes and Audio cassettes are available in the institutions.

Before going for practice teaching, students are exposed to practice microteaching skills by using video lessons. Thus, they are encouraged to optimally use them for teaching learning process.

A television, DD player and subject related video and audio cassettes are witnessed by the students in the educational technology laboratory.

In addition to this DTH connection is given to channelize the education related programmes telecasted by the leading TV channels.

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

The institution has Psychology laboratory, Science laboratory, Educational Technology lab, Language Laboratory, Computer laboratory and workshop for preparing teaching aids are the various general and methods laboratories available in the institution.

The institution enhances the facilities and ensures the maintenance of the equipment and other facilities periodically.
The laboratory equipments are maintained by the technical staff.

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

Facilities like multipurpose hall for conducting seminars, conferences, workshops and club activities. Workshop for preparing teaching learning materials and socially useful productive work, musical instruments and sports, transports etc. are available with the institution.

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.

Sufficient class rooms, spacious and ventilated auditorium are available. The class room provisions for using modern teaching gadgets are available. The class room are equipped with computers, LCD's, OHP's. The computer is connected with internet facilities. Further plan is to implement smart boards.

4.6   Best Practices in Infrastructure and Learning Resources

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

Teachers who seek advice in this realm are trained to prepare power point presentation. Teacher educators prepare power point presentations for the purpose of instruction. The internet facility is extensively used by the staff and students to get information on related issues from the websites.

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

Non print materials like teaching aids, audio visual facilities like television sets, tape recorders, computer systems, headphones, digital camera, handy camera, digitalized (computer aided instructional materials like databases, online journals, CDs, DVDs, Videocassettes and audio cassettes are used.

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

The college is located in a quiet and peaceful atmosphere. The college building is well furnished and provided with all amenities.

The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year. Modern teaching – learning tools and methodologies are used. ICT equipment are used in every class.

CRITERION – V
STUDENT SUPPORT AND PROGRESSION

Criterion V: Student Support and Progression

5.1 Student Progression

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

On the first day of every academic year, the students' previous knowledge is tested by individual inventory to know the areas of the interest and their needs by arranging different skillful programming. A bridge course is organized to enhance their professional knowledge. During the five days programme, the students are exposed to university norms and standards, objectives of the B.Ed., programme, objectives of the institution and communication skills.

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

The campus environment is inspiring and conducive for education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.

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

The college has been giving counseling to the students from the beginning and that it's necessary to complete the course successfully. So there is no drop out.

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

The placements cell of the college gives the students' consistent counseling and enables them to compete for jobs and pursue higher studies. The cell also arranges personality development programmes, aptitude development programmes and developing communication skills. Special coaching is also arranged to help students to appear for NET, SLET, Teacher Eligibility Test (TET), Central and State services and Teachers Recruitment Board (TRB) exams. This service is provided free of cost.

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

The percentage of student teachers career details

Details	2009 – 2010	2010 – 2011	2011 – 2012
Higher Education	35%	40%	30%
Employment	55%	50%	61%
Teaching	55%	45%	61%

7. **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 college provides all the facilities to our students – teachers after graduating from the institution.

- Research guidance is given to the alumni for higher studies

- Alumni often visits our college seeking academic guidance for higher studies and job information from our faculty members.

- Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from the principal.

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

Yes, The College has provided placement services to the students

- One faculty member is in charge for placement programme
- Campus interviews are conducted towards the end of the every year and students are selected by various schools as per their requirements.
- Every year the placement training programme has been conducted in the college.
- The following students are employed through placement cell.

Year	No. of Students Employed
2009 – 2010	25
2010 – 2011	30
2011 – 2012	47

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

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The College is continuously touching with various schools for the placement. The College does not face any difficulty in the placement purpose.

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

The student teachers are allowed to do their practice teaching in Government & Government Aided schools with the permission of the Chief Educational Officer. The best students are identified and encouraged to attend interviews in Private schools and also to attend the placement interviews of the concerned schools.

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

The Institution provides Human resources and ICT resources to the placement cell as follows:

- Every year one of the faculty member is assigned the responsibility of co-ordinating the placement activity.

- The management provides funds for hospitality and refreshment to the panel members of selection committee coming for conducting placement interview.

- The classes are re-scheduled and classroom facilities are provided to enable the students to take the classes in front of the panel of selection committee.

5.2 Student Support

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

- Every year the institution assigns a faculty member to act as a coordinator for calendar preparation and plan all activities for the whole year as per the university guidelines.

- Each staff member prepares a weekly plan and it is discussed before the commencement of the academic programme.

- The curricular and co-curricular activities are evaluated by the staff members.

- The overall performance of the teachers is assessed towards the end of the year by getting the students feedback.

- Revision in curriculum is normally done by the Board of Studies of the University.

