Criterion I - Curricular Aspects

“A Curriculum integrated with social development and social conscience a sense that individuals can have a reflective and dynamic impact on the society around them and that individuals carry a responsibility to effect necessary social and political change.

Michael, Vavrus
(1999)
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.)

Kunja Kowsalya Ammal Govindarajan Educational and Charitable Trust being the educational agency of K.M.G College of Education, was promoted by the vision of late shri.K.M.Govindarajan, with a mission to offer higher education in the field of teacher education to the needy, poor and middle class students belonging to this educationally backward area and make them fully employed and economically self dependant.

The objectives of the institution are stated below:

- To provide quality teacher education programmes for the rural talented youth.
- To increase the number of committed and competent professionals in teaching.
- To develop the institution as a higher source of learning by providing library and other ICT related resources.
- To strive for the optimum utilization of available resources.
➢ To empower the rural disadvantaged people through education.

➢ To increase the employability of young men and women.

➢ To imbibe the qualities of good citizenship in the youth.

➢ To involve the local people in nation building endeavour through education.

➢ To meet the growing challengers in educating the rural masses.

➢ To make women self-dependant through education.

➢ To enable the youth to know their rights for equality through education.

➢ To make the youth learn the present trends and innovations in the field of education.

➢ To enable the youth to develop their leadership qualities.

➢ To develop the potentialities of youth using modern methods of teaching.

Our college was started in the year 2006 with a sanctioned strength of 100 students. The institution was originally affiliated to Thiruvalluvar University, Vellore and subsequently affiliated to Tamil Nadu Teachers Education University, Chennai. At present we follow the curriculum designed by our affiliating university.
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 broadly divided into two components the theoretical component and a practicum component. The theoretical component consists of three core courses, one elective course and two optional courses. The core courses comprise three broad areas viz. Education in the emerging indian society, Psychology of learning and human development and Educational innovations and management. There are as many as eleven elective courses out of which four courses may be selected by the colleges concerned. The learner can select one out of these four courses. Apart from these core and elective courses, the learners have to study two optional subjects based on their undergraduate / post graduate disciplines. The practicum component consists of various activities like observation, demonstration, teaching skills development, school based internship programme etc.

The introduction of life skills course is an added curriculum component of the course. Experience relating to stress coping management, positive thinking, transactional analysis, time management and self awareness and self motivation shall be given to students in the beginning of the academic year.

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

A close examination of the curriculum design reveals that global trends in teacher education have been reflected in the curriculum. The core course, Educational innovations and management has a bearing on modern management trends. Further, the inclusion of elective subjects, human rights
education, peace and value education, environmental education, computers in education, perspectives in special education and safety and disaster management is the clear indication of the efforts made by the designers of the curriculum to meet the emerging needs of the society. Moreover, the optional courses given in the curriculum include skill –based approaches to learning. It is worth noting here that the university have updated the syllabus and have brought in a few changes in the syllabus from the academic year 2013-2014 onwards.

Above all, the division of class hours into lecture, tutorial and practical / project work is a sample of the use of innovative ideas in curricular planning. The introduction of an elective under the title “professional course for teacher proficiency” is the need of the hour as students have to prepare for ‘teachers eligibility test’.

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

Though the curriculum is designed and handed down to affiliating colleges, we could see that the thrust areas like environment, value education, ICT etc. are included in the curriculum. National issues like Environment, value education, ICT are included in elective and core courses.

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

Yes.

Curricular planning is made using ICT resources. The practicum component consists of a number of ICT related activities. The students have to prepare and use educational software materials for their practice teaching. They have to
prepare study material by downloading from web sources. In other words, development of multimedia packages is insisted upon in the curriculum. The core course educational innovations and management has many topics relating to ICT and TQM. There is an elective course ‘computers in education’ in the curriculum.

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 existing curriculum provided by the university is modified at the process level in order to provide practice oriented experiences to the students. The objectives, activities and achievements are negotiated between learners and teacher educators.

Instead of lecturing, the teacher educators make the learners involve in the process of learning. Seminars, group discussions, paper presentations & poster presentations are encouraged on given topics. Role – play and dramatization techniques are also used in language class-rooms. Lecture classes are converted into interaction sessions wherein the learners learn the contents reflectively.

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?

Text book analysis is an essential component of all students in optional-1. Our institution extends this analysis to other subjects as well. Students are given enough practice to learn the curricular aspects as outlined in the textbooks. Students are encouraged to participate and present papers in the programmes organized by other institutions.
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..

A three day course on communication skills in English is being organized during the beginning of every academic year. Mock interviews are conducted for all the students to make them better communicators.

A remedial course in English for the students of English optional 1 and 2 was organized in the year 2010 – 2011. This course was arranged based on the diagnostic test conducted by the faculty.

A voluntary course on “Yoga” was conducted during the academic years 2010 – 2011 and 2011 – 2012. Masters of yoga from Manavala Kalai Mandram conducted the programme in their campus which is situated very close to our campus. Thirty students participated in the first batch and thirty five students in the second batch.

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

1. Interdisciplinary/Multidisciplinary
2. Multi-skill development
3. Inclusive education
4. Practice teaching
5. School experience / internship
6. Work experience /SUPW
7. Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).
The practice teaching programme which is a compulsory component of the course lasts for 40 continuous working days in the nearby schools. A weightage of 525 teaching hours is given to this programme. Micro-teaching programme which precedes macro-teaching is a component in the curriculum and the learners are expected to get mastery over atleast six micro-teaching skills before they take up macro – teaching. The designers of the curriculum have made it a compulsory programme by allotting marks and there is no flexibility in the implementation of this programme.

