

A. Profile of the Institution

1. Name and address: **GANESH COLLEGE OF EDUCATION,**
of the institution **ATTUR MAIN ROAD, METTUPATTI,**
SALEM- 636 111.

2 Website URL : www.ganeshcollege.org

3. For communication: principalganesh@gmail.com

Office

| Name | Telephone Number with STD Code | Fax No | E-Mail Address |
|---------------------------------------|--------------------------------|--------|-----------------------------|
| Dr. K. RAJENDRAN Head/Principal | 0427-2911019 | | principal@ganeshcollege.org |
| K.R.SENTHILKUMAR NAAC Co-Ordinator | 0427-2911019 | | principalganesh@gmail.com |

Residence

| Name | Telephone Number with STD Code | Mobile Number |
|---------------------------------------|--------------------------------|---------------|
| Dr. K. RAJENDRAN Head/Principal | 0427-2911019 | 9842724299 |
| K.R.SENTHILKUMAR NAAC Co-Ordinator | 0427-2911019 | 9994757662 |

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres: 11.22 Acres
6. Is it a recognized minority institution? Yes No
7. Date of establishment of the institution:
 Month & Year
- | | |
|-----|------|
| MM | YYYY |
| DEC | 2007 |
8. University/ Board to which the institution is affiliated:
- Tamilnadu Teachers Education University, Chennai.
9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
- Month & Year
- 2f
- | | |
|----|------|
| MM | YYYY |
| - | - |
- Month & Year
- 12B
- | | |
|----|------|
| MM | YYYY |
| - | - |
10. Type of Institution
- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specify and indicate)
- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education
- c. By Nature
- i. University Dept.
 - ii. IASE

- iii. Autonomous College
- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

(Additional rows may be inserted as per requirement)

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

| Level | Programme | Order No. & Date | Valid upto | Sanctioned Intake |
|------------------------|-----------|---|------------|-------------------|
| Pre-primary | | | | |
| Primary/Elementary | | | | |
| Secondary/Sr.secondary | B.Ed | F.SRO/NCTE/ B.Ed/2006- 2007/16357 | - | 100 |
| Post Graduate | | | | |
| Other (specify) | | | | |

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs
Criterion I: Curricular Aspects

1. Does the Institution have a stated
Vision

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|
- Mission

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|
- Values

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|
- Objectives

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|
2. a) Does the institution offer self-financed programme(s)?
If yes,

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|
- a) How many programmes?

| |
|---|
| 1 |
|---|
- b) Fee charged per programme

| |
|--------------------|
| B.Ed., - 41,500 /- |
|--------------------|
3. Are there programmes with semester system

| |
|-----|
| N.A |
|-----|
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.

| |
|----|
| 02 |
|----|
5. Number of methods/elective options (programme wise)
- | | |
|----------------------------------|-----|
| D.Ed. | N.A |
| B.Ed. | 7 |
| M.Ed. (Full Time) | - |
| M.Ed. (Part Time) | N.A |
| Any other (specify and indicate) | NO |

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 | ✓ |
|-----|--|----|---|

| | |
|------|--|
| Numb | |
|------|--|

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

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

| | |
|--------|---|
| Number | 3 |
|--------|---|

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

Yes No

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

Yes No

*Criterion II:
Teaching-Learning and Evaluation*

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

- a) Through an entrance test developed by the institution

- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightage)*

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

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

3. Total number of students admitted

| Programme | Number of students | | | Reserved | | | Open | | |
|-------------------|--------------------|----|-------|----------|---|-------|------|---|-------|
| | M | F | Total | M | F | Total | M | F | Total |
| D.Ed. | - | - | - | | | | | | |
| B.Ed. | 50 | 44 | 94 | | | | | | |
| M.Ed. (Full Time) | | | | | | | | | |
| M.Ed. (Part Time) | | | | | | | | | |
| | | | | | | | | | |

4. Are there any overseas students?

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

If yes, how many?

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

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

a) Unit cost excluding salary component

19,897 /-

b) Unit cost including salary component

41,500 /-

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

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

| Programmes | Open | | Reserved | |
|-------------------|-------------|------------|-------------|------------|
| | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) |
| D.Ed. | ----- | ----- | | |
| B.Ed. | 84.3% | 62.8% | | |
| M.Ed. (Full Time) | | | | |
| M.Ed. (Part Time) | - | - | - | - |

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

| Programmes | Theory | Practice Teaching | Practicum |
|------------|--------|-------------------|-----------|
| | | | |

| | | | |
|-------------------|-----|-----|-----|
| D.Ed. | | | |
| B.Ed. | 60% | 20% | 20% |
| M.Ed. (Full Time) | | | |
| M.Ed. (Part Time) | - | - | - |

10. Pre-practice teaching at the institution

| | | | |
|--|---|---|---|
| a) Number of pre-practice teaching days | <table border="1"><tr><td>1</td><td>4</td></tr></table> | 1 | 4 |
| 1 | 4 | | |
| b) Minimum number of pre-practice teaching lessons given by each student | <table border="1"><tr><td>1</td><td>0</td></tr></table> | 1 | 0 |
| 1 | 0 | | |

11. Practice Teaching at School

| | | | |
|--|---|---|---|
| a) Number of schools identified for practice teaching | <table border="1"><tr><td>2</td><td>4</td></tr></table> | 2 | 4 |
| 2 | 4 | | |
| b) Total number of practice teaching days | <table border="1"><tr><td>4</td><td>0</td></tr></table> | 4 | 0 |
| 4 | 0 | | |
| c) Minimum number of practice teaching lessons given by each student | <table border="1"><tr><td>4</td><td>0</td></tr></table> | 4 | 0 |
| 4 | 0 | | |

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

| | | | | | | | |
|--|------------------------------|---|---|--|--------------------------------------|---|---|
| <table border="1"><tr><td>No. of Lessons In simulation</td></tr></table> | No. of Lessons In simulation | <table border="1"><tr><td>2</td></tr></table> | 2 | <table border="1"><tr><td>No. of Lessons Pre-practice teaching</td></tr></table> | No. of Lessons Pre-practice teaching | <table border="1"><tr><td>2</td></tr></table> | 2 |
| No. of Lessons In simulation | | | | | | | |
| 2 | | | | | | | |
| No. of Lessons Pre-practice teaching | | | | | | | |
| 2 | | | | | | | |

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

| | | |
|------------|----------|----------|
| Programmes | Internal | External |
|------------|----------|----------|

| | | |
|-------------------|-----|-----|
| D.Ed. | - | - |
| B.Ed. | 20% | 80% |
| M.Ed. (Full Time) | - | - |
| M.Ed. (Part Time) | - | - |

16. Examinations

a) Number of sessional tests held for each paper

| | |
|---|---|
| 0 | 3 |
|---|---|

b) Number of assignments for each paper

| | |
|---|---|
| 0 | 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 | - |
|-----|---|----|---|

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

| | |
|--------|--|
| Number | |
|--------|--|

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

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

| | | | |
|------------|-------------------------------------|----------|-------------------------------------|
| Compulsory | <input checked="" type="checkbox"/> | Optional | <input checked="" type="checkbox"/> |
|------------|-------------------------------------|----------|-------------------------------------|

Criterion III:

Research, Consultancy and Extension

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

| | | | |
|--------|----|--|------|
| Number | 01 | | 15 % |
|--------|----|--|------|

2. Does the Institution have ongoing research projects?

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

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

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

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

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

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

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

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

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 | | | |
| Academic articles in reputed magazines/news papers | ✓ | | 1 |
| Books | ✓ | | 5 |
| 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 | <input type="text" value="26"/> | <input type="text" value="11"/> |
| International seminars | <input type="text" value="3"/> | <input type="text"/> |
| Any other academic forum | <input type="text" value="17"/> | <input type="text" value="13"/> |

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

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

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Yes

No

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

2

16. Does the institution provide consultancy services?

Yes

No

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

Nil.

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

| | |
|---------------------|---|
| Local level | ✓ |
| State level | ✓ |
| National level | ✓ |
| International level | ✓ |

Criterion IV:

Infrastructure and Learning Resources

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

2635 Sq. Mts.

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

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

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

1 Terminal (50 Computers)

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

2,75,000 /-

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

27,459 /-

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

48,439 /-

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

2,55,000,-

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 | | |
| Non-teaching | 2 | 3 | | |

10. Total number of posts vacant

Open

Reserved

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

11. a. Number of regular and permanent teachers

(Gender-wise)

Open

Reserved

| | M | F | M | F |
|------------|---|---|---|---|
| Lecturers | 3 | 4 | | |
| Readers | | | | |
| Professors | 1 | | | |

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

Open

Reserved

| | M | F | M | F |
|------------|---|---|---|---|
| Lecturers | - | - | - | - |
| Readers | - | - | - | - |
| Professors | - | - | - | - |

c. Number of teachers from

Same state

8

Other states

-

12. Teacher student ratio (program-wise)

| Programme | Teacher student ratio |
|-------------------|-----------------------|
| D.Ed. | N.A |
| B.Ed. | 1:15 |
| M.Ed. (Full Time) | - |
| M.Ed. (Part Time) | N.A |

13. a. Non-teaching staff

| | Open | | Reserved | |
|-----------|------|---|----------|---|
| | M | F | M | F |
| Permanent | 2 | 3 | | |

| | M | F | M | F |
|--|-----------|---|---|---|
| | Temporary | | | |

b. Technical Assistants

Permanent

| M | F | M | F |
|---|---|---|---|
| 1 | 2 | | |

Temporary

| M | F | M | F |
|---|---|---|---|
| | | | |

14. Ratio of Teaching - non-teaching staff

8:5

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

38%

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

| | |
|---------------------|------------------|
| On working days | 09 to 5:00 pm |
| On holidays | 10 to 5 pm |
| During examinations | 8.30 to 6: 00 Pm |

18. Does the library have an Open access facility

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

19. Total collection of the following in the library

| | |
|------------------------------|------|
| a. Books | 4892 |
| - Textbooks | 583 |
| - Reference books | 417 |
| b. Magazines | 10 |
| e. Journals subscribed | 15 |
| - Indian journals | 1 |
| - Foreign journals | - |
| f. Peer reviewed journals | 19 |
| g. Back volumes of journals | |
| h. E-information resources | N.A |
| - Online journals/e-journals | 28 |
| - CDs/ DVDs | 11 |
| - Databases | 19 |
| - Video Cassettes | 28 |
| - Audio Cassettes | |

20. Mention the

| | |
|--|--------------|
| Total carpet area of the Library (in sq. mts.) | 112 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

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

24. Furnish information on the following

Average number of books issued/returned per day

40

Maximum number of days books are permitted to be retained

by students

7 days

by faculty

14 days

Maximum number of books permitted for issue

for students

2 books

for faculty

5 books

Average number of users who visited/consulted per month

781

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

1:48

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

3.17 %

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

| | I 2010-11 | | II 2011-12 | | III 2012-13 | |
|---|--------------|------------------------|---------------|------------------------|----------------|------------------------|
| | No. | Total cost (in Rs.) | No. | Total cost (in Rs.) | No. | Total cost (in Rs.) |
| Text books | 458 | 58,793 /- | 495 | 69,751 /- | 540 | 75,894 /- |
| Other books | 193 | 19,786 /- | 146 | 17,891 /- | 179 | 24,897 /- |
| Journals/ Periodicals | 15 | 29,795 /- | 15 | 29,995 /- | 16 | 31,864 /- |
| Any others specify and indicate | - | - | - | - | - | - |
| <i>(Additional rows/columns may be inserted as per requirement)</i> | | | | | | |

Criterion V:
Student Support and Progression

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

| Programmes | Year 1 | Year 2 | Year 3 |
|-------------------|--------|--------|--------|
| D.Ed. | - | - | - |
| B.Ed. | - | - | - |
| M.Ed. (Full Time) | - | - | - |
| M.Ed. (Part Time) | - | - | - |

- No Dropout Students in past 3 Years.