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.

To help them, ICT facilities are provided for their curricular activities and concession is given to them in the fee structure. Their friends are allowed to take books from the library.The practice teaching schools are arranged according to their convenience

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

Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of ten students to find out their strong and weak points which they do through informal contacts with the wards and provide necessary academic and personal counseling individually. The counseling varies from the individual requirements to high achievers and slow learners. The high achievers are given counseling for enhancing their talents by using the library and other resources. The talented students in sports are given special coaching for achievements. The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers

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 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
- Full encouragement is given to the teacher educators to participate in the conferences, workshops and seminars

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

The institution has its own website namely www.ansaldo.org. It is self explanatory and gives all information about the institution details like faculty, infrastructure and other facilities. It also contains information about seminar, workshop, festival celebration, awards received, prize winners etc.

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

Yes, Special coaching classes for the low achievers are arranged in the evening as a remedial measure.

7. What specific teaching strategies are adopted for teaching
a) Advanced learners and (b) Slow Learners

The special strategies adopted for teaching are:

- There are academic counseling programmes to help the slow learners to shed their inhibitions.

- The slow learners are guided to prepare for the examination by going through previous years question papers. Special attention is paid to them to get over their difficulties and when it is found not up to the mark, remedial measures are taken to improve their proficiency.

- Advanced learners are helped to enhance their knowledge through library reading and using multimedia facilities.

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

- **Academic Counseling Service**

The low achievers are found out through Internal Assessment Test and Special care is given to them. Remedial coaching is conducted. Counseling with parents and respective teachers are also conducted.

- **Career guidance service**

Skill development classes, communication orientation classes and life skill classes are conducted. Employment opportunities are brought to the knowledge of the students.

- **Grievance and redressal cell**

Understand the problem of individual students through tutor mentor system and rectified the problem through principal and the management.

- **Personal counseling**

Personal Counseling is conducted with the help of Doctor, Lawyer and reputed persons.

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

The redressal cell provides triparte settlement services that are exclusive members of staff, principal and management. The grievance in our college relating to admission procedure, study problem, adjustments, results, payment of fees, assignments and welfare amenities etc are solved through this cell. The system is comprehensive and flexible and has proved effective in promoting harmonious relationship between student and staff, employees and management.

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

There is a dedicated guidance and grievances redressal committee which meets frequently and student teachers have met the committee members to get solutions for their problems. The students are also monitored through student – mentor system.

In addition, suggestion boxes are maintained at prominent locations on the campus. They are periodically opened in the presence of committee members. The suggestions / complaints are recorded in a register and necessary recommendations are made to the principal for corrective measures so that they will not recur.

Major grievances that were redressed:
- Permission for Muslim student teachers to go for Fridays mass
- Colour dresses on Saturdays instead of uniform
- Separate vehicle parking for B.Ed., students
- Alternative Saturday may be declared as holiday
- More number of Volumes added in the library

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

The students are provided with microteaching classes during which microteaching skills are imparted and practiced.

Then they undergo practice of simulation classes and the pre practice teaching classes for gaining confidence as well as good teaching experience.

- Pre practice training is arranged at the institution for 5 days.

Each student teacher would take at least two lessons.

- The schools are selected for the teaching practice according to the convenience of the student teachers.

- 40 days teaching practice and 40 lesson plans are allowed to practice and take the classes.

- Teacher educators are visiting the concerned schools on more than 50% of the practice teaching days. If they commit any mistakes that is rectified by the teacher educator and get their feedback in the form of record. The teacher educator also discusses with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i)   List the current office bearers

President	-	Sr.Rossa-Principal
Convener	-	Sr.Jebamalai Mary -Asst.
Professor Secretary	-	John Ramesh.S-Alumni
Deputy Secretary	-	Edison.R -Alumni
Treasurer	-	S a k t h i v e l .-Alumni

(ii)   Give the year of the last election

The Election was conducted on the year 2012

(iii)   List Alumni Association activities of last two years.

The Alumni involved in

- Citizen Camp-Food provided
- Academic Guidance
- Rendering help in extension activities
- Donating book for Book bank
- Providing books for economically weak students
- Consultancy services
- Academic Guidance

2. Give details of the top ten alumni occupying prominent position.

- Francis Kishore
- Asha.R
- Nancy.S
- Louise.S
- Prasanna.S
- Rajesh   Fernando.B
- Sathya.A
- Suresh.C

- Victor Jayakumar.D

- Zhandar Kumari.A

3. Give details on the contribution of alumni to the growth and development of the institution.

- Alumni offer their suggestions for institutional development in the meeting

- Alumni share their experience with current students

- Alumni have donated books for the book bank

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

- Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements

- The expenditure accrued is borne by the management

- The students are appreciated publicly in the college function.