As far as practice-teaching is concerned the choice regarding the selection of schools, is vested with the training institutions. A student can opt for a State Board, Matriculation, CBSE or any other recognized school for practice-teaching. Our institution has identified as many as twenty one secondary/higher secondary schools and we send our students to these schools keeping the choice of the students in mind.

In addition to theory and practice-teaching, Our class time-table provides classes exclusively for SUPW. The works carried out in these classes are exhibited now and then and the records relating to SUPW activities are prepared based on the guidelines given in the curriculum.

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?

In the beginning of every academic year, students are allowed to select any one of the four elective subjects offered by the institution. Before the selection of electives students are given an orientation regarding the subjects and the entire curriculum is circulated among the students.
They are asked to state the rationale for the selection of elective subjects. The expectations of the students about the course will be taken down by the faculty. At the end of the course, students record their observations about the topics given in the elective subjects and the shortcomings, if any will be noted down. The usefulness of other core courses and optional subjects is also ascertained from them. The feedback is received in the form of descriptive writing so that students can air their grievances, if any, in their mother-tongue freely.

In the alumni meet conducted during 2011-2012, some of the students pointed out that the curriculum has given more theory than practice. According to them instead of the philosophies of great thinkers of the West and the East, techniques regarding the management of over crowded classes, mixed ability groups and disadvantaged learners could be incorporated in the curriculum.

The employers of various schools particularly the matriculation and CBSE schools, want communication skills and interpersonal skills to be added to the existing curriculum. Stress management and personality development programmes may be included in the core course-psychology of learning and human development.

We could infer from the discussions we had in seminars and other forums by the academic peers, that practice teaching is the weakest link in the course programme. The mentor teachers in most of the cases use out moded methods of teaching and the students could not be benefited from them. The mentor teachers and other stakeholders of practice teaching schools should be made aware of the existing curriculum.
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.

However there is no mechanism to analyse the short comings of the curriculum in our institution. We forward the criticisms and suggestions to the authorities in the form of letters.

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

The present principal of our institution was the member of Board of studies in Education of Thiruvalluvar University. He was also the nominee appointed by the Tamil Nadu Teachers Education University (TNTEU) for the Board of studies of Stella Matutina College of Education, Chennai and he served as the member from 2008-2010. The principal was also a member of Board of studies in English of autonomous institutions, Auxilium College for women (aided) Vellore and Muthurangam Government Arts College, Vellore.

The Secretary of our institution is a member of Academic Council, Thiruvalluvar University. Because of our association with academic bodies, we are in a position to know and approve of the changes in curriculum design. We send our feed back to the authorities concerned. We also make changes in the methodological procedures to suit our goal, within the broad frame work given by the University.
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).

The present curriculum was introduced by the TNTEU during the academic year 2008-2009. However, we could see some changes which are effective from the academic year 2012 – 2013 itself.

- An elective paper titled “professional course for teacher proficiency” has been included in the curriculum.
- The following changes were made in the practicum component:
  a) Activities regarding observation and demonstration were merged under the new name demonstration cum criticism.
  b) The component action research is deleted and in its place more weightage is given to case study in psychology.
- From the academic year 2013-2014 onwards a core paper entitled “educational innovations and curriculum development” will be introduced instead of the exiting core paper. A separate elective paper educational administration and management will be introduced.

The above modifications, it seems, were made based on the feedback received by the university from the stakeholders. The Government of Tamil Nadu has made teachers eligibility test compulsory for recruitment to schools. As such the inclusion of the new elective course “professional course for teacher proficiency” is based on the needs of the students.
1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practising schools etc.)

There are no provisions for the revision and updating of the curriculum as our institution comes under the category of affiliated colleges of the university. However, we send our regular feedback received from mentor teachers of schools and students. We discuss, the curriculum related issues in the “principals meet” arranged by the vice-chancellor of our university.

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?

Our institution was originally affiliated to Thiruvalluvar University, Vellore in the year 2006. Consequent on the formation of Tamil Nadu Teachers Education University (TNTEU), all the colleges of education were brought under its jurisdiction. The TNTEU revised and updated the B.Ed., Curriculum to cater to the needs of all students of Tamil Nadu in the year 2008-2009. It was further revised by incorporating changes in the existing curriculum from the academic year 2009-2010 onwards. A few more changes are made during the academic year 2012 – 2013. It is again modified to suit the growing demands of the society and the modifications are to be followed from the academic year 2013-2014 onwards.

In order to meet the challenges posed by the revisions made in the curriculum, teachers of this institution are encouraged to participate in seminars and conferences organized by academic bodies time and again.
The following members of staff participated in teacher development programme relating to curriculum.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the faculty</th>
<th>Title of the programme</th>
<th>Name of the sponsor</th>
<th>Year of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R.Revathy</td>
<td>Need for the value based curriculum in education</td>
<td>Department of Education, Bharathiyar University</td>
<td>April 18&lt;sup&gt;th&lt;/sup&gt; &amp; 19&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2</td>
<td>C.S.Geethambigai</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Our institution has allowed students to choose elective subjects under their choice. Care has been taken to guide and counsel the students regarding the selection of electives. Students were allowed to sit in different classrooms of their choice. They were permitted to sit and observe all the elective classes. They were given sufficient time to choose the elective subject. The emerging concept democratization of education has its roots in our institution in the allocation of elective subjects.