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| |
|------|
| 1:12 |
|------|

3. Does the institution offer Remedial instruction?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

4. Does the institution offer Bridge courses?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | UG | | | PG | | | M. Phil | | |
|---|-------|-------|-------|----|----|-----|---------|----|-----|
| | 11-12 | 10-11 | 09-10 | I | II | III | I | II | III |
| Pass percentage | 61% | 72% | 85% | - | - | - | - | - | - |
| Number of first classes | 36 | 57 | 69 | - | - | - | - | - | - |
| Number of distinctions | 25 | 11 | 6 | - | - | - | - | - | - |
| 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)

| | I | II | III |
|-----------------|----|----|-----|
| NET | | | 1 |
| SLET/SET | | 1 | |
| Any other (TET) | 11 | 17 | 14 |

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

| Financial Aid | 2010-11 | 2011-12 | 2012-13 |
|--------------------------------|---------|---------|---------|
| Merit Scholarship | 3 | 3 | 3 |
| Merit-cum-means scholarship | 3 | 3 | 3 |
| Fee concession | 17 | 21 | 23 |
| Loan facilities | 9 | 15 | 19 |
| Any other specify and indicate | | | |

(Additional rows may be inserted as per requirement)

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

9. Does the institution provide Residential accommodation for:

| | | | | |
|--------------------|-----|---|----|--|
| Faculty | Yes | ✓ | No | |
| Non-teaching staff | Yes | ✓ | No | |

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

If yes, number of students residing in hostels

| | |
|-------|---|
| Men | 4 |
| Women | 2 |

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

| | | | | |
|--------------------------|-----|---|----|--|
| Sports fields | Yes | ✓ | No | |
| Indoor sports facilities | Yes | ✓ | No | |
| Gymnasium | Yes | ✓ | No | |

11. Availability of rest rooms for Women

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

12. Availability of rest rooms for men

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

13. Is there transport facility available?

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

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

| | Organised | | | Participated | | |
|----------------------------------|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Inter-collegiate | | | | ✓ | | 1 |
| Inter-university | | | | ✓ | | 1 |
| National | | | | | | |
| Any other (specify and indicate) | | | | | | |

(Excluding college day celebration)

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

| | Participation of students (Numbers) | Outcome (Medal achievers) |
|---------------|--|------------------------------|
| State | 2 | 1 |
| Regional | - | - |
| National | - | - |
| International | - | - |

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

| |
|------|
| 2009 |
|------|

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

| | 2009-10 (%) | 2010-11 (%) | 2011-12 (%) |
|--------------------|----------------|----------------|----------------|
| Higher studies | 30 | 35 | 38 |
| Employment (Total) | 65 | 60 | 62 |
| Teaching | 70 | 75 | 65 |
| Non teaching | 30 | 25 | 35 |

23. Is there a placement cell in the institution?

Yes No

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

| (2009-2010) | (2010-11) | (2011-2012) | (2012-2013) |
|-------------|-----------|-------------|-------------|
| 17 | 16 | 19 | 21 |

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

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

Criterion VI:

Governance and Leadership

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

Yes

No

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

| | |
|---|---|
| Governing Body/management | ✓ |
| Staff council | ✓ |
| IQAC/or any other similar body/committee | ✓ |
| 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 | ✓ |
|-----|--|----|---|

Other (specify and indicate)

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

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

| | | |
|---|---|---|
| - | - | 1 |
|---|---|---|

5. Furnish the following details for the past three years

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

| |
|---|
| 1 |
|---|

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

| | | | |
|---------------|---|---|---|
| National | 0 | 4 | |
| International | - | - | - |

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

| | | |
|--|---|---|
| | 0 | 1 |
|--|---|---|

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

| | | |
|--|---|---|
| | 0 | 2 |
|--|---|---|

e. Research development programmes attended by the faculty

| | | |
|--|---|---|
| | 0 | 8 |
|--|---|---|

f. Invited/endowment lectures at the institution

| | | |
|--|---|---|
| | 0 | 3 |
|--|---|---|

Any other area (specify the programme and indicate)

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

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

a. Self-appraisal

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

b. Student assessment of faculty performance

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

c. Expert assessment of faculty performance

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

d. Combination of one or more of the above

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

e. Any other (specify and indicate)

| | | | |
|-----|---|----|---|
| Yes | - | No | - |
|-----|---|----|---|

7. Are the faculty assigned additional administrative work?

| | | | |
|-----|---|----|---|
| Yes | ✓ | No | - |
|-----|---|----|---|

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

4 hrs

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)

| | 2011-12 | 2012-13 |
|---|---------|---------|
| Total sanctioned Budget | | |
| % spent on the salary of faculty | | |
| % spent on the salary of non-teaching employees | | |
| % spent on books and journals | | |
| % spent on developmental activities (expansion of building) | | |
| % spent on telephone, electricity and water | | |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | | |
| % spent on maintenance of equipment, teaching aids, contingency etc. | | |
| % spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.) | | |
| % spent on travel | | |
| Any other (specify and indicate) | | |
| Total expenditure incurred | | |

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

| Surplus in Rs. | Deficit in Rs. |
|----------------|----------------|
| | |
| | |
| | |

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?
Yes No
16. Are all the decisions taken by the institution during the last three years approved by a competent authority?
Yes No
17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?
Yes No
18. Is a grievance redressal mechanism in vogue in the institution?
a) for teachers
b) for students
c) for non - teaching staff
19. Are there any ongoing legal disputes pertaining to the institution?
Yes No
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
Yes No
21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?
Yes No

*Criterion VII:**Innovative Practices*

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

Yes

No

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

Yes

No

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

B,Ed., (2012-2013)

| | Category | Men | % | Women | % |
|---|-----------------------|-----|---|-------|---|
| a | SC | 17 | | 10 | |
| b | ST | - | | - | |
| c | OBC | 30 | | 33 | |
| d | Physically challenged | 02 | | - | |
| e | General Category | 01 | | 01 | |
| f | Rural | | | | |
| g | Urban | | | | |
| h | Any other (specify) | | | | |

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

| | Category | Teaching staff | % | Non-teaching staff | % |
|---|-----------------------|----------------|----|--------------------|----|
| a | SC | 02 | 26 | 02 | 40 |
| b | ST | | | | |
| c | OBC | 05 | 65 | 03 | 60 |
| d | Women | 02 | 26 | | |
| e | Physically challenged | | | | |
| f | General Category | 01 | 13 | | |
| g | Any other (specify) | | | | |

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

B.Ed.,

| Category | At Admission | | On completion of the course | |
|-----------------------|--------------|---------|-----------------------------|---------|
| | 2010-11 | 2011-12 | 2010-11 | 2011-12 |
| SC | 21 | 32 | 21 | 32 |
| ST | 03 | 03 | 03 | 03 |
| OBC | 76 | 65 | 76 | 65 |
| Physically challenged | | | | |
| General Category | | | | |
| Rural | | | | |
| Urban | | | | |
| Any other (specify) | - | - | - | - |

EXECUTIVE SUMMARY

The **GANESH COLLEGE OF EDUCATION** for B.Ed., run by the Ganesh Educational Trust was established in the rural area of Mettupatty, Salem Dt, Tamilnadu in the year 2008. The B.Ed course was recognized by the Southern Regional Committee, National Council for Teacher Education, Bangalore. The college is situated away from the Rural pollution with lush green surroundings. The Educational programme is designed to develop overall personality of the students. Thus, Intellectual, Physical, Character and Social development are very important to develop their personalities and to evolve a complete man.

By the above programme, the college is fulfilling its mission and objectives to keep pace with the futuristic growing civilized world society. It intends to develop young student-teachers, who possess knowledge and confidence to adjust to the fast changing world of the competitive scenario without losing traces of humanity.

The institution is co-educational college. The programmes are designed with direct career relevance. Though the curricula and syllabi are designed by the affiliating Tamil Nadu Teachers Education university and are required to be followed by the college, they are revised as and when required, at least once in every five years. The curricular structure provides ample scope for the Theory, Teaching Practice, Internal Assessment, Field Trip, Camp Activities, Art and Work Experience, Educational Technology, Information & Communication Technology Education, Text book review, Action Research and Case Study in the programme as compulsory component. The student feedback on the curricula and other matters are obtained, analyzed and used for improving all facets of curricular, co-curricular and extra-curricular aspects.

Vision

- To promote life long learning and enrich the community with trained intelligent and world class teachers.
- To spread the fragrance of knowledge, love, and humanity.
- To make a positive difference in the society by serving them with love.

Mission

- To make the weaker the leaders.
- To promote excellence in the sphere of teacher education.
- To train the students to be an intelligent, social minded, vocationally prepared and committed to the cause of quality education.
- To uplift the living conditions of girl students from the rural areas.

Goals

- To provide career programs to prepare students to function successfully in a technologically and socially changing world.
- To provide professional development programs to ensure excellence in teaching, learning process.
- To Provide support services for all students
- To Serve as a education center for national development
- To Enhance teaching and learning through the use of latest ICT (Information and Communication Technology)

Objectives:

- ❖ To impart knowledge and training of latest technology for teaching
- ❖ To impart quality teacher training to the teacher trainees.

- ❖ To develop effective communication skills.
- ❖ To provide job placement services as required.
- ❖ To develop the leadership quality among the teacher trainees.
- ❖ To inculcate commitment towards national development.
- ❖ To Introduce ICT based education.

Values

- Contributing to the national development
- Quest for excellence
- Develop self discipline and self trust
- Develop the honesty, punctuality, co-operation etc.
- Develop the national and international feelings.
- Develop the democratic leadership.

Institutional purpose, vision, mission, objectives, goals and values are made known to the various stakeholders through the different programmes organized by the college. The activities such as Blood donation, Eye donation, Polio pulse, fire and safety management, healthy awareness, Dengue fever, tree plantation, AIDS awareness, literacy campaigning, celebrating national and international days and social and religious functions and active participation of students and parents.

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Objectives:

- ❖ To impart knowledge and training of latest technology for teaching
- ❖ To impart quality teacher training to the teacher trainees.
- ❖ To develop effective communication skills.
- ❖ To provide job placement services as required.
- ❖ To develop the leadership quality among the teacher trainees.
- ❖ To inculcate commitment towards national development.
- ❖ To Introduce ICT based education.

The institution lays emphasis to self development for the students.

They are:

- a. Bridge courses
- b. Communication skill development programme
- c. Yoga class and Meditation
- d. Personality development
- e. Environmental awareness
- f. Value added programme

1.1.2 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. Our College has been actively participating in this exercise by offering suggestions for updating the curriculum and syllabus from time to time.

1.1.3 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.

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

The curriculum in teacher education courses are developed by the Tamilnadu Teachers Education University, Chennai, at the time of curriculum transaction in the college the teacher trainees are provided educational experiences with the help of Interaction Board, OHP, LCD, Slide projectors, as well as they are also trained in the use of these modern technology in classroom teaching – learning process.

The institution creates awareness among the teacher trainees regarding major national issues like environment and value education. Our college is well aware about the national issues like environment, pollution and literacy. Equal importance is given on cleanliness, environment education and other similar activities. From time to time, workshops on environment and its related issues are held in the college.

A tree plantation campaign is also organized in the college to make the people aware of the importance of trees and increasing adverse effects of global warming. Special emphasis is given for the protection of medicinal plants. The medicinal tree plantation also organized in our college and named as “Herbal Plantation”.

Value education is important for a teacher, so our college provides value added programme for student teachers. Value education and spiritual education is imparted by inviting renowned scholars and religious Gurus. Instead of only teaching values to the students-teachers, teacher educators try to lead an ideal life. The college arranges for special

programme and lecture by competent persons on Yoga, Meditation and stress management to make daily life simple and comfortable. Therefore, our college has selected environment education as one of the elective subject.

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

Yes, now a day's the curriculum is based on ICT, so curriculum planning is the most important part of the educational process. ICT helps to collect new ideas from other colleges and universities. The college has developed good relations with other Institutions. ICT experts are invited to seek help on curriculum development. All the computers terminals have internet connection with access. Latest curriculum activities carried out prospects for our institution, current needs and aspirations of the society, views and ideas of other competent person etc. are obtained from internet and used in our routine teaching learning process.

1.2 Academic Flexibility

1.2.1 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.

1.2.2 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?

Field learning experience:

The college has motivated the student teachers to acquire varied learning experience. Student teachers are motivated to participate and present papers in various workshops, Seminars and conferences had attended various competitions and received prizes from various institutions.

Campus Learning Experience:

The college allows student teachers to participate in different events such as cultural activities, Camp activities, RRC and YRC programmes, Tree Plantation, Internal workshops, Internal competitions, Special school visit, blood donation, eye donation camp, bridge courses, Communication skills development programme etc. these events and activities provide them various learning experience.

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

In the last three years College has introduced several personality development programme. These programmes to develop their various skills like, communication skills, ICT skills, Life skills camp – Blood Donation, Eye and Medical,

fire safety awareness , health awareness, environmental awareness, traffic rules awareness and create helping tendency.

Community Activities:

The college adopted a nearby village; the college has taken the following steps in this regard:

- Create sanitary awareness
- Create AIDS awareness
- Participation in pulse polio programme
- Meeting the village peoples and president
- To give the instructional facilities to the village school
- Conduct various programme in the adapted school
- Our student teachers has take classes in the adapted school

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

i. Interdisciplinary/Multidisciplinary

Interdisciplinary /Multidisciplinary approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like Education in the Philosophy, Management, Psychology and Educational technology etc. entail interdisciplinary approach.