- Inter collegiate sports meet – State level and regional level participated

Games

Every year our college celebrates sports day. Our students participate in different types of games such as volley ball, running race, shot put, discus throw and got good scores in it. The management takes care and appreciate them for participation and good performance. The college offers prizes and shields to the winning candidates.

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

The college encourages the students to exhibit their creative talents in the college magazine. The editorial board executes the plan as per the advice of the Library committee. Science materials are displayed in the science corner. Art and Craft materials are developed by the student teachers. Wall magazines are placed in the library.

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

Yes. The college has a student council which attends the need of the students and shoulders the responsibility in co-ordination with the faculty to execute the work related to student activities.

Student Council Chairman   : Dinesh Kumar – Student Teacher Student

Council Vice-Chairman   : Nasima.J – Student Teacher Student Council

Secretary   :   Joy Jenitha – Student Teacher

Department Secretaries:

S.No.	Department	Secretary
1	Tamil	Kannagi.K
2	English	Aananda Kumar.K
3	Mathematics	Arul Mary.A
4	Physical Science	Mohan.M
5	Biological Science	Lourdu Mary.U
6	History	Ragoth Raj.Y
7	Commerce	Sathya.P
8	Computer Science	Uvarani.P

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

Youth Red Cross:

Programme Officer : Mr.Prabhu – Teacher Educator

Student Secretary : Arockiaraj. K – Student Teacher

Activities

1.Road Safety Awareness Campaign

2.Women Health Awareness programme

Red Ribbon Club:

Programme Officer : Mr.Anand Selvakumar– Teacher Educator

Student Secretary : Duraikannu.A**-** Student Teacher

Alumni Association:

Convener : Mr.John Ramesh – Teacher Educator

Student Secretary : Dinesh.D – Old student

Forum of old students : It is completely run by the old students meeting conducted by the alumni

Placement Cell:

Programme Officer : Mrs.Josena Anitha – Teacher Educator

Student Secretary : Sathish Kumar.S – Old student
Activities:

1 . Every year placement training programmes are conducted in the college

2.Current Vacancy position in various schools and college is intimated to the students through email

Fine Arts Committee

Coordinator : Mrs.Leema Rose – Teacher Educator

Student Secretary: Roselin Mary.D – Student Teacher

Activities :

1. Every year cultural competitions are conducted by inviting students from various colleges

2. Students from our college have participated in cultural competitions in other colleges

Sports & Games Committee:

Coordinator : Mr.Anand Selvakumar– Teacher Educator

Secretary : R. Vinoth Balaji – Student Teacher

Activities

1. Every year our college conduct the intramural sports meet for our students

Magazine Committee:

Chief Editor : Sr.Rossa K.V Principal

Editor : Sr.Revathi – Teacher Educator

Activities

1. Magazine is published every year by getting creative writings from students

Discipline & Anti Ragging Committee:

Staff Incharge   : Sr.Noel Rani – Teacher Educator

                           : Mr.Kovendan– Teacher Educator

Activities

As per UGC guidelines discipline maintained in the College. Displaying anti ragging slogans in the walls of the college

Prayer Committee:

Staff in charge   : Sr.Revathi– Teacher Educator

Student Secretary   : Roselin Mary.D – Student Teacher

Activities

1.Assembly is conducted every day morning.

 2.Daily prayer covers daily news, General Knowledge, Proverbs, Golden Words, Spiritual Thoughts and Thirukkural.

Internal Quality Assurance Cell:

Coordinator   : Sr.Jebamalai – Teacher Educator

Activities

1.Academic and Administrative activities

Department Clubs:

Tholkappiyar Tamil Mandram:

Student Secretary   : Rajeswari.D – Student Teacher

Activities

1. Conduct various competitions like essay writing, speech and Poetry writing.

2. Invite eminent persons to give lecture.

Shakespeare English Club:

Student Secretary   : Sahaya Rani.A – Student Teacher

Activities

1.Debate, Quiz, Drama and communication skill training

Ramanujam Mathematics Club:

Student Secretary: Ashajenat.B – Student Teacher

Activities

1.Lecture programme, Quiz competition, puzzles solving

Aristotle History Club:

Student Secretary: Pramila.G- Student Teacher

Activities

1.Environmental Awareness programme

Abdulkalam Science Club:

Student Secretary   : Revathi.A - Student Teacher

Activities

1. Environmental Awareness programme and
2. Science exhibition

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

Feedback from the graduates and employers are collected to improve the preparation of the programme and the growth and development of the college.

Graduates' suggestions:
> ➢To conduct more internal examinations.
> ➢Practice teaching may be arranged in nearby schools.
> ➢ In the Club activities   the graduates' advice is taken into account.