- The students can select the medium of instruction by observing the classes of the teacher educators.

- An academic calendar is prepared well in advance and the students are given the calendar immediately on joining the course. The curriculum transaction is carried out by providing an over all time-table for all the students. Feedback from the students are given due weightage and changes are made wherever necessary.
The curricular aspects of classroom management were discussed in the National Level Seminar on “growing challenges in classroom management” organized by our institution on 31-03-2012. The key resource persons were Dr. N. Kalaairasi, Associate Professor of Computer Science, N.K.T College of education, Chennai and Dr. G. Subramonian, Associate Professor of Psychology, S.R.K Vidyalaya College of Education, Coimbatore. Nearly Three Hundred and Fifty Students from various colleges participated in the Seminar.

It is noteworthy to mention here that all our activities relating to the curriculum centre around learner-centred activities.
Criterion II – Teaching – Learning and Evaluation

“Teacher performance is the most crucial input in the field of Education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes”.

Challenge of Education: A Policy Perspective (1985)

Adapted from “Learning to Teach” Arends (2004)
**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?

**Admission Process and Students Profile**

One of the goals of our institution is to increase the number of educators and scholars committed to professionalism by creating opportunities for educational excellence and equities for all learners in general and those from disadvantaged groups in particular. This is reflected in its true sense in the admission procedure laid down by our institution.

**Course Offered.**

The institution offers a one year secondary teacher education programme leading to the award of an under graduate degree in Education (B.Ed) on regular basis for males and females with an intake of 100 students.

**Eligibility for admission to the course**

The institution follows the regulation issued by the affiliating university and the Government of Tamil Nadu. The eligibility conditions as given by the regulatory bodies are as follows:
Admission Process.

During the beginning of every academic year wide publicity is given to the courses offered by the institution. Applications are issued to the candidates along with the prospectuses. Details regarding the name, educational qualifications, community and other essential information are noted down and kept in a separate register. Thus, a separate register for the sold applications is maintained. This ensures the seniority of the candidates and our institution gives weightage to the seniority when two candidates are otherwise equal. The applications are also given serial numbers and they are not transferable.

Equity is ensured in the admission process by giving preference to disadvantaged and other oppressed sections of the society. Moreover, the admission guidelines given by the regulatory bodies themselves provide scope for equity and transparency in admission.

The minimum marks fixed for admission to the course varies according to communities.

<table>
<thead>
<tr>
<th>Community /Category</th>
<th>Reservation of Seats</th>
<th>Minimum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC</td>
<td>31%</td>
<td>50%</td>
</tr>
<tr>
<td>BC</td>
<td>31%</td>
<td>45%</td>
</tr>
<tr>
<td>MBC / DNC</td>
<td>20%</td>
<td>43%</td>
</tr>
<tr>
<td>SC/ST</td>
<td>18%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The above prescription is in tune with the reservation policy accepted by the Government of Tamil Nadu. Further, the reservation of seats is also an indication of the polices of equal opportunities for all.
The institution extends its support to educationally backward students in the form of fee concession. Students with outstanding records in sports and games are given concession in payment of tuition fee as well. Women students from rural and scheduled castes are given preference in admission. The split up details of students admitted during the last three years are given below.

<table>
<thead>
<tr>
<th>Year of Admission</th>
<th>Total no of Students admitted</th>
<th>No of women students</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>SC/ST</td>
</tr>
<tr>
<td>2010 – 11</td>
<td>100</td>
<td>86</td>
<td>32</td>
</tr>
<tr>
<td>2011 – 12</td>
<td>100</td>
<td>83</td>
<td>24</td>
</tr>
<tr>
<td>2012 – 13</td>
<td>100</td>
<td>86</td>
<td>41</td>
</tr>
</tbody>
</table>

Apart from following the guidelines of the regulatory bodies, the trust itself identifies students from lower income groups and helps them financially in all possible ways. Moreover, the admission process is made transparent by drawing a merit list based on the marks scored by the candidates in their part III of their under graduate course. In respect of commerce, economics students, the merit list is prepared based on their PG subjects alone.

The communal reservation is given due importance and the names of selected candidates are displayed on the notice board. They are called for oral interview and given admission on the same day.

Each student is given an admission number and all the details about the students are stored in soft as well as hard copies. All these details are circulated among the students before putting them in respective students’ profiles.
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?

The courses offered by the institute are advertised in all leading newspapers, local TV channels and in other educational forums. Banners are erected mentioning the course programmes and other basic information in market and other places of public interest in the town. We also issue prospectuses along with the application forms. The prospectus contains the eligibility conditions like educational qualifications, minimum eligibility marks, duration, age, procedures regarding the reservation of seats etc. The assistance given by the government in the form of scholarships, the scholarships given by other agencies, the loan facilities available through banks are explained by the officials in charge of issue of application forms. Announcements are made in the annual day celebrations of the nearby colleges. The details are posted in our website as well. Enquiries over phone are also encouraged and students are given immediate responses for their queries.