Faculty members are varied in their specialization, which enables to use multi disciplinary approach in teaching. The cognate or allied combination in their specialization forms a distinctive mark of the faculty which

is reflected in their teaching. These facts indicated from the following combinations of specializations:

- Education in the Emerging Indian Society
- Psychology of Teaching and Human Development
- Educational Innovations and Management
- Perspectives in Special Education
- Environmental Education
- Guidance and Counseling
- Computers in Education
- Biological and Physical Science Education
- Commerce and Economics Education
- Mathematics and Computer Science Education
- History Education
- English and Tamil Education

ii. Multi-skill development

Emphasis is given to development of the multi skills of the students. Such as:

- Computer skill development
- Physical development
- Personality development
- Social development
- Emotional development
- Cleaning the college
- Aesthetic, Technical, Problem solving, Intellectual, Academic, personal and Managing skill development
- House keeping
- Personal Hygiene

- Dance
- Gardening
- Preparation of Teaching Aids
- Collage making
- Photography
- SUPW work such as. Candle making, Glass painting, pot painting, Phenoil preparation, Talc and washing powder preparation, soap preparation, cover and office file, bouquet, Teddy bear, etc.

iii. Inclusive education

- Identification of slow learners with special education need
- Identification of Gifted students with special coaching need
- Educational concessions and facilities
- Practice of Classroom management in inclusive education
- Peer group learning (seminar), whole class teaching, collaborative teaching.

iv. Practice Teaching

Students after having gone through method of course, Lesson planning, Micro teaching skills and write micro lessons and practice Micro skills, Student teacher transfer their teaching skills in real teaching situation is called Macro teaching. The student teachers go for intensive teaching practice in nearby local schools for 40 working days.

v. School experience / internship

During the teaching practice, the student teachers prepare the lesson plan for each class, Learn new administrative experience; they acquire the knowledge of different teaching methods to be used in the class. They learn to maintain various records such as, Attendance register, Physical education record, Case study record, Action research record, Psychology Experiments record, Diagnostic test and Achievement test question papers, Test marks. The student teachers also participate in the school programmes.

vi. Work experience /SUPW

The college has variety of options for the student teachers to provide work experience related to vocational education. Such as

- Computer training
- Garden making
- Drawing ,Chalk making, Ink preparation
- Phynoil preparation, Preparation of Teaching Aids, Photography, Candle making, Class painting, pot painting, Talc and washing powder preparation, soap preparation, cover making, File making , teddy bear , bouquet etc.

vii. Any other (specify and give details)

As per the mission and goals of the college, the following aspects are also reflected in the curriculum:

- Competency building in teaching and management through practice of teaching skills under Micro teaching, Macro teaching and communication skills through interactive sessions using interaction board.
- Extension lectures
- Development of teaching skills
- Development of the Multiple Intelligence

(Also list out the programmes/courses where the above aspects have been incorporated).

1.3 Feedback on Curriculum

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

Feedback 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 2019. 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.

1.3.2 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,

- Mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and changes to be brought in the curriculum.
- To improve teaching skills such as: creative, Critical thinking, creative writing, competition skills, Problem solving, Leadership, Classroom management, communicative skills and various extracurricular skills etc.
- Students' views are taken on the present curriculum and suggestions given by them to analyze the B.Ed. curriculum.

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

The college followed the curriculum offered by Tamilnadu Teachers Education University, Chennai. The college gives its suggestions regarding the development of curriculum through proper channel.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide

details of only the major changes in the content that have been made).

In the beginning of the academic year (2006-2008) our college followed the curriculum designed by Periyar university, Next academic year (2008-2009) onwards our college followed the curriculum designed by Tamilnadu Teachers Education university, Chennai.

The Tamilnadu Teachers Education University has revised the curriculum (2009-10) onwards. This revised curriculum consists of vast coverage of subject matter in different areas of knowledge.

1.4.2 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

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

The following quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects:

- Computers in Education
- Socially Useful programme

- Use of ICT in teaching learning process
- Placement cell and Guidance and counseling cell
- Value education
- Personality development
- Peer learning
- Communication skills
- Use of lab facilities (Language, Psychology, Science lab)
- Adaptation of school and village
- Link with other educational institutions, invites academic experts in various programmes
- Publication of College magazine and news letter regularly.
- Remedial coaching and tutorial for slow learners
- Environmental education.
- Conduct the various skills development programmes.

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

Planning Practices

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

2.1 Admission Process and Student Profile

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

The institution has followed the instructions provided by the Government of Tamilnadu, Tamilnadu teachers Education University, Chennai and NCTE regarding the admission procedure. All the admission procedure given in the calendar is strictly followed. The admission procedure is transparent in each aspect. The application received from the students who have secured the prescribed percentage of marks in the qualifying examinations.

The college has formed admission committee. Admission committee scrutinizes the application and selects the students as per the above norms.. and conduct the entrance examination to the students .The committee selects the students on the preferential order of:

- Merit
- Community roster
- Economically poor students
- Disabled students (Visually & Physically)
- Rural area students
- Local students

The selected candidates are formally informed for interview and certificate verification. After having completed all the

admission procedures we admit the approved strength of students and the nominal roll is sent to the Tamilnadu teachers Education University, Chennai for Admission and Students Approval.

2.1.2 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?

We motivate the pupil by explaining the scope of B.Ed. and courses offered in the institution through the Local TV Channel, news papers, wall posters and flexes.

Together with the application form we issue a prospectus. In the prospectus all information about the B.Ed. course, Infrastructure, academic achievements, admission procedures, vision, mission of our institution is printed.

Needed information is available in our college website.

2.1.3 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.

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

The admissions in the college are strictly made as per the guidelines and reservation policy issued by Recognized Authorities. After the admission the institutions provides best benefits to the diverse students population e.g individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged

- Proper library and book bank facility is provided to the needy students and also the students belonging to economically weaker section of the society.
- Institution gives equal opportunity to participate in the cultural activities
- Students has the option to attempt examination in their preferred language i.e Tamil or English
- Teachers use bilingual method of instruction keeping in view the language limitations of the students.
- Students grievance cell has been established to take care of the students.
- Students have choice in elective subject. They can choose the teaching subjects according to their interest.

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

Yes,

There is a provision for assessing student's teaching knowledge before the commencement of the teaching programme. In the beginning of course institution conducts, an entrance examination to find out the teaching skill. At the time of admission their documents and certificates are also verified.

2.2 Catering to Diverse Needs

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

The college has provided teaching and guidance schedule from 9.00 AM to 4 PM. A teacher is in-charge of adjusting periods, that is, if one is on leave, the class is not left vacant but another lecturer teaches in that period so that the institution works towards creating an overall environment conducive of learning and development of the students.

They are issued two books per student on issue return basis. Lecturers are persuaded to be guide and counselor of the student and to act as facilitator rather than to dictate or scold. Lecturers are persuaded to be student friendly. Students are given opportunities of self expression through suggestion box, democratic atmosphere, extempore, declamation, magazine, seminars, and participation in national seminars, tutorial groups or the houses. The college has variety of subjects and gives remedial coaching to the needy students. The teacher educators are oriented through seminars by seniors and they refresh themselves through participation in national seminars etc.

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

After identifying the diverse learning needs of the students, following practices are adopted:

- Additional classes for slow learners and other students who are needed.
- Providing printed notes and study materials
- Provide additional books (library) to the students during examination time.
- Arrange the seminars at section (internal).
- Assignment and project work are given to the students.
- Different options are provided to students according to their interest and aptitude in Elective, Teaching of two school subjects (Optional I & II).

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

Teacher educator demonstrates different models of teaching catering to diverse situations and category of students in real teaching situation. Model lessons are given by the all subject teacher educators in their respective subjects.

Student teachers are given training how to understand the equity and diversity of students in their micro teaching practice in which they play different roles as teacher observer and student participants in a particular class.

Transaction of theory courses including methodology courses.

- Preparation for practice teaching
- Creativity in lesson planning
- Developing the teaching skills through the micro teaching

- Observation and demonstration lessons

Practice teaching in schools

- Catering to diverse in real class room teaching
- Observation of peer group and mentor teaching
- Reflection of the teaching skills by student teacher
- Interaction with school and community through various activities.

2.2.4 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.

2.2.5 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?

Faculties refer to lot of reference books, journals and browse the internet to teach the students and to impart extra knowledge and skills related to diversity. They use ICT technique to make the lecture attractive. A detailed course plan for each department is prepared. Students are advised on learning processes. They are encouraged to know subjects before hand and about system of examination too. They are inculcated to the habit of lifelong learning, organizing skill and management skill.

2.3 Teaching-Learning Process

2.3.1 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.)

The institution has engaged students in active learning with the help of available resources. The institution has allotted time for library, Computer learning, SUPW work, Physical education in the college time table. The institution gives sufficient time for the teacher trainees at the library to use the available resources such as International, National journals, Periodical and dailies help them to update themselves in the recent trends of education. It also gives enough time to use the computer lab to gain knowledge through internet and using completion of project work, assignments etc. Our college (teacher educator) allots minor projects (Action Research & Research related to their subjects) for each student teacher. The students selected for the project work such as student ability, intelligence. In every teaching paper the teacher assigns a project work for the students to have more interaction with the peer group and society.

All the students of the college are divided into various groups while organizing Micro teaching, real teaching, Peer group teaching. Various co-curricular activities are arranged by the institution to draw out the best from the individual and to give proper direction and platform for internship, role playing and practicum etc.

2.3.2 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?

Keeping in view that learning is made student centered, the college always aims at development of student teacher's personality so as to make them effective and competent teachers as well as enlighten citizens. A variety of programmes have been planned to help the student teachers to draw rich experience while participating in curricular and co-curricular activities. In this background, the following practices have been adopted:

- Personality development programme is organized by the teacher educators in the class room through lecture on different aspects of personality.
- Each student teacher is invariably involved in various activities of the college, which help in developing their talent in the respective field of their interest.
- All the students having academic, personal and social problems are also provided guidance and counseling through the counseling cell.
- Discipline in the college is maintained through discipline committee.
- The college follows a strict uniform code to the student teacher, which is worn on all working days of the college.
- Punctuality and time management by the faculty and students are strictly followed
- In order to indicate a sense of service and sharing with the fraternity, Blood donation camp, Eye donation, AIDS

awareness and fire safety are organized at the college campus every academic year.

- In order to meet the requirement of the time and challenges created by technological development, training in computer application is imparted to student teachers.
- For developing effective communicative skills various activities are conducted in the language lab.
- Students are offered a variety of choice with regard to work experience.
- Student's teachers are assigned duties in different programme as per their interest and capabilities.
- Yoga and meditation classes are conducted for physical, mental and spiritual development.
- Special classes on value education conducted at our college.
- Extension lectures by the expert in different field are arranged to provide wide experience to the student teacher about various field of life.

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

- ❖ 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

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

Yes, there is provision for additional training in model of teaching like, Advanced organized Model, Concept attainment model, Sacradis model, Glaser model and jurisprudence inquiry models of teaching

Lesson Plan:

Special sessions are developed for the preparation of lesson plan and related requirements. Different steps in lesson planning Motivation or preparation, Presentation, Generalization, Association and Comparison and Application. The student teachers are also given training in using the available equipments as given in their syllabus.

The institution has a provision for additional training in models of teaching before training, before starting micro teaching and Macro Teaching in simulated conditions. Teacher educator gives a demonstration lesson on each skill on their subject. In the programme a student teacher has to complete five lessons, one on each skill in each teaching subject, five general lessons and two discussions in their teaching subjects.

2.3.5 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 student teacher practices the following skills

- ✓ Skill of Introducing a Lesson
- ✓ Skill of Explaining
- ✓ Skill of Reinforcement
- ✓ Skill of Using Black Board
- ✓ Skill of Stimulus Variation
- ✓ Skill of Questioning

Demonstration on each teaching skill is presented by the teacher educator. It is followed by individual practice by the student teacher under simulated situation. Six Micro lessons in each methodology course are given by each student teacher in simulated situation. For improving the practicing skill of the student teachers the classes were videographed to give feedback about their skill.

Demonstration Lesson

Demonstration lessons are arranged in each method at the college campus. The demonstrations are presented by teacher educator and observed by the student teacher. At the end of the each lesson, demonstration class will be analyzed by the student teacher.

After having practiced micro and macro lesson in simulated condition, student teachers are sent to practicing school for real classroom teaching. Each student teacher has to give 20 lessons in each method course. Each student teacher observes each method course 1 demonstration class, 5 Mentor teaching class and 2 peer

group teaching. At the end of the each observation class, the strengths and weakness of the lesson is discussed.