Employer:
> ➢Results improved
> ➢Placement and consultancy services are conducted
> ➢Extension and outreach programme are conducted

CRITERION – VI

GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

- **Vision**

To equip the present student teachers to prepare the learners to face the global challenges and vagaries of the future.

- **Mission**

To inculcate in the minds of teacher trainees, an absolute desire for 'learning to teach and teaching to learn' with the will of leadership; to inspire the learners to acquire knowledge and skill and enable them to apply these tools with fair insight, skill and wisdom, to the benefit of the society at large.

- **Quality Policy**

To be a hub of quality system in terms of infrastructure, facility and faculty and process to impart value based teacher education for shaping the trainee teachers to deliver in turn the promise of equipping and enlightening the future generation to stand up to the expectations of the society and the demands of the times.

- **Objectives**

➤ To develop the competency to teach the subject of one's specialization on the basis of accepted Principles of learning and teaching in the context of the new school curriculum.

➤ To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.

➤ To enable the teacher trainees develop the right attitude to (a) work (b) socially useful productive work (c) towards community and (d) towards all round growth.

➤ To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities.

➤ To enable the teacher trainees understand the pupils, guide and counsel them in solving their personal and academic problems.

➤ To enable the teacher trainees undertake action research to solve their professional problems.

➤ To enable the teacher trainees develop the skills related to information and communication technology and to understand the latest trends in teaching and evaluation in World Wide Web.

The goals and objectives are made known to various stakeholders through :

- ➤ Press
- ➤ Pamphlets
- ➤ Website
- ➤ Brochures

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- ➢ Orientation programmes
- ➢ Alumni

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

Yes,

- ➢ The mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve ,the school sector ,education institutions traditional and value orientations.

- ➢ Located in a rural background in a district of Tamil Nadu, the institution caters to the social needs of rural public. It inculcates in the students, a democratic outlook in shaping the rural public to be responsible, resourceful and enterprising citizens.

- ➢ During Independence Day and Republic Day paper flags are issued to nearby school students, college students and public

- ➢ Gandhiji's golden words in the form of pamphlets were printed and issued to the public

- ➢ A.P.J. Abdul Kalam's quotes printed and issued to the school students

- ➢ AIDS awareness notice issued to the public

- ➢ Traffic safety measures notice issued to the public

3. Enumerate the top management's commitment, leadership role and

involvement for effective and efficient transaction of teaching and learning processes (functioning and compositionof various committees and board of management, BoG, etc.)

- A strong leadership of the management of the institution ensures performance of the institution as per the standards. The management is committed and involved at every stage for effective transaction of teaching and learning process in the following ways:

- Provides required infrastructure and available resources to the institution for better execution of the academic and administrative work.

- Ensures availability of the appropriate atmosphere and better learning options for the students.

- Appropriate wages and support facilities to the staff members like transportation, etc. Healthy and ethical working environment in the institution.

- Provides sufficient books, magazines, national and international journals and other study materials to support academic studies as well as higher studies and research work.

- Provides ICT resources (computers with internet, LCD projectors, OHP, Audio-Visual teaching aids etc.) for effective teaching-learning process. Encouragement of the staff members for higher studies and further research work and also for the participation in seminars, conferences, symposiums and workshops etc. for the skill development.

- Encouragement for organizing various events like seminars,

workshops, symposiums etc. for the betterment of the students. A National workshop on Action Research was organized by the institution.

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

- In the governing body meeting governed by the management, the program for the year is planned after serious discussion and monitored effectively

- The responsibilities are clearly and precisely defined by the head of the institution

- Work load is equally distributed by the Head of the institution, through regular staff meetings

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

The management gets feedback from outgoing students and Alumni

- Suggestion box is maintained to get the feedback

- The academic administrative committees informed its achievements to management

- Self appraisal by teachers and assessment by the Head of the institution, communicated to the Management

- The Management in the governing body meeting held in the

beginning of every academic year. Closely revives the functioning of the institution and suggests improvements and corrections are made whenever necessary.

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

Since the Management visits the college regularly, it keeps abreast of the academic transactions and finds out short-coming/barriers on their own in achieving the vision. Teachers and students are free to bring out the shortcomings to be rectified to the notice of the management, and management acts swiftly in alleviating them. Exit evaluation from the students gives a clear picture of things to be improved

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

- The Management has established good working relationship with the staff which has enabled commendable involvement of them.
- Every year the staff are appreciated with gifts for their performance in the academic year through the evaluation.

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

The Head of the Institution act as a bridge between the management and the employees in maintaining the growth and harmony of the institution.