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

Decisions regarding the admission is made by a committee. The committee comprises two professors and the principal. The merit list is prepared based on the guidelines given by the affiliating University and the students are called for interviews. The marks scored by the candidates are totalled, verified and compared with the statements given by the students. Documents relating to community, sports ad other merit certificates are verified by the members of the admission committee.
No admission is made without the physical presence of either the parent or the guardian of the applicant. The nature of the course, the expectations and the support expected from the parents are explained to them. The regulations of attendance, adherence to the time table, the details of class hours, the compulsory internship programme in the nearby schools, the use of ICT, Internet and library are given to the students on the first day of their admission.

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 dress code is prescribed to all the students irrespective of their religions. The benevolent trust of the institution has given free uniforms, ID cards and books to the students. The issue of uniforms and books free of cost is applicable to all the students irrespective of their financial status.

The compulsory morning prayer is conducted on all working days. The students recite the morning prayer, take the oath against untouchability, swear the pledge and sing the national anthem everyday in the presence of professors. Apart from these proceedings, the students recite Thirukkural in turns and learn the meanings of the poem. All the days of national importance are observed in our institution.

Thus, the dress code, nonexistence of disparities in the name of religion, caste, gender and introduction moral values through thirukkural in the institution are the strategies adopted by the institution to retain the diverse student population needs.
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.

There is a provision for assessing the knowledge, needs and skills of the students before the commencement of the course programme.

- An attitude test is administered to the students to find out the positive and the negative attitudes of the students.

- A proficiency test is conducted to ascertain the knowledge of the students in the languages. Care has been take to make the test as objective as possible.

- Students are asked to give their strengths and weaknesses in descriptive form and their expectations about the course. The above test scores are interpreted and analysed so that remedial measures could be taken up in the course of time. Our institution conducts a three day course in communication skills in English at the beginning of each academic year. A remedial course is also conducted for the students of Tamil separately.

2.2 Catering to Diverse Needs.

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

The overall environment of the institution is conductive to learning and development of the students.

- The campus is situated in a calm natural atmosphere, four kms away from the town.
Transport facility is provided by the institution.

The B.Ed course programme is conducted in its own building.

Each class has adequate infrastructural facilities.

The college canteen supplies food and other eatables at subsidised rates.

The basic amenities including mineral water are provided to the students.

The institution has strong and committed professionals as teachers whose qualifications have been approved by the university.

The institution has a fully equipped library with a qualified librarian.

Students have access to internet, web based learning and other ICT related activities.

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

The Students who are admitted to the course form a heterogeneous group as they differ not only in their optional and elective subjects but also in their socio economic backgrounds. The intelligence level of the students are also varied as some of them are top scorers and some others are average and below average. Their learning needs as well as learning abilities are diverse in nature.

In order to cater to the needs of the students, a bridge course is arranged for the students based on their strengths and weaknesses, teachers use both Tamil and English as medium of instruction to teach core courses, an effective tutorial system is followed. Students are grouped and assigned to tutors. Students are guided and counselled by these tutors in all their academic matters, students are
allowed to air their grievances if any to the authorities concerned, the assessment of teachers by the students is made through periodical feed back sessions, apart from regular parent teacher meetings, parents are contacted over phone or through letters and the progress of the students are discussed with them.

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?

The designers of the curriculum keeping the stakeholders and their socio economic groups in mind, have given scope for modifications and the changes in the activities, planned for realizing the objectives of the curriculum. The activities suggested in the curriculum enable the student teachers to understand the diverse and equitable nature of the teaching learning processes.

- The theory part of the curriculum consists of an internal assessment component. It includes tests, assignments and seminars to be given by the student teachers.

- As the curriculum has envisioned the importance of internalizing life skills, first aid, moral and value system, a general course under optional II is included for all the student teachers.

- Student teachers are sent to different schools and the choice of the medium of instruction in practice teaching is made by the student teachers themselves.

- The practicum component consists of activities like observation, demonstration, micro teaching, preparation of ICT related materials, action research, case study etc.
No student teacher is denied of his /her option to take up field / project work because of gender. Women students are considered on par with men in all academic and nonacademic matters.

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

The recruitment policy of the institution itself ensures that only qualified and competent teachers are recruited to the job. A selection committee is constituted by the management for selecting the teachers. The committee comprises the principal a subject expert and a member from the management. Those, who aspire to become teacher educators in the institution, should demonstrate their techniques before the selection committee. They are interviewed and the final selection is made by taking cognizance of all the three aspects viz. marks obtained in the qualifying examination, communication skills and teaching methodology. The competent and knowledgeable teachers alone can get placements in the institution.

The teaching learning process has moved from traditional lecture methods to interactive sessions in our institution. The teacher educators are encouraged to have a basic knowledge of computers. They are given training in the use of internet and other ICT resources. Teachers use OHP sheets regularly.

The teacher educators attend to all types of seminars, workshops and present papers using power points. The institution provides financial assistance to them to meet out their registration and other travel expenses.

Teacher educators of this institution ascertain the requirements of the students by interacting with them. Democratic principles are followed in evolving any strategy relating to curriculum transaction.
Feed back sessions are encouraged and teacher educators get first hand information from the students regarding the delivery of the curriculum to the students.

Periodical review meetings and discussions are held in the campus. Teacher educators share their experiences with the principal and with the peers and suitable teaching strategies are evolved.

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?

- Demonstration lessons given by the teacher educators / experienced teachers help the student teachers to know about the nuances of teaching. The review sessions and the criticism classes sensitize them towards the process of learning.

- Observation lessons in practising schools create an awareness among the student- teachers about the correlation between theory and practice.