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

- ✓ The student teachers, after completion of micro teaching skills and receiving necessary guidance from then teacher educators leave for the practice teaching schools allotted for their by Chief educational officer (CEO)
- ✓ Each student teacher gives 20 lessons in each method course. Therefore per day two lessons are given by the student teachers.
- ✓ Each student teacher observes 2 lessons in two method course delivered by the peers and observes 5 mentor teaching lessons of each student.
- ✓ Peer and Mentor feedback is given on observation lessons to the student teacher.
- ✓ The student teacher prepares a lesson plan and obtains the approval of both the teacher educator and Mentor.
- ✓ Each teacher educator is assigned to visit the practice schools for Minimum 30 days.
- ✓ At the end of the practice teaching in schools, discussion session is arranged in which all the student teachers and staff of the school share their observation. They are provided an opportunity to reflect on the quality of the programme.

- ✓ At the end of the practice teaching the student teacher obtain feedback from Head of the Practice School and Mentor Teacher and Teacher educator.

2.3.7 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.

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

Yes, the practice teaching plans are developed in partnership 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.

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

Institution prepares student teachers for managing the diverse learning needs of students in schools by providing following activities:

- ✓ Orientation in Micro Teaching skills
- ✓ Orientation in writing Lesson plans
- ✓ Using different methods of teaching such as Learner centered, Staff centered, different approaches and activity based teaching.
- ✓ Use of teaching aids effectively and preparation of teaching aids
- ✓ Handling the Audio visual aids effectively.
- ✓ Providing knowledge about individual difference, Students psychology, and the need of psychology teachers.
- ✓ Knowledge about conducting the diagnostic test identifying the slow learners and gives remedial coaching to the slow learners.
- ✓ Enabling them to be familiar and well oriented with process of conducting Action Research, Case Study, Diagnostic test, Achievement test and Psychology Test such as, Childhood and Adult hood.

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

The student teachers are provided training in development and use of various teaching –learning materials during micro teaching and simulation sessions which help them in getting knowledge and understanding inclusive teaching in classroom

situation. The student teachers are also provided training in art and craft work so that they can transmit such skills to school

Students, for identifying students with diverse characteristics, the student- teachers are acquainted in use of different psychological tests, during micro teaching, simulation and practice teaching sessions. Student teachers are provided knowledge, understanding, and skills of various teaching methods and strategies for dealing with the students of diverse characteristics. Student teachers are also imparted training in preparation and use of different techniques for evaluation. Apart from this, the student teachers are provided knowledge to identify individual differences in the class room so that they may give direction to teaching accordingly.

2.4 Teacher Quality

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

When the student teachers are sent for practice teaching they are given proper instructions to make content the school teacher regarding syllabus to be covered, Medium of instruction and other strategies to cover the topics allotted to them. Before starting the teaching practice, student teachers should discuss with the concerned school teachers regarding syllabus covered, language of the students, students' point of view and the proper strategy to teach these topics in a effective manner.

Preparation for teaching practice:

a) Content analysis:

Both the content or method courses and their transaction in terms of maxims of teaching, methods of teaching, practical work etc. are discussed in the class.

b) Lesson planning:

Special sessions devoted for the participation of lesson plans and related requirements. Different steps in lesson planning Preparation or Motivation, Presentation, Generalization, Association and Comparison, Application.

c) Developing teaching Skills:

Students teachers are oriented in micro teaching, and its related aspects like teaching skills, simulation, modeling and feedback.

d) Observation of Lessons:

Demonstration: Lessons are arranged in each method course in the college campus demonstration lesson done by Teacher educator.

Mentor: Lessons are arranged in each method course in the school campus, by Mentor.

Peer Group: Lessons are arranged in each method course in the school campus, by Peer Group.

At the end of the each lesson, the strengths and weakness of the lesson are discussed.

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

As per the availability of subjects in the school and guide teachers the CEO has allotted 27 schools for practice teaching in different places. The ratio of the student teacher and school for the practice teaching is 5:1.

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

In the micro teaching a proper setup is arranged for the student teachers. In a group of 10 students teachers includes an observer, students, a timer and a presenter of the lesson plan. In this group everyone has to play the role of teacher or presenter, observer, students and timer in the presence of the teacher educator. A peer feedback is also given to the presenter of the lesson in each micro lesson in simulated condition.

After going through the micro teaching and Macro teaching in simulated condition, integration of teaching skills are used in block practice teaching student teacher get training in teaching and various other curricular activities like lesson planning, workshop activities, preparation of survey tools and action research.

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

For making the student teacher aware about the decisions taken by the authority, the information is displayed at appropriate time on the college notice board as well as the same is also announced in the morning assembly. The students are encouraged to consult journals, Magazine and daily news papers for acquainting themselves with various educational needs and problems of students. The display boards in library are also used for updating students on educational needs of the school. Apart from this, major policy decisions are also displayed on web site of the college.

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

Teacher educators of the institution are attending programme such as, orientation courses, workshops, Conferences, seminars, act as a resource persons of various conferences and seminars.

Student Teachers also participate in various programme like teaching competition, drawing and painting, poster, inter collegiate cultural competition. Also participate various seminars, conferences, workshops etc. Participate in intramural competitions such as debate, Quiz programme, elocution (Tamil and English), Model preparation, and aesthetic values. Students and teachers are oriented and trained in using ICT to update their specific subject skills and teaching methods.

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

The 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 deputed staff for in-service training programmes and orientation courses by sanctioning ‘On Duty’. The teacher educator isnencouraged 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.

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

Yes, the institution has a proper policy to motivate the faculty members from time to time. The management is contemplating in and giving award to the teacher who shows excellent performance in the academic session. The staff were given mementos by the management in annual functions who bring good result in university exams in their respective teaching subjects. It motivates the faculty members to do their best in their respective subjects.

The management gives Dedicated Teacher award to faculty members for producing 100% result in the University Examinations (2011-2012).

2.5 Evaluation Process and Reforms

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

- Classroom interaction
- Feedback from the students through different activities like curricular and co-curricular.
- Practicing Micro teaching skills.
- Academic achievement based on the examination results.
- Preparation of lesson plans, Macro lessons and Practice teaching.
- Observation and other lesson's discussion by teacher educator as well as student teacher.

- Feedback from the Mentor and Head of the Teaching practice schools.
- Using different psychological tests and report writing.
- Preparing teaching aids and models (working and Non working), Charts, Maps slides, film strips and transparencies etc.
- Use of ICT devices
- Research work (Action research, Minor research), project work
- Participating seminars, conferences and workshops and arrangements of various functions at the college.

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

In the beginning of academic session college explains the scheme of evaluation internal, external and practical examinations. The university evaluation scheme is theory internal 20 marks and External 80 marks total 1000 marks and practical 400 marks. Our college follows some criteria, the for internal marking scheme. Three unit tests and three model tests are conducted. The examination question pattern is as per the university pattern. The question paper consists of three category Part-A, B and C and follow the model practical examination before the university practical examination. This examination consists of three categories Part-A,B&C.

The college follows continuous evaluation such as conducting, the diagnostic test to identify the slow learners,

and gives remedial coaching for them and continuously evaluate their academic performance.

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

Feedback obtained from through various techniques of evaluation, and assessment ,techniques followed by the college are oral and written. Staff members take major decision regarding this process. Theory assessment, practical, re-feedback, re-demonstration etc. The performance of the students, curriculum transaction and evaluation outcomes communicated through merit list of the students displayed on the notice board. Those students who perform well in internal as well as university exams, receives appreciation letter and cash prize is also given to them. Besides, record of the performance of each student teacher in other activities of the college other than stated above is also maintained.

The staff in – charge of each department assess the performance of each member in different programmes and finally submits the same to the in-charge of activity. Thus, an evaluation is made while adding scores of each paper, activity and aspect of performance both in classroom and outside through periodical assessment and Unit test.

2.5.4 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

2.5 Best Practices in Teaching -Learning and Evaluation Process

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

Use of modern teaching learning techniques like group discussion, Quizzes, debate, mock parliament, Assignments and team teaching for imparting knowledge and handling the skills operate the ICT teaching learning devices like LCD, OHP, Interaction Board, Slide Projector etc.

Continuous evaluation of students in various aspects like observation, unit and model test, oral test, Psychological test, Progress report etc. Pre practical test and viva voice examination etc. are conducted.

Activity based learning Field trip, Excursion and different approaches such as project work, Inductive and deductive approaches, Dalton plan etc. and individual learning programmed learning (Linear and Branched), Individualized instructions etc.

ICT based teaching and learning such as Power point presentation, using interaction board in the teaching learning process, website evaluation, transparencies, Slides and Films etc.

Training activities like Communicative skills development of the student teachers and conduct spoken English classes to improve communication skills among the student teachers.

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

The institutions uses best practices as under:

- Use impressive interaction board in teaching learning process.
- Take the lessons through the power point presentation using LCD projector.
- Internet facility is available in the both the staffrooms for preparing the power point presentation.
- Computer cum Language lab fully air conditioned
- Spoken English class for communicative skills
- Yoga, fire safety and disorder management, Personal Hygiene
- Placement cell and Guidance counseling cell
- Students Grievance cell
- Academic proficiency in 100% results (2011-12)
- Attendance of the students
- Library resources like books and internet facilities to mould them as outstanding teachers
- They are given a sound exposure that would help them to learn about innovative techniques of evaluation.
- To make them adopt in acquiring skills of teaching and learning
- Infrastructure, Lab facilities and extension activities
- The faculty members are given 12 days OD to attend seminar, workshops and conferences held at various institutions.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

To promote research, the college gives teachers the opportunity to participate in various seminars, workshops and orientation programmes regularly. Apart from this, college encourages them in many ways as given below:

- Special lectures series and workshops on research for faculty are arranged
- Research ideas through normal teaching and generation of innovations are encouraged.
- Teachers are conducting action research *for* remedial purpose
- Faculty members are encouraged to undertake individual minor research projects in various thrust areas, and publish their research papers in referred journals with ISSN and ISBN.
- College has provided seed money for the research projects, secretarial support such as typing both Tamil and English, Photo copying, binding etc.
- Institutional projects are designed and executed by the teacher educators.

3.1.2 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.

3.1.3 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.

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

The college faculty members have attended and organized various programmes in last five years:

| <i>Details</i> | <i>No. of teachers attended</i> | <i>No. of teachers present papers</i> |
|------------------------|---------------------------------|---------------------------------------|
| Regional seminar | 7 | 6 |
| State level seminar | 13 | 11 |
| National level seminar | 5 | 5 |
| International level | 1 | 1 |
| Workshop | 6 | - |

3.2 Research and Publication Output

3.2.1 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.

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

The college provides the trainees with computer systems, Internet, Printers, Scanners, Camera, Photo copier, and necessary things of preparation for the instructional material.

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

Our teacher educators have developed ICT based instructional material in the form of Power Point presentation, website evaluation and Transparencies for teaching B.Ed. classes. They have also developed various types of charts, models, flash cards on various school subjects to use in teaching learning process.

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

The details on various training programs and/or workshops on material development (both instructional and other materials) are:

- Workshop was organized by the institution for the student teachers.
- Workshop on developing CAI material was conducted for the student teachers.
- Workshop was conducted on developing sustainable teaching aids and instructional material

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

The faculty members have published their theoretical papers and research papers.

3.2.6 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.

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

Teacher-educators are always encouraged to conduct researches; they are given all kinds of facilities and concessions to pursue their research projects. Our student teacher done a project in education and made awareness to the neighboring villages.

3.3 Consultancy

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

Our college provided consultancy to our students in many areas. The areas are given below:

- Guidance and counseling
- Placement opportunity
- How to face the interview
- Spiritual development
- Create self confidence, Problem solving skills and critical thinking among the students

3.3.2 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 areas of competency are:

- Teaching training and interactive techniques
- Identifying the learning disabilities
- Guidance and counseling
- Administration and classroom management and discipline.
- Effectively use the interaction board in teaching learning process
- Consultancy is provided through personal interaction.

3.3.3 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?

Basically, the consultancy done by the staff members of the institution is honorary. Even if the revenue is generated, the

institution allows the concerned person to utilize the same. Every teacher- educator acts as a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit

3.3.4 How does the institution use the revenue generated through consultancy?

No revenue is generated. Consultancy is offered free.

The college provides the educational as well as awareness consultancy to the adopted villagers and adopted school students. They gain knowledge through the consultancy like

- Awareness of AIDS, Eye donation and Blood Donation,
- Tree plantation, personal hygiene,
- Education for all the students

3.4 Extension Activities

3.4.1 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)

- Health care camp, blood donation camp with NGO
- Eye donation camp with club NGO
- Fire safety and disorder management with NGO
- AIDS awareness programmes and polio awareness with Lions club
- Extension services of teaching and tutorial to adopted school

3.4.2 How has the institution benefited from the community? (Community participation in institutional development,

institution-community networking, institution-school networking, etc.)

Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community (Building Approval, Participating in the camp activities). The college donates teaching aids and teaching learning materials to the adopted school and instructional materials such as tables and chairs. Also provides academic help and guidance & counseling in adopted school. This help of guidance is in form of issuing library books, helping in carrying out research works and guidance in preparing and using of Teaching Learning Materials. The college also organizes special lectures by the experienced school teachers and College professors for providing better educational experienced to the student teachers. Due to the involvement of school teachers in the development of lesson plans provided to the student teachers at the time of lesson plan writing, the college has succeeded in providing better training to the teacher educators.

3.4.3 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”. 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 adopted 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.

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

Yes, The institution conducted the survey of the nearby adopted village with regard to enroll of students in school, child labour, wastage and stagnation. Also awareness of personal hygiene like AIDS, polio, eye and blood donation etc. are given.

3.4.5 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

3.5.1 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.

National level organization and the linkages established by the institution and benefits resulted out of such linkages are:
Efforts are being made to have a linkage with social Club and organized Eye camp programme in surrounding Primary, Secondary Schools.

3.5.2 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.

NIL

3.5.3 How did the linkages if any contribute to the following?

- **Curriculum Development**

Faculty members from various institutions are gives valuable suggestions to improve the curriculum in the teacher education programmes.

- **Teaching**

New innovative teaching techniques are introduced and have received good feedback from the student teachers.

- **Training**

The senior professors give various training programmes to our college faculty members for enhancing the teacher education programmes.

- **Practice Teaching**

Linkage institution gives the information about the intensive teaching practice commencement and identifying the schools etc.

- **Research**

Experienced faculty members are conducting the research colloquium in our college campus faculty and student teachers are benefitted. Also give tips for selecting the problems for minor research project and action research etc.

- **Consultancy**

Some of the faculty members give consultancy in conducting seminars, workshops and camp etc.

- **Extension**

Other educational institutions help in extension activities and outreach programmes conducted by our institution.

- **Publication**

Linkage institutions publish college calendar, magazine and News letter regularly. These are exchanged periodically.

- **Student Placement**

Some of the other institutions are offering Master Programmes. Skilled students from those institutions are appointed as faculty members in our college.

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

- The college has good linkage with neighboring schools.
- The schools willingly offer their co-operation in accepting the student teachers of our institution for internship.
- The neighboring schools invite the members of our faculty and the student teachers for delivering special address and for participating in their functions.
- Good networking with community personnel for community development.
- The parents of the students of neighboring schools willingly send their wards to participate in the cultural programmes organized by the college.

3.5.5 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.

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

The faculty collaborates with school on behalf of assessment of the student teachers and gives guest lectures to the school students etc. Collaborate with other college faculty members and university faculty to fulfill the need of the curriculum, examination, selection of faculty members. The other faculty members are invited for various guest lectures in our college.

3.6 Best Practices in Research, Consultancy and Extension

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

Library with digital sections, internet facilities, e-learning facility are available for the improvement of research work. Sufficient research journal in national and international level are available in our library. The college is providing special secretarial support like typing, internet, photo copier and financial support, Special leaves for research work and recognition is allowed.

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

- Conducts research colloquium periodically
- Analyses the research problems in the research colloquium
- Consultancy available for minor and major research work done by teacher educators
- Action research as well as minor research project done by student teachers
- Guidance and counselling are given.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, the institution has physical infrastructure more than the NCTE norms. Our institution master plan and land documents are enclosed. Our college spacious Methods rooms, Administrative rooms, Laboratories, Auditorium, Library , Multipurpose hall and other necessary rooms.

| S.No | Facilities | Amount |
|------|------------------|-------------|
| 1. | Land | 45,82,529 |
| 2. | Laboratory | 3,56,859 |
| 3. | Building | 3,89,52,821 |
| 4. | Furniture | 14,86,739 |
| 5. | Equipments | 1,49,537 |
| 6. | Computer | 3,75,891 |
| 7. | Transport charge | 19,89,438 |
| 8. | Sports | 51,862. |

4.1.2 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.

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

The college has separate rooms for work experience (art & craft), computer cum language laboratory (19 computer for language lab). The college has multipurpose hall for seminars, workshops co-curricular and extracurricular activities. Also we have spacious play field and a well equipped sports room.

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

Our college infrastructure exclusively used only for B.Ed. course. No other courses share the infrastructure.

4.1.5 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 following facilities are available with the institution to ensure the health and hygiene of the staff and students:

- Drinking water with RO system
- Canteen facilities for student and staff
- First aid facilities for students and staff
- Separate attached rest room for Chairman and Principal.
- Separate toilet facilities for Girl & Boys students, women's staff and Gent's staff.
- Separate hand washing place for students, women's staff and Gents' staff.
- Fitness center (Gymnasium) is available

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

Yes, 17 student teacher has-been accommodated in the hostel.

The following facilities are available in the hostel:

- Well spacious rooms
- Students recreational room
- First aid facilities
- Canteen facilities
- Play fields (sports and games)

4.2 Maintenance of Infrastructure

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

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

The college has spent funds for infrastructural facilities and maintenance. The details of amount spent for maintenance and Infrastructure of the college:

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------|-----------|----------|----------|----------|
| Building | 3,00,000 | 3,00,000 | 3,25,000 | 3,25,000 |
| Laboratories | 50,000 | 60,000 | 1,15,000 | 1,20,000 |
| Furniture | 20,000 | 20,000 | 20,000 | 25,000 |
| Equipments | 25,000 | 25,000 | 25,000 | 27,000 |
| Computers | 50,000 | 50,000 | 55,000 | 61,000 |
| Transport/vehicles | 14,94,712 | - | - | - |

The college has faith and policies in building and expanding its infrastructural facilities continuously, which is the index of progress. The college focuses on the upkeep and maintenance of

its infrastructure on priority basis, which is one of the indicators of its vision and commitment. The college has been spending funds on the maintenance of physical infrastructure according to details given below:

- Regular white washing of building
- Cleaning blockage in drains
- Cleaning of roofs before the start of rainy seasons
- Regular check up and repairs of electric points
- Regular check up and servicing of computer lab cum Language lab (fully Air Conditioned),
- Regular servicing, of fax machine, Photo copier, Printers and scanners etc.
- Regularly monitoring generators (two)
- Regularly check all the fans
- Regular maintenance of the greenish garden
- Regular maintenance and refilling of fire-extinguishers.
- Cleaning and chlorination of water tanks
- Regularly checking the stocks of all the laboratories in every academic year
- Maintenance of the furniture (painting and repairs)
- Replacement of old furniture and so on.
- Use of naphthalene balls.
- Periodical purchase of the new books, journals and encyclopedia etc. in the library.
- Periodical check up of the transport vehicles like Insurance, FC, Painting and other maintenance of the vehicle.

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

The college timing is from 9.30 am to 4.30 pm. Throughout the day each room is used for an activity. The multipurpose hall is used for holding functions, internal examinations of the college and morning assembly, various competitions and special lectures, workshops, seminars, Conferences, guest lectures and cultural activities etc. Seminar room is used by teachers to take special lectures involving use of interaction board with electronic equipment.

4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The college gives adequate attention to the environmental issues. There is a garden in the college campus, in which different varieties of plants have been planted. Also herbal plants are cultivated in pots inside of the college campus. Beautiful flowering plants are maintained in front of the college.

4.3 Library as a Learning Resource

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

Yes, the institution have a qualified librarian has finished M.L.I.Sc., with first class as per the NCTE norms. The college library has one computer installed with software, Photo copy facilities, one computer with internet facility for assessing the information through internet. There is a corner for stocking and

cataloging of new books (both hard and soft copy), to easily find out the books under the category.

4.3.2 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.).

| | |
|------------------------------|------|
| a. Books | 4892 |
| - Textbooks | 583 |
| - Reference books | 417 |
| b. Magazines | 10 |
| e. Journals subscribed | |
| - Indian journals | 15 |
| - Foreign journals | 1 |
| f. Peer reviewed journals | - |
| g. Back volumes of journals | 19 |
| h. E-information resources | |
| - Online journals/e-journals | N.A |
| - CDs/ DVDs | 28 |
| - Databases | 11 |
| - Video Cassettes | 19 |
| - Audio Cassettes | 28 |

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

Yes, the college has a Library Advisory committee. It has six members in advisory committee, which meets twice every academic year. All the books are entered in the computer data base.

The committee requests the teachers to give detailed lists of educational and other books for the library. The committee takes decisions regarding upgrading and extension of the library. Every year new books and journals are added in order to enrich the library with latest reading material. The college library is partially computerized and has internet facility, both for students and teachers.

For drawing out new knowledge and ideas from various resources (reference books, encyclopedia, research abstracts etc.) and developing reading habits and skills of information processing, the library is richly equipped and

updated from time to time. There is a book-Bank in the college library for needy and deserving students. Book-Bank is maintained with the active co-operation of students and teachers of the college.

Every year college conduct a book exhibition in our institution and our college gave best user award for student teachers in end of the every academic year. Suggestion box is available in the library for getting suggestions from the student teachers. These suggestions are implemented in the library after the advisory committee decisions.

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

The library is partially automated. All the activities like issue and return of books, stock entries, stock verification, e-resources are digitalized and operated through software. Different reports can be generated through the use of computers and orders can be placed for new books.

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

Yes, The college library is partially computerized (software installed) with computer systems, internet connection and Photocopy facility. On an average, approximately 60 students and all the 8 teachers use library resource daily.

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

Del Net Available..

4.3.7 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.)

Timings of the Library

| Sl.No. | Days and particulars | Time |
|--------|----------------------|-----------------|
| 1 | Working days | 210 days |
| 2 | Working hours | 9.00 hours |
| 3 | During Holidays | 9 am to 1 pm |
| 4 | During examinations | 9 am to 6.00 pm |

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

The list of new arrivals is displayed on the library bulletin board. The new arrivals are informed to the teacher educator and they in turn inform to the respective students teachers. The new arrivals are displayed visibly for a reasonable period of time.

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

Yes, There is a book bank facility in our library. The books are donated by the alumni, teacher educators and well-wishers of the institution. Further the management is also purchasing books for the book bank.

The economically weaker student teachers can make use of this book bank and they can have these books for the whole academic year. At the end of the academic year they have to return it to the library book bank.

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

The college, Principal and library committee has planned the following facilities to offer to the physically and visually challenged student teachers:

- They are given priority in issuing books
- They need not stand in queue and wait for their turn.
- They need not go to the book shelves to search. The librarian will assist them.
- Books renewal is extended 7 days.

4.4 ICT as Learning Resource

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

The institution has ICT facilities for instructional purpose. It has a well equipped Computer cum Language Laboratory (Fully Air Conditioned). The college has internet connection and all the Personal computers are networked through Local Area Network (LAN).

Software in the form of CD's related to ICT, Psychological Practical's (VCD), Core papers (VCD), Environmental educational CD's, Science Experiment CD's, CD's related to Special education, CD's related to communication skills (Spoken English) and 15 Kv Power pack up available.

Proper attention is paid to the use of ICT in the curriculum. Entire staff of the college is computer proficient, workshops, seminars and practical sessions are organized from time to time to enhance and update the knowledge of the staff about computers. Adequate time is given for computer education and computer applications in the college time table.

The details of the distribution of computer systems are as follows:

| Sl.No. | Places | No. of Computers |
|--------|---------------------------|------------------|
| 1 | Principal's office | 1 |
| 2 | Administrative office | 1 |
| 3 | Gents staff room | 1 |
| 4 | Ladies staff room | 1 |
| 5 | Multipurpose hall | 1 |
| 6 | Seminar hall-I | 1 |
| 7 | Seminar hall-II | 1 |
| 8 | Library | 1 |
| 9 | Computer cum Language Lab | 40 Units |

| | | |
|----|-----------------------------|-----------|
| 10 | Educational Technology room | 1 |
| 11 | Placement cell | 1 |
| | Total | 50 |

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

Yes, The college has fully furnished computer cum Language laboratory, with latest configured computers and having internet facility and access on each system. All the students of the college are permitted to use the computer cum language laboratory during working hours of the college and assistance is provided to those students who need it. Basis of computer skills such as using MS office and working on Internet and Communication skills, are the areas in which students take active and keen interest.

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

- Faculties are well trained and encouraged to PowerPoint presentation through Impressive Interaction Board.
- Faculties prepare lesson presentation through ICT devices.
- Faculty to update their academic up gradation through internet.
- Lesson plan material prepared in the form of CD's.

4.4.4 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)

- Student teachers use the OHP projector in teaching learning process through the transparencies.
- Student teachers use the LCD projector in teaching learning process through the Power Point presentation.
- Student teacher use computer for statistical point of view like marking, graph, calculation etc.
- Use the ICT devices for preparation of teaching aids.
- Use internet for web site evaluation and update their knowledge periodically.