- To oversee effective implementation of teaching-learning process, overall discipline in the institution etc.,

- Motivating the faculty, staff and students to give away their best in the discharge of their responsibilities

- To maintain harmonious relations between university and college for smooth academic governance

- To maintain good rapport with local academic and school managements

- Finalization and allocation of budget for academic and developmental activities

- To prepare action plan for future development of the institution

- Providing leadership and guidance in the college activities

- Convening committee / IQAC meetings to discuss academic matters

- Ensuring democratic way of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns

- Offering academic guidance by inviting external experts

6.2 Organizational Arrangements

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

Various committees were formed in the year 2011 – 2012 for managing the activities of the college:

Governing Body:
- Over all meeting of the college was conducted
- Discussion and suggestion for B.Ed., admission for the academic year
- Student approval of B.Ed., in the university
- Proposal for NAAC Accreditation 2012 – 2013
- Approval of budget planning and recruitment of staff

Staff Council:
- Framing of various committees

- Preparation of time table and calendar for the academic year
- Allotment of subject
- Preparation of budget for the year

Academic Administration

- Interview for new section of staff
- Orientation for the new staff, about syllabus and the procedure for microteaching, teaching Practice, etc.
- Action plan for the academic year
- Committee formation and selection of committee members
- Committee meeting for organizing Field Trip
- Meeting for the organization of the citizenship camp programme

Internal Quality Assurance Cell

- Total quality management and the enhancement of quality.
- Performance appraisal of various departments

Examination Cell

To look into all affairs related to examinations.

- Plan for examination dates
- Question paper preparation
- Syllabus coverage
- Preparation of University Internal and External Examination

Academic Council

- Admission procedure, course outline
- Bridge course, microteaching
- Assignment plan, observation, lesson plan particulars
- Permission from schools for teaching practice
- Preparation of students for writing various records

Grievance and Redressal Committee

To look at the grievances of the students and to redress the same

Placement and Training Cell

- To give career counseling, academic counseling and conduct training programmes pertaining to job opportunities for students
- To intimate the students on the job opportunities advertised in the news paper

Alumni Association

To motivate them for professional and personal excellence

Library Advisory Committee

To take care of all activities related to effective functioning and using of the library

Research Committee

To facilitate and monitor research activities

Cultural and Sports Committee

To encourage extracurricular activities

Assembly Committee

To instill faith in God and values.

Social Activity Committee

To Create Social Awareness and to initiate social welfare activities

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

3. To what extent is the administration decentralized? Give the structure and details of its functioning.
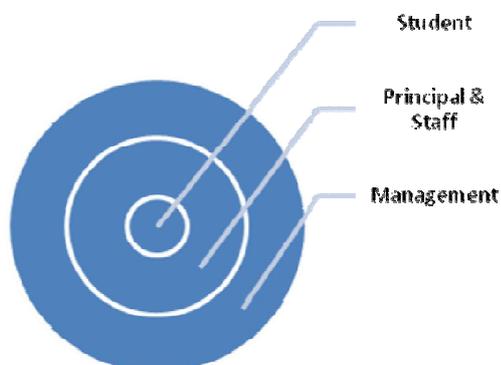
- Implementation of all academic programmes is discussed with faculty.

- Budget allotments are made after getting proposals and discussion with faculty.

- Faculty in charge of the laboratories have freedom to choose priorities in procuring department needs.

- The academic programmes are organized in consultation with the faculty and concerned committees.

- The principal provides guidance and leadership.

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

To coordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism with the sole

aim of quality of education. Internal co-ordination is done by the purpose. The members of the faculty willingly and actively participate in all the activities of the school and other departments.

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 obtain feedback from the students, faculty members, school personnel in the form of questionnaire. This is analyzed systematically by a team of teachers and identify the positive and negative aspects of its performance which certainly help the management of this institution to enhance the performance in a more dynamic way. The suggestions are analysed and implemented in the ensuing academic year.

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

This college has established a conductive rapport between departments by way of conducting periodical meetings, seminars , discussion, deliberations and encourages sharing of experiences freely among themselves. This system paved the way for identifying initiative channels in the process of teaching learning materials. Experts are invited to suggest measures for the improvement of the faculty.

6.3 Strategy Development and Deployment

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

Yes, the institute has a data center to collect information on

- Students profiles

- Student attendance

- Academic performance

- Result analysis

- Faculty and staff profiles

- The information related to the college is updated on our website so that parents and students can access it.

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

The action plan is executed by the principal and the staff members. Necessary help and resources are sought from the Management.

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

This institution has been strengthened with ample financial and human resource potentialities.

A well trained, duty bound and dedicated faculty team collaborated with benevolent management to yield a best conducive situation and to achieve the mission and goals positively.

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

In the beginning of the year, academic calendar is prepared according to Tamil Nadu Teachers Education University Regulations. On this basis, we prepare our annual academic plan concerning the school teachers, faculty and administrators.