- The real teaching of the lessons in practising schools gives them the various skills necessary to face the real classrooms, with confidence.

- The micro teaching classes promote in them a sense of co-operative and participatory learning, the communication skills are developed in these micro-teaching sessions.

- Construction of an achievement test and interpretation of test scores by the student teachers develop their skills in preparing and administering the questions and analyzing data.
The CT camp envisages the concept of co-operative living. The knowledge of civic rights and duties acquired by the student teachers help them to infuse social responsibilities in the students.

Web related study, the use of multimedia and other technologies enthuse the student teachers to become modern in their teaching.

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.)

Teaching Learning process

The institution provides facilities for the student teachers to become self directed learners.

- The curriculum is discussed in detail in the class rooms before the beginning of any learning activity. Details regarding the course of study, the list of prescribed books and the reference books are given to the students. The recommendations regarding the selection of books of the university are given due consideration and books are supplied to the students free of cost on the inauguration day of the course itself. Reference books that supplement these books are also given by the teachers.

- Library is made as a source of information and students are free to cull out any information from the library. Subject dictionaries, supplementary books, workbooks, atlases, manuals and journals are used by the students frequently. Library based learning is encouraged by providing adequate infrastructural facilities in the library. Moreover the
library works from 9.00 a.m to 6.00 p.m on all working days and a qualified librarian helps the students to get the needed information. Teacher educators themselves direct students to collect the relevant details for presentations in seminars and in other forums.

- Web based instruction is given to the students by suggesting topics and the sources of information. Students are given training in getting information from the web. The informations collected are discussed in the class rooms. The hand outs are circulated among other students also. The ICT and multimedia equipments find a place in the learning process.

- Individual minor projects are taken up by the students in their practising schools. Health education, language skills and text book analysis are carried out in the form of projects.

- Simulation models are suggested in the class rooms. Student teachers learn the communication skills using such models.

- Though peer teaching has its roots in micro teaching activities, it is encouraged for macro lessons also. The student teachers use this technique in the institution before they take up practice teaching programme. Peer teaching is used by the teacher educators also for their demonstration classes.

- Role play techniques are used by both the teacher educators and student teachers to teach communication skills. Conversation practices are given mainly in the form of role- plays.
The internship is a compulsory programme of the practicum component and students undergo an intensive teaching practice programme for a continuous period of 40 working days in schools.

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?

The institution believes that every one is capable of teaching and each one has his / her own perceptions of how to teach effectively. Hence, there are no stereotype methods of teaching in the class room but only flexible and adaptable activities, to suit the needs of the students.

The following participatory learning activities are introduced in the class rooms:

- Lecture-sessions are minimized as for as possible and they are made as interactive sessions.

- Teacher educators and students present some of the topics given in the curriculum by means of seminars.

- Topics on select themes are discussed in state level seminars organized by the institution.

- Students present papers on sub-themes in seminars, workshops and in other forums of other colleges of Education.

- Students participate in symposia and clarify their doubts from experts.

- Project work is given as a compulsory work for the students.
- Preparation of albums, drawing charts and doing models are compulsory for all the students.
- SUPW which explains the concept of learning by doing is given importance and classes are allotted in the time table.
- Students use OHP and other transparency sheets including film strips and slides for presentation.
- Extempore speeches are given by the students in both the languages.
- Poster presentation is made by the students.
- Subject related Quiz competitions are conducted.
- Language games are played.
- Task–based approach is followed and students are given a set of problems wherein they can select problems and learn to solve them.
- The practicum component consists of a number of classroom activities which make the student teachers self–dependent. Preparation of lesson plans, blue print for the question paper, interpretation of test scores are some of the learner centered activities given to the student teachers.

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.

An academic planning is made by the principal and members of staff in a participative manner. Annual plan and term end unit plans are also drawn in consultation with all the members of the faculty. The curriculum, the duration of the class hours, examination and all other activities are taken into
consideration while preparing these plans. Instructional practices are planned in unison with the annual and term end plans.

In order to ensure effective learning we use innovative techniques for teaching.

1. The principal of our institution won a national award for innovations by the NCERT in 1999. His innovative method of teaching spoken English to primary school teachers is practiced in our institution for teaching communication skill in English.

2. In addition, the following instructional approaches are used in the classes:

- Task-based approach.
- Problem–Solving method.
- Interactive approach.
- Demonstration method
- Communicative Language Teaching method.
- Reflective practices.
- Activity based learning.
- Active learning method
- Lecture method
- Group discussion / Panel discussion.
- Skill based approach.
- CAI / CALL
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.

Additional training is given by the practising teachers of neighborhood school in ABL and ALM methods. Each student teacher has to submit one assignment on these methods.

Students of science are given an orientation in demonstration method and each student practices the method for one topic.

CLT methodology is insisted upon the student teachers of English. They participate in fluency activities like debates, speeches etc. Each student has to participate at least once a week in the fluency activities.

More practice is given to student teachers in group discussions by the teacher educators. Topics of common interest are given to them in advance and the student teachers lead the discussion on their own. The teacher educators monitor the discussions.

Reviews of articles in the journals are given as tasks. Student teachers make notes and present them in the class. Each student has to make two reviews based on his/ her optional subjects.

Additional training in the use of computers is given to the student teachers of computers in education course. They have to submit two programmes based on computer applications.
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.