4.5 Other Facilities

4.5.1 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.

Working of the college is scheduled from 9.30 am to 4.30 pm. All the students and staff of the college use each and every resources of infrastructure to the maximum extent. Laboratories play grounds, canteen, transport and instructional inputs etc. are optimally used during the college hours. All the students are encouraged to use library and computer laboratory work any time when they are free.

- Audio Visual aids, prepared by the student teachers of this college, are gifted to the practice teaching and adopted schools.
- The available facilities are exclusively used by teacher education courses only.

4.5.2 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 following audio –visual facilities are available with the college provide varied learning experience and practical training to the students of all the papers.

| | | |
|-------------------|-----------------|----------------|
| Interaction Board | LCD Projector | Colour tv |
| CD player | Video camera | Digital camera |
| Computer systems | PA systems | Tape recorder |
| OHP | Slide projector | Audio CDs |
| Audio-visual CDs | slides | Audio cassette |
| Transparencies | Radio | |

4.5.3 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 college has Laboratories for demonstration and conducting experiments. List of laboratories is given below:

- Educational technology lab
- computer cum language lab(Fully air conditioned)
- Psychology lab
- Mathematics lab
- Biological science lab
- Physical science lab

Proper emphasis given to the use of laboratories in time table .every laboratory is managed by an Assistant Professor or in charge of the lab who looks after the maintenance of the

equipment .They ensure the optimum and care full use of equipment of laboratories as well as take care of the requirements of the laboratories.

For the purchase of equipment for laboratories and the college, a purchase committee has been formed in which decisions regarding purchase of things are taken.

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

The following facilities are available with the institution:

- Multipurpose hall
- Seminar room
- Work experience room
- Sports transports

These facilities are well equipped with necessary requirements.

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

Yes the college has two seminar halls and an educational technology room. One seminar room has impressive interaction board with computer for using special lecturing; another seminar room has well equipped technology devices such as LCD, OHP with computer. Educational technology room has colour TV, video recorder and other audio visual aids etc.

4.6 Best Practices in Infrastructure and Learning Resources

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

The well equipped classrooms and laboratories, separate multimedia hall, well equipped library cum reading room, separate seminar hall with impressive interaction board, well equipped educational technology room etc are used to the maximum by the faculty members and trainees.

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

The following are best practices related to the use of ICT, which contribute the quality enhancement:

- Partially automated library with e-resources internet access etc.
- Well equipped computer cum language lab(Fully air conditioned)
- Use of impressive interaction bored LCD, slide, OHP projectors for delivering lectures in innovative way.
- Well equipped educational technology lab for special lecturing.

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

- Well spacious methods rooms and laboratories, multipurpose hall, seminar hall, and principal's office, administrative office etc.
- Excellent indoor and outdoor sports facilities, fields and materials etc.

- All the class rooms are well ventilated and well lighted with electric tubes.
- All the labs are well furnished.
- Well spacious campus for teacher education programme.

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1 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?

In order to access and enhance the professional competency of student teachers the college organize many competitions like University level cultural competitions, preparation of teaching aids, pot painting, essay writing competition, verse writing, debate etc. are organize from time to time. The college organize training programme on psychology practical and Micro teaching in which various teaching skills are practiced by the student teachers. In this training session micro lesson, macro lesson in simulation and observation lesson are practiced.

After this student teachers are sent for teaching practice in real situation in various schools. There also the students are encouraged to participate in academic activities as well as administrative activities of the school such as organization of competition, conducting morning assembly and discipline etc. they also find the deficiency and realities of classroom and possible efforts are made by the student teachers to minimize the problem faced by them with the help of their mentor and other school staff.

In order to prepare them for the development of various aspects of their personality, potential, interest of trainees a talent identification programme is organized in the beginning of the session. They are encouraged to participate in various activities

undertaken by the college and other institutions. The programme includes cultural activities like also dance, group dance, drama, mime and mimicry etc.

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

Motivation:

The college motivates the students by giving certificates, prizes (academic first, second and third), Trophies (Group activities in camp and sports meet), medals (sports meet as well as academic achievement) etc. further financial help in the form of cash prizes (college first in academic) is also provided by the management. Students achieving positions have their names displayed on notice board so that other students may also get motivation and photos of the toppers in the university examination who (college first) is published in the reputed dailies. Faculty members motivate the student for their best performance through verbal and non verbal reinforcement.

Satisfaction:

For the satisfaction of their efforts the students are encouraged by awarding grades, ranks, prizes for their academic achievements.

Development:

For the development of the various aspects of their personality many programmes are organized such as:

| | |
|--------------------------|---|
| Physical development | Sports meet, games etc |
| Moral development | Morning assembly, Value education and yoga practices. |
| Social development | Celebration of various functions such as pongal, Diwali festival, women's day, teacher's day, Human rights day etc. |
| Intellectual development | Quiz, Debate, Symposium, Seminar, conferences etc. |
| Cultural development | Organizing various cultural activities |
| Vocational development | Provide guidance and counseling programmes. |
| Spiritual development | Meditation and Yoga etc. |
| Citizenship development | Celebration of Republic, independence day , Gandhi jeyanthi etc. |

Performance Improvement:

| | |
|------------------------------|---|
| For teaching | Micro and Macro teaching |
| For academic achievement | Unit test and Model test etc. |
| For academics | Seminars, Assignments and project work etc. |
| For practical work | Preparation of teaching aids, SUPW works and audio visual aids etc. |
| For co-curricular activities | cultural activities and camp activities etc. |

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

There are no drop outs in the last five years. Individual attention is paid to each student teacher to avoid dropouts.

5.1.4 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?

There is provision of extra classes and coaching on Sundays and other holidays by the teacher educator and other academic experts who help the students to develop an awareness to prepare for competitive examination such as TET, TRB, and VAO etc.

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

Some of the students join teaching jobs, and some are pursuing higher studies but on the basis of formal information it seems that most of them join as teachers in the school and they also pursue their studies through distance education mode.

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

Yes, the students can easily access the library even after leaving the college. They can easily get the library resources like books, encyclopedia, reference books, e-resources, internet etc. the students can easily access ICT devices such as interaction board, LCD, OHP, Slide projectors, TV, Digital camera and other electronic devices etc. students can easily get knowledge of communicative skills through the language lab and gets more

knowledge about the subject through the internet facility in the computer room etc.

5.1.7 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 placement cell is effectively working in the college. The placement details are given under the table:

| (2009-2010) | (2010-11) | (2011-2012) | (2012-2013) |
|-------------|-----------|-------------|-------------|
| 17 | 16 | 19 | 21 |

In this regard, several secondary schools are being contacted and they have agreed to come and contact campus selection forthcoming year.

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

- The school academic year starts at June and ends at April. Teachers are usually appointed before the re-opening of school. At present the B.Ed. degree course is lagging three months behind the normal schedule which cause difficulty in timely placement. To overcome the difficulty the college has already suggested the concerned university to take necessary steps for completing the B.Ed. degree course before the start of the school academic year. In the academic year (2011-12) itself the practical examination is scheduled to be conducted in the month of February, so college expects from the next year itself the B.Ed. degree course will complete before the May.

- Low salary is paid by private institutions. To overcome the problems the institutions provided various training programmes related to effective teaching skills and using ICT devices in teaching learning process.
- Problem of exploitation in private sector. To overcome this problem the institutions generally provides vocational guidance and counseling and motivate the students to join any job for their professional growth.
- Limited number of jobs in government sectors. To overcome special classes are conducted in the college with various academic experts and guest lectures for to prepare and meet competitive examinations.

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

Yes, the institution has good rapport with practice teaching schools and also gives teaching aids, furniture etc. for collaboration with placement activities.

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

The placement cell is functioning through the financial support of the management. The necessary resources like human resources, computers, assistance and one room have been provided to the placement cell.

5.2 Student Support

5.2.1 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?

For effective transaction of curriculum the faculty of the B.Ed. programmes prepare course out lines in their concerned subjects to be taught by them. These outlines are prepared well in advance before the commencement of the classes and monthly and weekly planning is done. The outline consists of Micro teaching and simulation activities. The availability of resources and time is kept in view while planning the outline.

The whole programme is planned in such a way that there remains enough scope for carrying out revision of certain important topics and conducting practical activities.

The college prepare academic calendar for the educational programmes before the commencement of the academic year. Regarding co-curricular activities, a list of activities s prepared by the cultural committee after discussing with the other staff members. The academic calendar is planned strategically on the basis of previous year's experience and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.

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

Planning is done as per the requirement of physically and visually challenged students. Some of the facilities are:

- Provide wheel chairs.
- Librarian assists the students for searching and lending the books easily.

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the institution has mentoring arrangement. For this purpose the college has following arrangement:

Tutorial:

The students of the college are divided in to various groups (camp) and tutorial group and each group has a mentor (teacher educator) for helping the students to solve their problems (Educational, social, Spiritual and psychological etc.). in addition to, it encourages the students to participate on various functions like morning assembly, competitions etc.

Guidance and counseling cell:

The college has counseling cell for the counseling of students if they face any problems (educational, social, spiritual and psychological problems etc) they get help and assistance by the college. The cell has a mentor (teacher educator).

Women's grievance cell:

The college has women's grievance cell to solve the problem of female students and this also has a mentor (ladies faculty).

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

The college allows its teachers to attend various workshops, seminars and conferences for enhancing the effectiveness of faculty like psychological practices, HCL computer training programmes and training to effectively use the Impressive interaction board in teaching learning process regarding various aspects for their all round development.

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

Yes, the institution has its website naming www.Ganeshcollege.org. The latest information about faculty details, Courses offered (subjects) and with necessary qualification of joining B.Ed. degree courses, Infrastructure facilities, Methods room, Laboratories photographs and latest news (college activities) etc. The website is updated periodically.

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

Yes, the college periodically conducts the diagnostic test to identify the difficult areas or topics for the students. After that college analyze the difficult level and give tutorial and special classes for the late bloomers. The teacher educators take extra care in late bloomers.

5.2.7 What specific teaching strategies are adopted for teaching Advanced learners and (b) Slow Learners

Advanced Learners:

- Various topics are discussed in detail in the classroom.
- Assignments and seminars given to the students by the faculty members in their concerned subjects.
- Different approach teaching strategies (Dalton, Inductive and deductive, discussion etc) are followed.
- Mini Projects are given to the students by the faculty members in their concerned subjects.

Slow learners:

- Advice to improve writing speed is provided

- Question papers of previous years are discussed in the class.
- Difficulties and misconceptions are cleared.
- Students centered and activity based teaching strategies are used.
- Use different types of teaching aids while teaching learning process.
- Easily comprehensible study material for difficult topics is given and books are recommended.

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

At the time of Admission:

Admission are made through centralized counseling and help desk is there for filling of forms and choosing of different teaching subjects as per the subjects studied at the graduation level following the guidelines of the Tamilnadu Teachers Education University in allotment of teaching subjects.

Every academic year in the beginning of the session, a one day orientation programme is held at the college for giving academic counseling to the newly admitted student teachers to enable them to go through the subject and selecting of options.

During the session:

Guidance and counseling cell has been started to address the personal, social, emotional and academic problems of students. College has formulated different cells with active involvements of students as its members. Women cell is there to

sensitize the students and teachers about various problems and issues related to women.

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

For redressing the major grievance of the students grievance and staff (ladies) redressal committee has been formed in the college. Any of the major grievances of students are heard by this cell and after mutual discussion and consent, the final solution is forwarded to the head of the institution for approval.

However, if some grievances are not solved at the college administration level, then those are forwarded to the management of the institution to take necessary action in that regard. The minor grievances or problems are solved by faculty members or committee in charge at their level through mutual co-operation and consent.

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

Academic Process:

Daily classroom observation by the mentor teachers, monthly class tests, seminars, assignments, projects, model tests done time to time.

Cultural & Social Programmes:

Participating in morning assembly, functions, competitions and Camp (Blood, eye donation, AIDS awareness, Fire safety and disorder Management etc). other than this, students organizes different competitions as Rangoli, verse writing, quiz, essay writing dance, singing, painting, drawing etc.

5.2.11 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 institution ensures the students competency at the beginning of the teaching practice through skill development, micro teaching and simulation. Each student practices at least five teaching skills in their subject before going to practice teaching. A teacher educator remains fulltime in school to support and supervise the student, lesson planning and teaching practice

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

Our college established alumni association in 2010.

2011-2012 – Office Bearers

| | | |
|--------------|---|-----------|
| Suresh Kumar | - | President |
| Kannan | - | Secretary |
| Kavitha | - | Treasurer |

(ii) Give the year of the last election

The election was held in the November 2010 and November 2011.

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

- The alumni association meetings were held in the every academic year 2nd week of November.