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

- The curricular objectives have been published in the institution prospectus.
- The goals and objectives of the institution have been on display boards.

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

The vision, mission and implementation plan are monitored and evaluated throughout the year by a committee comprising the Correspondent, Principal and two subject experts.

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

According to the demands and trends, our institution plans and deploys the new technology in curricular aspects and in administration.

6.4 Human Resource Management

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

Self appraisal report of the individual staff members, students Feedback report and experts feedback are studied carefully by the principal and the staff council which arrange faculty development programme for the benefit of staff members.

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

The institution uses self-appraisal report of the teacher educator, feedback from the student teacher, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal. Accordingly, the teaching method and research activities are rescheduled.

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

The management provides the following welfare measures for the staff and faculties

- Providing Medical Assistance
- Maternity Leave
- Annual rewards
- Free hostel
- Free transport
- Festival advance
- Study leave for higher education
- Fee concession for employees children studying in the institution.

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

Yes, The institution has taken steps to widen the skills of teaching and non teaching staff members.

- Basics of computer training for non teaching staff
- Training programme for maintaining accounts to non teaching staff

- English communication skill development for teacher educators
- Educational technology and internet development programme for teacher educators
- Workshop for up grading their skill

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.)?

Advertisements are given in news papers and the staff members are selected by the selection committee as per the norms of NCTE and university. The skilled staff members are retained with negotiable salary as per the experience and merits.

- Welfare measures are given to the staff.
- Offer facilities for doing research
- Concession, DA and TA will be given for attending research seminar and workshops
- Increment is given every year for deserving staff members

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

Part time and Adhoc faculty are not appointed

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

- In service programmes are conducted in the college.

- The faculty members are allowed to attend the in service programmes in various colleges and universities.

- Faculty professional development program was conducted in the college for the improvement of the faculty members.

- Faculty members are encouraged to present papers in Seminars and Conferences.

- They are encouraged to publish Research papers in various journals.

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

The institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively.

The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

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

- The college website is being updated to give latest information
- Prospectus and college calendar are provided
- Every activity in the college is displayed in the college notice board
- Programmes conducted in the college are published in the newspapers
- A suggestion box is provided to collect suggestions and complaints
- The college office provides all the information needed
- People can seek information through phone
- Written complaints are accepted by the head of the

institution

- Grievances cell solve the faculty problems

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

The workload norms as prescribed by the University are adopted strictly. The work load policy and practices for the faculty are planned in the beginning in order to distribute the work load equally according to the quality of the faculty members.

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

Yes, the management motivates staff members to their higher studies and reward awards for their skillful activities

- Award for centum result
- Award for organizing and conducting seminar
- Rewards for conducting extension and outreach programmes

6.5   Financial Management and Resource Mobilization

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

No. Being a self finance institution, the college collect its revenue from the students as tuition fee.

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

The college has not received any donation from the students

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

No, the deficit amount is adjusted by getting amount from the Trust. So that it possess sufficient amount.

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

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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, A qualified chartered accountant is employed to carry out internal audit. An external audit is done by a qualified chartered accountant recruited by the Management. The audit reports for the last two years are given in Annexure.

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

Yes, Latest accounting software package and MS Excel are used for the accounting process. All the salary and other details of the individual members are computerized.

6. 6 Best practices in Governance and Leadership

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

The budget is prepared keeping in view of the income and expenditure planned and unplanned or contingency) with regular annual allotments to different departments. The budget allotments are made after seeking proposals and discussions with Principal.

Annual audit of accounts is conducted by a chartered agency and the comments are communicated to the chairman by the auditing agency.

All recruitments are made through advertisements and a selection committee nominated / approved by the Correspondent which will invariably have at least one external expert, according to norms.

The Faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its mission and vision.

The Administrative and management mechanism is evaluated by employees from time to time for review and improvements

Academic:

- Feedback is taken at regular intervals followed by review meetings with faculty and students (if necessary) by the heads of the departments
- Monitoring of course progression in each semester through class committees
- Student counseling, involving parents wherever necessary
- Conducting remedial and makeup classes for academically backward students
- Meritorious faculties are rewarded
- Communication skill programme are conducted
- The staff are encouraged to participate in community development and extension activities like organizing blood donation camps, visiting neighboring villages for rural upliftment and environmental improvement / awareness

- Large number of faculty are involved in the administration of the college as members of various committees
- The faculty are encouraged to undertake consultancy services without financial benefits

CRITERION – VII

INNOVATIVE PRACTICES

Criterion VII: Innovative Practices

7. 1   Internal Quality Assurance System

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

Yes, IQAC was established during the year 2011 – 2012 norms and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stakeholders as its members. The principal is the chairperson of IQAC, and a senior faculty is a coordinator. Teachers, expert members and representatives of all stakeholders are the members. Its main objective is to plan and implement quality initiatives. It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations.