As the complex process of teaching learning is split into different teaching skills in micro teaching, the designers of the curriculum have made five micro teaching skills compulsory for all the student teachers.

In our institution, students practice five micro teaching skills viz.

- Skill of questioning
- Skill of explaining
- Skill of blackboard writing
- Skill of stimulus variation
- Skill of reinforcement

Apart from these skills, student teachers prepare link lesson wherein the micro skills are integrated for practice for a longer period of time. Our institution suggests the student teachers to record the entire micro teaching programme so as to enable them to review and reflect on their own teaching. Each student teacher prepares two lesson plans for each skill and one lesson plan for link lesson. The whole programme is submitted for evaluation in the form of records for both the optional subjects separately.
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 conditions laid down by the university for under going school based internship / practice teaching are as follows;

**Selection of Schools:**

- The practice teaching will have to be undergone in any one of the recognized schools.
- It is for a continuous period of forty working days, inclusive of teaching of both the optional subjects.
- Medium of teaching practice is either Tamil or English.
- Schools of secondary / higher secondary classes alone should be selected for practice teaching.
- Lesson to be given for optionals 1 & 2.
- Preparation of twenty lesson plans.
- Preparation and use of educational software materials based on their teaching lesson (minimum two teaching aids for each lesson plan)
- Preparation of self learning packages (Based on the principles of linear programming minimum twenty five frames)
- Downloading web resources related to the optional course and evaluating them.
The above preparations of records are applicable to optional 2 subject also. But there is a slight modification in the preparation of self learning packages. Students need to prepare fifteen frames of self learning packages based on the principles of branching programme in optional -2.

In addition to these activities,

- Preparation of instructional material, preparation and use of AV aids based on Edgar Dale’s cone of experience.
- Construction and administration of teacher made achievement test, analysis and interpretation of test scores.
- Development of multimedia package.
- Case study (Individual )
- Action Research.
- Conducting six psychology experiments

Keeping these regulations in mind, our institution plans for practice teaching programme in schools.

- Model lesson plans prepared by the student teachers are corrected by the teacher educators.
- Student teachers teach a minimum of two lessons per day in practising schools.
- All the lessons are observed by school teachers and they fill in the evaluation proforma supplied by our institution.
Teacher educators visit the practising schools in turns to twenty one different schools. Teacher educators are relieved of their duties in the college and allowed to observe the classes of student teachers and offer suggestions for their improvement. Teacher educators need to maintain a diary and record all details regarding practice teaching and submit them to the principal. The teacher educators observe at least two lessons a day. Feedback sessions are arranged by the teacher educators in schools and feedback is given to them individually and in groups as well.

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

The institution has re-organized the whole academic year into blocks so that student teachers learn intensively within the allocated time. It is our experience that with good time management and planning skills, students produce better quality work under block teaching. The university has given an overall frame work of block teaching by listing out the days and hours of curriculum transaction.

<table>
<thead>
<tr>
<th>Total number of working days</th>
<th>180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of teaching hours</td>
<td>1080</td>
</tr>
<tr>
<td>[6 days per week @ 6 hours per day]</td>
<td></td>
</tr>
<tr>
<td>Total number of teaching hours for theory}</td>
<td>555</td>
</tr>
<tr>
<td>Total number of teaching practising/ hours for practicals</td>
<td>525</td>
</tr>
</tbody>
</table>

\[1080\]
The split up details of the allocation of hours are given below:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Courses</th>
<th>L</th>
<th>T</th>
<th>P</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Education in the Emerging Indian Society</td>
<td>45</td>
<td>15</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Psychology of Learning and Human Development</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Educational Innovations and Management</td>
<td>45</td>
<td>15</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Course</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>45</td>
<td>15</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Optional Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Optional I</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Optional II</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>General</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Life Skills Course</td>
<td>4</td>
<td>-</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>First Aid</td>
<td>4</td>
<td>-</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Moral and Value Education</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total for Theory Component</strong></td>
<td>328</td>
<td>105</td>
<td>122</td>
<td>555</td>
</tr>
</tbody>
</table>
The practicum component consists of various school based activities and the allotment of class hours for the activities is listed below:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the Activity</th>
<th>Name of the Files / records to be prepared</th>
<th>No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation for Optional 1</td>
<td>Observation cum Criticism Record Optional 1</td>
<td>175</td>
</tr>
<tr>
<td>2</td>
<td>Demonstration for Optional 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Micro Teaching for Optional 1</td>
<td>Micro Teaching File Optional 1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Practice Teaching of Optional 1</td>
<td>Teaching Practice Optional 1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparation of Instructional Aids/ Materials for Optional 1</td>
<td>Instructional material File Optional 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Construction of an achievement test and interpretation of test scores for Optional 1</td>
<td>Test and measurement File Optional 1</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Observation for Optional 2</td>
<td>Observation Record Optional 2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstration for Optional 2</td>
<td>Demonstration Record Optional 2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Micro Teaching for Optional 2</td>
<td>Micro Teaching File Optional 2</td>
<td>175</td>
</tr>
<tr>
<td>10</td>
<td>Practice Teaching for Optional 2</td>
<td>Teaching practice Optional 2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Instruction Aids/Materials for Optional 2</td>
<td>Instructional Materials File Optional 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Construction of an achievement test and interpretation of test scores for Optional 2</td>
<td>Test and Measurement File Optional 2</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>Application of Educational Technology (Development of Multimedia Package in their Parent discipline)</td>
<td>Educational Technology</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>Case Study (Individual Student case study)</td>
<td>Case study</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>Conducting Psychology Experiments</td>
<td>Psychology Experiments</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Citizenship Training Camp</td>
<td>CT Camp</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>13</td>
</tr>
<tr>
<td>18</td>
<td>SUPW</td>
<td>SUPW Record and products</td>
<td>12</td>
</tr>
<tr>
<td>19</td>
<td>School Text Book Review pertaining to Optional 1</td>
<td>Text Book Review for Optional 1</td>
<td>12</td>
</tr>
</tbody>
</table>