- The alumni gave some feedback to improve the academic efficiency.
- The alumni members entertain the students with cultural events, provided light refreshment and also provided information on career opportunities.
- The alumni members, who are free at those times, also join the community activities that take place in the institution regularly.

(iv) Give details of the top ten alumni occupying prominent position.

Top of the alumni member got the teaching job in government sectors and Asst. professors in various college of education.

(v) Give details on the contribution of alumni to the growth and development of the institution.

- Our alumni members donate books to book bank in our library.
- Their valuable suggestions (feedback) are well received to further growth of the institution.
- Alumni actively works in the enrollment of the students.
- Alumni gave the information vacancy teaching position of the neighbouring schools.

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

The college encourages the student to participate in the college internal and other educational institutions competitions (essay competitions, debate, poster making, drawing, collage work, pot painting, verse writing), Cultural competitions (dance, singing, drama etc). And participate university level sports meet and internal level in every year; top petitioners are rewarded certificates, prizes, trophies, medals.

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

The institution provides financial aid, raw material and technological assistance to the students to motivate the students to publish their work in College magazine such as drawing, verses, and essays etc, published in college notice board, and published in seminar and conference proceedings and in tamil weekly etc.

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

Yes, the institution has a student council It consists of General secretary and department representatives (9 subjects).

The main function of this council is to assist in planning and smooth organization of various curricular, co-curricular and extracurricular activities. This association works for the betterment of students and college and is constituted to put up the students problems and suggestions to the college administration. The members of the council are elected by

mutual consensus. Funds for organizing various activities are provided by the college as per requirement.

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

There are student representatives in the following committees:

- Women Grievance cell
- Cultural and sports committee
- Student council
- Cultural committee and Beautification committee

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

Yes, the institution has mechanism to seek feedback for quality enhancement. It consists of a collective student feedback on teacher performance and institutions work as a whole. Feedback is also obtained from the teachers, students, employers, alumni, and academic experts etc. for necessary change and overall growth and development of the institution.

5.4 Best Practices in Student Support and Progression

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

- Participation of morning assembly and various co-curricular and Extra curricular activities is compulsory for all teachers and students.
- Student's representation in various committees.

- Use of students centered and teacher centered teaching approaches.
- Grievances redressal cell for students as well as staff.
- Transport facilities are provided for linking the rural areas.
- Medical and first aid facilities are available.
- Mentoring arrangement for students to promote peer group learning.
- Feedback on class, Unit test and model test.
- Remedial progress for late bloomers.
- Book bank facilities are provided for use poor students.
- Issue of library books even during the examination time.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Vision

- To promote life long learning and enrich the community with trained intelligent and world class teachers.
- To spread the fragrance of knowledge, love, and humanity.
- To make a positive difference in the society by serving them with love.

Mission

- To make the weaker the leaders.
- To promote excellence in the sphere of teacher education.
- To train the students to be an intelligent, social minded, vocationally prepared and committed to the cause of quality education.
- To uplift the living conditions of girl students from the rural areas.

Goals

- To provide career programs to prepare students to function successfully in a technologically and socially changing world.
- To provide professional development programs to ensure excellence in teaching, learning process.
- To Provide support services for all students
- To Serve as a education center for national development

- To Enhance teaching and learning through the use of latest ICT (Information and Communication Technology)

Objectives:

- ❖ To impart knowledge and training of latest technology for teaching
- ❖ To impart quality teacher training to the teacher trainees.
- ❖ To develop effective communication skills.
- ❖ To provide job placement services as required.
- ❖ To develop the leadership quality among the teacher trainees.
- ❖ To inculcate commitment towards national development.
 - To Introduce ICT based education..

Values

- Contributing to the national development
- Quest for excellence
- Develop self discipline and self trust
- Develop the honesty, punctuality, co-operation etc.
- Develop the national and international feelings.
- Develop the democratic leadership.

Institutional purpose, vision, mission, objectives, goals and values are made known to the various stakeholders through the different programmes organized by the college. The activities such as Blood donation, Eye donation, Polio pulse, fire and safety management, healthy awareness, Dengue fever, tree plantation, AIDS awareness, literacy campaigning, celebrating national and international days and social and religious functions and active participation of students and parents.

6.1.2 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 institution is committed to provide the quality in education covering its vision, mission, goals, objectives and values through the teaching learning process as well as co-curricular and extra curricular activities based on community needs. The college endeavors to impart liberal, modern and quality education in teacher education programme inculcating the sense of humanity, spirit of values, national integration , democratic outlook to develop multidimensional personality.

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

The correspondent of the institute has a whole time affairs with the institution function and provide requisite leadership, guidance for the functions / system of the institution with deep interest and high commitment, institute management works with a good synergy to uplift and betterment of all institute affairs .It provides a good platform for academic mobility through various strategies, guidance leadership and control.

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

The management of the institution and the head of the institution work together to frame and execute the polices and

responsibilities of the institution and always communicated to the staff through the responsibility charts, meeting, circulars etc.

New plans are implemented by the faculty members and students through team efforts. The faculty members are assigned duties and responsibilities on the basis of their willingness and interests. Different decisions, tasks and responsibilities are well-defined and distributed to the teaching and non-teaching staff through staff meetings, office orders and circulars. Sometimes, the responsibilities are given formally in a verbal manner. The communication is made well in advance to the staff members so that various tasks and activities can be carried out smoothly.

The work load of teaching staff is kept almost similar and equal for every member so that no grievance could arise. For such tasks and responsibilities assigned, the person concerned is held accountable.

6.1.5 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 obtains feedback from various sources such as students, faculty, academic experts (resource person), parents, head of the teaching practice school, employers and alumni etc. Those are reviewed by the feedback review committee. This committee consists of Chairman, head of the institution, and one senior faculty member. Feedback analyzed by the committee and appropriate decisions are taken.

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

The barriers and problems are faced in realizing the vision, mission, objectives, goals and values, which are identified through feedback obtained from the faculty, students, school teachers, head of the practice school, parents for solving problems and improving the situation in forthcoming academic year, necessary decisions and steps are undertaken by the college by keeping in view the resources available and the additional resources that can be made available to the college by the employers.

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

- Through the formal discussions in meetings.
- Sponsoring staff for professional development programmes such as seminar, workshops and conferences etc.
- Seeking suggestions from staff members.
- Management periodically visits the institution for to keep quality, control over to the students and teaching learning process etc.
- Providing various facilities Medical leave, Casual leave, Compensate Leave, study leave and vocation leave etc.
- Providing secretarial assistance for typing, photo copying etc for faculty members , who are doing research.

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

The Principal of the institution plays a dynamic role in grievance and management of the curriculum, administration, allocation and utilization of the resources because of his twin quality of head and heart.

- The Principal co-ordinates with the management, staff and students effectively and efficiently.
- The Principal is efficient and well versed internal co-ordinating and monitoring mechanism for smooth functioning of the institution.
- The Principal is sensitized to modern managerial concepts such as strategic planning, team work, decision making, computerization and total quality management.
- The Principal regularly hold meeting of staff council and other committees for improvement of the institutional process.

6.2 Organizational Arrangements

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

The college has set up a large number of co committees and the function of each has been specified. There is a committee for internal checks. The college could set up a small co-ordination body under the principal to monitor the functioning of the various committees. The work efficiency of the teaching and non-teaching staff is accessed by the principal and the management. The

academic calendar is finalized after they are discussed in staff meeting.

Our college set up different committees is made to decentralize the duties among teachers. The following committees have been formed in the institution:

| | |
|-----------------------------------|---|
| Discipline committee | Maintain overall discipline of the college |
| Cultural committee | Arrange resources, facilities and decides the time venue etc for co-curricular and extra curricular activities, programmes and functions. |
| Sports committee | Organize sports activities for the college. |
| Library advisory committee | Advice for the increasing library time, purchase the books, journals, book banking etc. |
| Grievance redressal committee | Redresses the grievance of students and staff members. |
| Examination committee | Looks after all affairs related to the examination |
| Activity committee | Organizes and conducts co-curricular and extracurricular activities of the college. |
| Guidance and counseling committee | Give guides and counseling the students in various |

| | |
|---------------------------|---|
| | aspects. |
| Feedback review committee | Analyzed the feedback and give suggestions to improve the institutions. |

Academic management:

In educational institution the academic management is done by academic calendar which has been prepared in the starting of the new session and daily time table is prepared to run the classes properly.

Meetings:

- There are different types of meetings to administrative the different activities in college such as:
- Meetings for educational tours and field trip.
- Meetings for micro teaching orientation programmes and macro teaching etc.
- Meetings regarding conducting inter- college cultural competitions, curricular and co-curricular and extracurricular activities etc.
- Meetings for beautification of the campus.
- Meetings for student's grievance and staff grievances.
- Meetings for student's council and staffs for arranging the resources-persons for guest lectures etc.
- Meetings for conducting camp and day to day activities.

Faculties:

There are 9 Assistant professors including the principal for B.Ed. course.

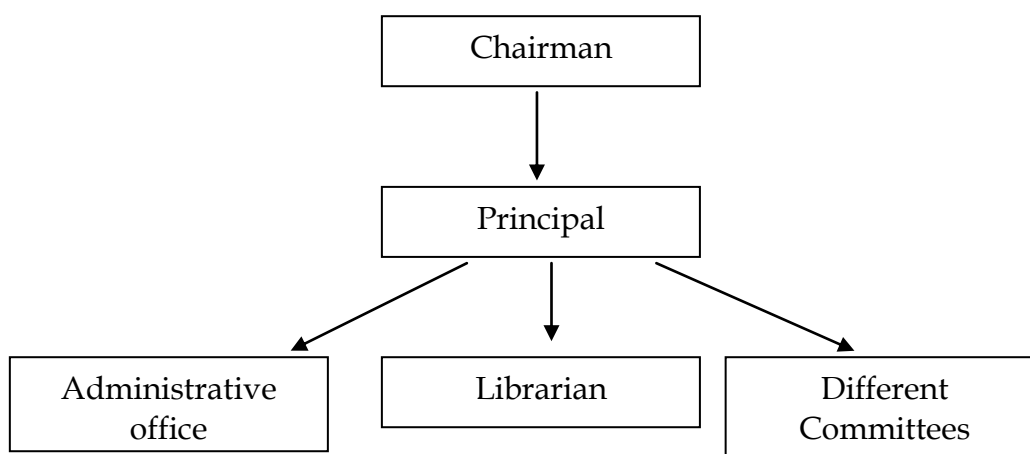
Extension Lecture and Linkage:

College has make arrangement of extension lectures on different topics related to students academic and personality development.

Examination:

There is provision of class tests, unit test and Model examination in the middle and before the university examination of the session for continuous and comprehensive evaluation. Besides, assignments are also given to the student teachers by the concerned teacher educators in the academic session.

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



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

The overall administration is done by the head of the institution i.e the principal. In his absence, the other senior and efficient teacher is given the charge and responsibility to look in to the college affairs. Various committees are constituted in the college have been assigned necessary powers and authority by the

Principal to organize and manage different curricular and co-curricular activities.

The decisions regarding academic calendar and co-curricular activities are taken in a co-operatively in the meeting of concerned committees and finally in meetings of staff council. The college students council has been framed in the college to assist in adequate and smooth organization of various activities and putting forward the problems of students as well as make suggestions for improvements and modifications.

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

The faculty members of the college meet with the school teachers and headmaster in formal as well as informal manner and discuss different issues related to school education. This helps in bringing improvements in teaching practice process in the college. The lesson plans for practice teaching are discussed with school teachers so that best educational experience can be provided to the students. School teachers also observe the lesson of student teachers during practice teaching and provide feedback to the students for further improvement in their teaching.

The college also collects feedback from the school guide teachers and head of the practicing school on various aspects of practice teaching through in future. Also, school teachers are invited to college for guest lectures as well as examiners for evaluating the works of students in different activities.

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

Yes, the college collects feedback from the following and use it in further decision – making and performance improvement:

- Feedback from students regarding teachers and campus experiences.
- Feedback from school teachers and head of the practicing schools at the time of practice teaching.
- Self appraisal reports of teaching faculty.
- Feedback from employers, parents, alumni through informal discussions and personal contacts.

The feedback thus collected is analyzed and discussed in staff meetings. On the basis of the discussions, decisions are taken for further improvement in functioning of the college. Such decisions which do not require any additional human and financial resources are implemented during the next session and the new action plans and decisions that need extra human and financial resources are further discussed with the employers. On getting the additional resources from the employers, such decisions are implemented in a joint manner through team efforts. The progress of these plans is monitored for their systematic organization.

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

Institution provides computer and internet facilities for research purpose.

- It motivates faculty members for further studies to increase their qualification.
- It provides computers on demand to the faculty members.
- It motivates the faculty members to send paper for publishing, presenting and participating in various seminars, conferences, workshops etc.