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

The college prepares an Annual plan and action plan for a whole academic year and implements them effectively which is evaluated periodically and strives to achieve the goals and objectives.

Every academic year, student feedbacks on the curriculum are collected and discussions are made in the IQAC meeting and essential matters for institutional developments are implemented. Teacher – educators prepare a self appraisal of their performance every year.

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

The college maintains the quality of its academic programmes by establishing:

- Expert review
- Observation by the Management
- Observation by Principal
- Visits by governing body members
- Regular and periodical checking done by principal
- Quality Assurance Cell reviews
- Functioning of Academic calendar
- Time management
- Regular feedback from parents, students and Alumni's remedial programmes
- Internal and external audit process
- Annual meeting of the governing body
- Continuous observation through meeting for cells and committees

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

The institution maintains the quality of its administration and financial management process through governing body and the principal.

- Internal and external audit
- Mechanism is followed for the financial management process
- Achievements of the various committees are also taken into account

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

Good practices are identified through:

- Self appraisal of staff members
- Feedback from students
- Discussion in the IQAC meeting
- Review of extension and outreach program activities
- Review of annual governing body meeting
- Staff council meeting
- The principal of the college is the chairperson of every forum. So the good practices are identified and shared with all the constituents.

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 physically challenged students are also admitted. They are taken care of through various measures. The class rooms are given to them in the ground floor. Computer classes are arranged for them during the physical education hours. The teaching practice schools are allotted nearby their residence

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 conducted life skill courses and moral value education programme for every year. The college invited a lecturer from a nearby university who delivered a lecture on inclusion and empowerment of women. The marginalized students are identified and special attention is given to improve their learning.

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

The following curricular and co-curricular activities are provided to the students for fostering positive social interaction, active engagement in learning and self motivation.

Citizenship training camp, field trip, educational tour, national and international festival celebrations, seminar, participation in competitions, using library books, teaching practice, SUPW, Yoga, participation in club activities, personality development sessions, educational technology and other social activities are performed by the trainees.

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

By providing training of various multi sensory teaching methods and use of appropriate teaching aids, the proficiency of trainees are increased. It develops proficiency for working with children from diverse backgrounds. Regular feedback of every practice teaching session also helps them for the same. Along with this, trainees' over all personality are developed by various activities such as news reading, speech, and proverbs in the assembly. Our college student teachers made a visit to schools of special children.

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

The institute introduced the following special measures:

- Introduction of fees waiver scheme to help economically weaker students
- Classroom and examination halls are arranged according to the convenience of the physically challenged students
- They are encouraged to participate in all the college activities without any discrimination.

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)?

- Students are given orientation on gender equalities during the orientation programme
- Students are briefed with the problems of eve-teasing and ragging in the class rooms
- Students are instructed to treat their woman counterpart fairly and equally
- The institution is having a cell towards prevention of women harassment. The cell monitors and takes action based on complaints and fact findings.

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 the access to the information on organizational performance to the stakeholders in the following ways:

- Keeping the information in the college website available
- College calendar
- College brochure
- News Letter
- News paper clippings
- News published in the daily newspaper.

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 gets feedback from staff and principals of schools, students and from parents for bringing quality improvement.
- Based on the feedback, remedial measures are taken in faculty meeting to eliminate short comings
- The programs of the institution are qualitatively improved.

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

The institution collects feedback from students periodically on teachers education, for improving teaching and delivery process. The institution collects feedback from student teachers, parents and alumni which are utilized for improving the quality of the program.

Feedbacks collected from Alumni, Parents, School Headmasters and guide teachers are analyzed and discussed thoroughly in the staff council and governing body meeting to arrive at suggestions for quality improvement. After getting approval from governing body the institution takes preventive and corrective action for quality improvement.

ANNEXURE – I

A BRIEF NOTE ON TEACHER EDUCATION

INTRODUCTION TO TEACHER EDUCATION

The role of the teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'change agent' and not as a mere transmitter of knowledge and culture.

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins that "the state shall Endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29(1) provides that any citizen having a distinct language, script or culture will have the right to conserve it. Moreover, special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under Article 46.

In fulfilling these objectives, the role of the teacher must naturally be seminal. Apart from funding and building institutional structures, the diversity and complexity of India requires teachers of special vision and sensitivity, if the goals enunciated in the Constitution, specially pertaining to the underprivileged and the minorities are to be fulfilled. In this context, teacher training and the caliber of teachers are of prime importance.

National Policy on Education in 1968 emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education for girls was stressed. About a decade and a half later, the National Policy on Education (NPE-1986) was formulated which was further updated in 1992.

In the NPE 1986, improvement in the status and professional competence of teachers is envisaged as the cornerstone of educational reconstruction. It emphasizes that teacher education is a continuous process which new programmes of teacher education must reflect.

To ensure greater participation in education by all section of society and also to improve quality, decentralized management structure are being introduced in states. It gives importance to pre-service and in-service teacher education.

➢ Teacher Educations are move away from past models of development to new models that embed in development into the daily lives of teacher educators.

➢ Restructure teacher's work to create the mental space necessary for ongoing development.

➢ Assess how current development resources are being used and design strategies for securing additional resources as needed or for reallocating them.

➢ Development strategies for informing and convincing the public and policymakers that development not only critical but also as much a part of teacher's work as instruction.

Thus the teacher educator should be

- Employing cognitive strategies

- Being up-to-date

- Having a passion for teaching

- Working collaboratively

- Demonstrating strong communication skills

- Creating independent learners

The world around us has changed dramatically but education continuous to operate in the old policy itself, so there is a need for paradigm shift. Another challenge the teacher has to meet is Technological advancements. The teacher, teacher educators must have keen knowledge about them. Then only we can achieve good quality of education.

Need for Training:

Training is necessary for efficient work in a particular job. Training is needed for the following:

- In order to perform the job successfully and effectively.

- A trained person learns affectively in a lesser time than untrained person.

- Through training good deal of waste in teacher efforts can be saved.

- In training programme many pleasant experiences are provided to student teachers by whom he can develop favorable attitude towards himself, his job and his students.

- Technical knowledge and skill can be developed in the teacher through the training. Therefore, training is necessary for all teachers.

Need of education of teachers:

1. All the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the techniques of teaching craft.

2. He has to help his students to develop certain personality traits and also to realize desirable values.

3. The school of today lay emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be the teacher of a whole man. He can never be this unless he is himself a complete man. We teach more by our actions than by our preaching.

4. Today's teacher needs a philosophy primarily concerned with human being to interact with each other. Humanistic programme for Teacher Education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization.

Objectives of Teacher Education:

1. To understand the role of the school and the teachers in changing the society.

2. To develop competence to teach the subject of this specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest developments in both the subject and methodology of teaching.

3. To undertake investigatory projects, Action research and experimental projects, both in education and specialized subject areas.

4. To develop skills in guiding and counseling the children in solving their personal as well as academic problems.

5. To develop values of education such as non-violence, truthfulness, self-discipline, self-reliance and dignity of labor.

6. To act as a liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.

7. To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.

8. To possess warm and positive attitude towards children and their academic, socio-emotional and personal problems, and skills guide and counsel them.

Specific Objectives of Teacher Education:

The specific objectives of teacher education are:

1. **Understanding Objectives:**

a. Knowledge of the structure, functions and interaction of society.

b. Understanding of child development and learning process.

c. Understanding of problems of growing child.

d. Knowledge of school organization and administration.

e. Knowledge and understanding of examination and evaluation techniques.

2. **Skills Objectives:**

a. Ability and skills to use various teaching methods.

b. The skills for effective communication and harnessing motivation.

3. **Attitudes Objectives:**

a. Scientific and objectives attitudes towards the problems of teaching.

b. Healthy and positive attitude towards teaching profession.

4. **B.Ed. Programme :**

In view of the above objectives the following courses of theory and practice are taught.

1. Theory courses carry 600 marks.

2. Practice of Teaching 200 marks.

3. Practical record 200 marks.

Methods of Teaching:

Two optional from school areas. The following are school subjects of which any two subjects are offered for teaching practice.

Tamil, English, Mathematics, Physical Science, Biological Science, History , Geography, Commerce, Economics, Computer Science.

Each student teacher has to teach at least 20 lessons on each subject. Thus forty lessons are compulsory for practical final examination. Model lessons or demonstration lessons are given by the subject experts. Micro-Teaching and simulated lessons are organized in most of the B.Ed., college of education. In the final examinations two lessons one in each subject are taught by the student's teachers. Totally for internal assessment 20 marks and have to write theory for 80 marks. 100 marks are assigned to each lesson of the final examinations. In B.Ed., examination separate divisions are given in theory and practice of teaching.

The minimum education required for secondary teacher trainees is Graduation and for Higher Secondary Education the minimum qualification is Post Graduation. The duration of training is one year.

As per the guide lines and rules of the NCTE and Tamil Nadu Teachers Education University our college offers the B.Ed., course to all eligible graduates and Post Graduates, giving importance to proper training and teaching.

"Teachers are literally the arbiters of a nation's destiny", Teachers influence is everlasting. He shapes the destiny of future citizens. Considering above wise saying our object is to produce well trained and dedicated teachers. Our adage is not only giving teacher education to get a job but for the all round development in the field of education.