6.3 Strategy Development and Deployment

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

The institution is fully computerized and all information is collected, stored, processed and utilized by the means of ICT. Whole administrative office is computerized and all information is available on just one click. Institute has its own website where all information about the institution is available. The details of the course, faculty, facilities, and laboratories photograph etc. and other details all are just one click from the person, who wants to get that.

The institution has monitored the performance of the teaching staff by self appraisal, students' assessment of the faculty performance, expert assessment of the faculty performance.

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

The college has sponsored some faculty members for professional development programme (In-service training,

seminars, conferences, workshops) at national as well as international level.

To allocate financial resources, the institution has internal and external financial audit mechanism for accomplishment and sustaining the changes resulting from the action plans.

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

Resources needed to support the implementation of the mission and vision, goals, objectives planned and obtained in following manner:

- Faculties are directed to attend the orientation and refresher course (future).
- Invited guest lectures from various esteemed institution and University.
- Faculties are assigned additional administrative work. Senior faculty members are deputed as convener duties etc.
- Spent on research and scholarship (seminar, conferences, faculty development programmes, faculty exchange etc.).

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

Academic plan of the college usually come from university in the form of academic calendar and various notifications issued from time to time. In tune with the university, the college committee frames the academic calendar after discussing the matter in the meeting. All the staff members participate in the meeting for devising the academic plan.

Following are the procedure of developing academic plan:

- The college has inbuilt flexibility for the students by offering them more opportunities than the stipulated ones to attain mastery level in respect of Micro teaching, Macro teaching and pedagogical skill development.
- Before sending to the student teachers to school for practice teaching in different schools, proper permission from Chief educational officer, Principal and Head of the practicing school is taken. Students are involving in teaching in due concentrate on syllabus.

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

- Regular meetings held in the institution in which latest issues and actions regarding that are discussed. Important information is passed to the students by displaying notices on notice board and through circular to the staff members.
- Duties are assigned to the faculty members according to their abilities for smooth functioning of the institutions. Decentralization of the responsibilities and impartial attitude of the heads towards faculty is the major contribution for institutional development.

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

Vision, Mission and implementation plans are monitored by the teacher in-charge of different field. Like teacher in-charge of cultural activities pay attention and organize different activities

to promote the healthy attitude to achieve the vision and mission of the institution. Frequently meeting is organizes to revise the different activities to achieve the vision and mission.

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

The institution plans and deploys the new technology like LCD, OHP, Slide projectors, Impressive interaction Board, Computer, internet facility is available for all the student to boost their knowledge and skills.

6.4 Human Resource Management

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

Faculty development need and career progression of staff is identified and proper arrangement is provided by institution. The Principal has healthy relation with all the faculty members and identifies the need and progression of staff and motivates them to proceed. Also the management motivates the staff members to proceed for the career progression after identification. Those who have some achievement, they are motivated by increments and appreciation letter and awarded.

6.4.2 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?

Feedback evaluation is the best method used for improvement on performance monitoring and enhancement.

Further, the self-appraisals methods have been adopted for continuous evaluation of teaching and performance. Further, the teachers are regularly motivated for research activities. This has resulted in bringing out many papers by the faculty members which has been presented in different seminars, conferences and workshops. Innovative teaching methodologies have been adopted based on the feedbacks received and also through assessment made by the peers.

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

For the welfare of faculty and non teaching staff members, the college provides.

- Free transport facility
- Appraisal and respect
- Good salary
- TA and DA for teaching practice.
- OD for the attending seminars, conferences and workshops etc.
- Boarding and lodging free for the faculty members.
- Education free of cost for children studying in our sister institutions.

6.4.4 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 conducted staff development programme for skill up gradation and training of teaching and Non teaching staff.

- Internal workshop was organized and nearly 8 members of staff got the training by an expert about the use of computer in teaching.
- Computer literary programme was also organized to improve the knowledge and skill teaching and non teaching staff about the operation of computer.
- Training programme was organized effectively use of interaction board in teaching learning process.
- Special leave and registration cost for attending workshops, seminars, and conferences reimbursed to the faculty members.
- Micro teaching orientation programmes organized to improve the teaching skills of faculty members.

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

The institution follows all the rules and regulations of recruitment of the teaching faculty as per the NCTE, UGC, and Tamilnadu Teachers Education University, Chennai. Advertisements given in two reputed news papers applications are invited, with gazette attested copies of certificates and experience certificate.

The selection committee was formed; the committee consists of Management chairman, Head of the institution, and

subject expert from other educational institutions or Sister Institution. The committee conducts written examination, teaching methodology and followed by an interview, the committee strictly follow the standard and norms.

6.4.6 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).

The college appoints two part-time faculty members one Director of Physical education and another one is Art and Craft education as per the NCTE norms. The salary is given as per the Tamilnadu Government norms, the work load also reduce, the details of work load mentioned in the time table.

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

The institution ensures that the staffs grow professionally. Staff members participate in seminars, conferences and workshop at local and national level. Staff members are encouraged to attend professional development programmes. Research is also supported by the management. Presently some faculty members are doing Ph.D. and some members are in process of enrollment.

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

The physical facilities are provided to all the staff members. Institution has well furnished separate staffrooms (gents and ladies) partition for each staff. Computer with internet access facility, available in staff rooms, separate toilet facilities and washing places. Well furnished and decorated Principal room, computer with internet facility and executive table with chair and attached restroom and well furnished administrative office, computer with internet, well equipped library partially automated internet facilities.

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

The faculty gets information from the Principal and Management representative freely. If anybody wants to lodge complaint or to give a suggestion. They can write suggestions or complaints directly to the Principal and Management representative.

6.4.10 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.

Workload polices and practices that encourage faculty and all the rules are followed by the institution, which are given by Tamilnadu Teachers Education University.

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

Yes, a prescribed mechanism is there to reward and motivate staff members, provision increments and appreciation letter; dedicated teacher awards are, there to motivate staff members.

6.5 Financial Management and Resource Mobilization

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

No, financial support from the student's tuition fees.

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

No donations have been received by the institution during the last three years.

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

Budget of the institutions is adequate to cover the day-to-day expenses.

6.5.4 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 tuition fees of B.Ed. students the main resources of the income of the college.

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

Yes, the accounts are audited regularly. First audited in the internal level next a chartered accountant is appointed by the institution for this purpose. All the matters concerned with finance are looked after by an accountant and assistant.

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

Yes, the institution has computerized its financial management systems such as MS Excel, Tally with new version etc.

6.6 Best practices in Governance and Leadership

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

- Grievances and redressal cell for students and staff members.
- Similar workload for teachers of respective faculty.
- Appoint two part-time faculties as per NCTE norms.
- Decentralization of administration.
- Students' representation of in various committees.
- Feedback from students, faculty members, employers, alumni, parents, academic experts, guide teacher and head of the institution of practice teaching school.
- Faculty members are appointed by the selection committee.
- Welfare of the faculty and non teaching staff.
- Formulation of action plans on the basis of previous experiences and feedback obtained from various stakeholders.
- Monitoring of various activities

- Well furnished physical facilities of Head and faculty members of the institution.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, The institution has established IQAC cell in the year 2010. IQAC which consists of representative from the Management, Principal, Two senior faculty members. The IQAC is looking after the overall monitoring and also implementation of developmental activities. The IQAC also ensures the time to time academic, curricular, co-curricular and extra curricular activities.

- IQAC meeting is organized by the institution at the first week of every academic year. IQAC major activities are:
 - Conducting seminars and workshops
 - Spoken English classes
 - Providing guidance and counselling
 - Citizenship training camp
 - Conducting awareness programmes
 - Conducting alumni association
 - University level cultural competitions
 - Educational tour
 - Tree plantation and Herbal plantation
 - Subject club activities
 - Provision of Placement cell
 - Beautification of campus

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

The college has its own mechanism for assessing the achievement of goals and objectives. The details are as under:

- Feedback from the Teacher educators, Student teachers, Mentors, Alumni, Head of the practicing schools, Academic experts is obtained.
- The institution organizes a meeting with the management members, Principal and teacher educators to analyse the feedback from the various point of view with regard to achievement of institution goals and objectives.

7.1.3 How does the institution ensure the quality of its academic programmes?

- Obtaining regular feedback from the student teachers, Parents, Academic experts and Teacher educators etc.
- Regular discussions with teacher educators and student teachers.
- Conducting internal seminars and various curricular activities on quality improvement.
- IQAC monitors the quality of academic programmes like seminar, workshops for students and teachers, Computer training programme (Spoken English), Awareness Camp etc.

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

- To ensure the quality of its administration and financial management processes, a number of strategies are used, details are given below:

- Management conducts monthly meeting regarding the problems of institution
- Principal conduct staff meeting twice a monthly to analyze the faculty and student grievance.
- College Staff secretary and student secretary are selected for maintaining discipline in the campus as well as community.
- The management financial committee is formed. This committee analyze the financial management and requirements of the instructional facilities of the institution. Purchase of the new requirements such as Library books, lab things, ICT learning devices etc. and satisfactory salary process is in vogue.

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

- Good practices are identified by staff meeting of Teacher educators and Principal of the college on regular basis
- Regular feedback from Teacher Educators, Student teachers and Non Teaching staff is obtained periodically.
- Suggestions from community responsible persons, Academic experts, Student teachers, Teacher educators are collected verbally
- College has started good placement cell and guidance and counseling.
- The college has permanent provision of inculcating values among the students during the morning assembly as well as in the classroom.

7.2 Inclusive Practices

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

To sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum, a few well-defined techniques are used:

- Extension lectures are arranged
- Internal seminars organized on various national issues.
- Discussion with students of special categories is held regularly.
- To visit special schools such as Visually, Physically challenged and Mentally retarded etc. interact with those student and are able to gain a wide knowledge about their learning methodology.

7.2.2 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.

- Lectures on inclusive education are organized for students
- Debates and discussions are organized by club, in which the students take active participation.
- Project work is given to the students in women empowerment, women problems faced by women in society.
- Experts are invited to interact with students and make them create aware of many intricacies of inclusive education etc.

7.2.3 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.

- In the beginning of the academic sessions the college conducts the talents contest. Students are judged.
- Student teachers go for real teaching in schools
- Student teachers visit the villages to conduct awareness camp.
- Making models and teaching aids.
- Conduct seminars and workshops and debate in the internal level.
- Internal competitions in various activities are organized on a regular basis.
- Well equipped library with learning books and educational CDs, journals, Magazines and news papers etc.
- Alumni meeting is conducted in every year Alumni members are interested in the growth and development of the institution; they contribute more books to the book bank etc.

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

As explained elsewhere, the student teachers are provided opportunities to understand specific problems of children with diverse backgrounds and exceptionalities. This is done with the help of extension lectures, group discussions, simulation games, seminars, visits to schools etc.

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

- The college has collaboration with Lions club which provides wheel chair to the disabled students.
- Extra time is given at the time of internal examinations.
- All the staff members and specially the librarian have been specifically informed to provide all possible help in the academic activities to the disabled (physically and visually challenged) students.

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

- The institution is offering B.Ed. programme only for Women. There are no such sensitive issues. But, the college has student's grievance cell and Guidance and counseling cell.
- The counselor gives counseling to the women to boost their confidence and eradicate the mental stress faced personally.
- We celebrate women's day focusing on women's empowerment. we women's art festival is conducted on the same day every year.

7.3 Stakeholder Relationships

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on Academic and Administrative performance to the stakeholders as under:

- Regular feedback is obtained from the student teachers and teacher educators. The responses are tabulated and analyzed by a group of teacher educators of the college. On the basis of the analysis, valid inferences are derived. Other stakeholders are also informed accordingly.
- Regular meeting with the stakeholders are convened in which information about the performance is given. The stakeholders are encouraged to give their comments and suggestions for further improvement of the functioning of the college.

7.3.2 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 weak points related to various process are noted and discussed by the staff in a meeting at the end of the session.
- The success areas of the college are pooled through interaction with staff i.e Teaching, Non Teaching and old students.
- Strong as well as weak points of the college are also noted.

7.3.3 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 feedback mechanism are:

- Feedback proforma meant of selected student teachers of the college are collected and analyzed. The Information is used for planning next years programmes.
- Feedback received from the student teachers, teacher educators, Alumni, Employers, Community, Academic peers and academic experts is used for improving the quality of academic and administration.
- The response from various sources are collected and tabulated Information is analyzed by a panel of senior teachers and administrators. Suggestions thus arrived at are implemented.

**DECLARATION BY THE HEAD
OF THE INSTITUTION**

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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

Place : Salem
Date :
seal

Signature of the
Head of the Institution With

GANESH COLLEGE OF EDUCATION, METTUPATTI, SALEM.