| **Total Weightage for Practicum Component** | 525 |

Within the broad frame work given by the university, our institution reorganizes the programme in consultation with the members of the faculty. While planning for the optimum utilization of resources and time, the list of holidays issued by the Government of Tamilnadu and the availability of school students for practice teaching are taken into consideration, keeping allowances for flexibility in the time table. The academic calendar of the institution lists the days of work, day order, the dates of unit and terminal tests / examination, commencement of practice teaching and other relevant details. In addition to one hundred and eighty working days, we work for twenty extra days thus making the total number of working days to two hundred. Such an extended period of class hours gives us an opportunity to involve students into various other academic activities.

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.

The practice teaching programme is a co-operative endeavour of the teacher educators, mentor teachers and student teachers.

The chief educational officer, the administrative head of practising schools, is the authority to permit student teachers to under go practice teaching in schools. Hence, the dates for practice teaching are fixed only after consulting the chief educational officer.
Teacher educators meet the head master and other school teachers well in advance, before the actual commencement of the programme. The head masters of the schools nominate the guide teachers. Teacher educators and the guide teachers discuss the lessons to be covered, the required number of classes and the class hours for completing the syllabus.

Student teachers meet their mentor teachers in turns, the previous day of the practice teaching programme. Details regarding the observation and practice teaching are obtained from them. Guidance in the selection of students for case study is also obtained from the mentor teachers by the student teachers.

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

Efforts are made in our institution to prepare student teachers for managing the diverse learning needs of students in schools. We focus on the following:

- Strategies to be followed in handling large class rooms.
- Ways of conducting group discussions.
- Personality development activities and leadership training programmes.
- Orientation towards the importance of acquisition of knowledge in school subjects.
- Importance of stress management.
- Ability grouping and streaming of students.
➢ Development of positive attitude towards the disadvantaged learners.

➢ Bilingual approach in handling classes.

➢ Training in the preparation of ICT related multi media packages.

➢ Development of communication skills.

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

The student teachers are encouraged to use technology in practice teaching as against chalk and talk method. They use a great deal of teacher made aids and mechanical aids in their practice teaching classes viz.

➢ Preparation of slides, film strips and transparency sheets.

➢ Use of OHP as an aid.

➢ Preparation of lessons in liner and branching programmes based on programmed learning.

➢ Preparation of working models based on technology.

➢ Use of cassettes, audio and video tapes.

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

Practice teaching plans begin in our institution immediately after fixing the dates of the programme. Teacher educators get the annual plan from the authorities concerned and find the lessons and units to be completed during the
period of practice teaching in schools. Our institution allows practice teaching to be undertaken only in state board schools. Our management runs a higher secondary school which is one of the biggest schools in Tamil Nadu state. The classes and sections can accommodate all the students for practice. However in order to get exposure to teaching, our institution sends students to different schools. Since the unit plans are distributed uniformly to all the schools, it is easy for us to plan our lessons and other programmes for all the students.

After deciding about the lessons to be taught, the teacher educators and the guide teachers chalk out the programme for the practice teaching sessions. Time table is prepared and the allotment of students to classes are decided cooperatively. The selection of medium of instruction is left to the choice of the student teachers. Thus, there is perfect co-ordination in developing the practice teaching plans among all the members involved in this programme.

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?

The selection of schools depends mainly on the choice of the students teachers. Non availability of required number of class rooms may lead to transfer of student teachers from one school to the other. Students of commerce, economics and computer science must undergo internship only in higher secondary classes. Women student teachers prefer girls’ school to boys’ school. If there is a cluster of students for a particular school, the chief educational officer may delete or add the students to nearby schools.
The ratio of the student teachers to practising schools is given below:

**Years of Students: 2012-2013**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the school</th>
<th>No. of students allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt. Adi Dravidar Higher Secondary School, Pernambut.</td>
<td>03</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Boys Higher Secondary School, Nellorepet.</td>
<td>03</td>
</tr>
<tr>
<td>3</td>
<td>Govt. Boys Higher Secondary School, Pallikonda.</td>
<td>01</td>
</tr>
<tr>
<td>4</td>
<td>Govt. Girls High School, Nellorepet, Gudiyattam.</td>
<td>02</td>
</tr>
<tr>
<td>5</td>
<td>Govt. Girls High School, Agaramcheri.</td>
<td>03</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Girls Higher Secondary School, Pernambut</td>
<td>08</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Girls Higher Secondary School, Anaicut.</td>
<td>01</td>
</tr>
<tr>
<td>8</td>
<td>Govt. Girls Higher Secondary School, Nadupet,Gudiyattam</td>
<td>07</td>
</tr>
<tr>
<td>9</td>
<td>Govt. Girls Higher Secondary School, Odugathur</td>
<td>06</td>
</tr>
<tr>
<td>10</td>
<td>Govt. Girls Higher Secondary School, Pallikonda</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>Govt. High School, Erthangal</td>
<td>05</td>
</tr>
<tr>
<td>12</td>
<td>Govt. High School, R.S. Gudiyattam</td>
<td>04</td>
</tr>
<tr>
<td>13</td>
<td>Govt. High School, T.T.Mottur.</td>
<td>02</td>
</tr>
<tr>
<td>14</td>
<td>Govt. High School, Agaraharam</td>
<td>01</td>
</tr>
<tr>
<td>15</td>
<td>Govt. High School, Kallapadi.</td>
<td>01</td>
</tr>
<tr>
<td>16</td>
<td>Govt High School, Kottamitta</td>
<td>01</td>
</tr>
<tr>
<td>17</td>
<td>Govt. Higher Secondary School, Gudanagaram.</td>
<td>06</td>
</tr>
<tr>
<td>18</td>
<td>Govt. Higher Secondary School, Chinnapallikuppam</td>
<td>01</td>
</tr>
<tr>
<td>19</td>
<td>Govt. Higher Secondary School, Madhanoor.</td>
<td>01</td>
</tr>
<tr>
<td>20</td>
<td>Thiruvalluvar Higher Secondary School, Gudiyattam</td>
<td>27</td>
</tr>
<tr>
<td>21</td>
<td>Vallalar Higher Secondary School, Gudiyattam</td>
<td>04</td>
</tr>
</tbody>
</table>

**SCHOOL STUDENT TEACHERS RATIO**

1 : 5
2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Feedback session consists of three stages.

1. Feedback on Demonstration lessons.

Teacher educators and experienced school teachers demonstrate the techniques of teaching at the secondary / higher secondary level subjects. These classes are given either with the school students or with the student teachers. In either case, student teachers are given a format in which the important points are noted down. Further, student teachers could record their observations, and they are free to criticize, offer their suggestions and clarify their doubts with the teacher educators. We keep it as a tradition to include all teacher educators in discussion for all the subjects.

2. Feedback on observation classes.

The guide teacher gives ten lessons in each optional subject in real class-room situations. Student teachers record their observations in the form supplied to them and discuss the lessons with the guide teachers. Guide teachers themselves lead the discussion by putting prompting questions to the student teachers. The learning outcomes through such discussions are recorded by the students.

3. Feedback on classes handled by the student teachers.

- The guide teachers give their feedback by observing the classes of student teachers. Immediate feedback is thus given to them.
The teacher educators during their visits to schools get the feedback from the guide teachers. They also observe the classes of student teachers. The feedback is given to the student teachers orally with individual student teachers or in groups.

The effective follow-up programme ensures that the ideas given in feedback sessions are implemented by the student teachers.

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

Student teachers are oriented towards the policies of the schools by giving them the school syllabus, the model question papers and the evaluation procedures. Details regarding the working hours, class hours, the medium of study, changes in the style and functioning of the schools are provided to the student teachers with the help of the heads of institutions.

It is a convention of our institution to arrange for an inauguration session in the schools concerned for the practice teaching programme. The head master, the guide teachers and one representative from our institution shall address the student teachers, wherein the above informations are passed on to them. Code of conduct of the institution and adherence to the regulations of the schools, the need for working extra hours and assisting teachers in the conduct of tests/examinations shall also be explained to the student teachers.

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

The recent developments in the school subjects and teaching methodologies are bought to the notice of our faculty and through them to the student teachers.
Our principal was one of the reviewers of State Board VII English text book. He was also a member of the modules preparation team of the Directorate of teacher education research and training, Govt of Tamilnadu. He attended meetings organized by the DIET in connection with Equitable Education policy. He gave orientation training programme to the teachers of Vellore district organized by the chief educational officer. He was a resource person for Thirupattur Educational district as well.

Our sister concern Thiruvalluvar Higher secondary school is an aided institution under the control of the Directorate of school education, Chennai. One of the teachers of this school is the author of Tamil text book for standard six of the Government of Tamil Nadu.

Many inservice programmes are conducted in our higher secondary school and our teacher educators attend such programmes as participants and resource persons.

Special training in ABL/ ALM methods is given to the student teachers.

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.)

Our institution promotes professional development of teachers in the following ways:

Teacher educators are encouraged to attend seminars and present papers of educational importance.
Teachers are given ‘duty leave’ to attend such programmes.

The registration fee and travel expenses are also borne by the institution.

Liberal polices are adopted for enhancing the professional competence of teachers. Teachers can join M.Phil (part time) and Ph.D(part time) courses and avail duty leave for ‘on campus’ programmes.

Annual increments @ 10% of the last paid salary are given to the teachers.

Maternity leave for a total period of three months with salary is given. For the next three months teachers are permitted to be present for the forenoon session alone.

Permission is given to teachers who attend SET/NET coaching classes.

Due weightage is given to NET/SET holders in appointment.

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

Our Institution motivates staff members for their best performance.

Cash prizes for providing 100% result in the subjects.

Special prizes for 100% attendance.

Cash prizes for top scorers in the university examination and prizes to the teachers of those students.

Sports day and Annual day celebrations.

Special prizes for winners of inter collegiate debates.
Prizes for best performer in cultural activities.

Teachers are taken to field trips by the management.

The management sponsors the teacher educators to attend book fairs.

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.)

- A sealed box entitled as ‘suggestion box’ is kept in the class rooms on all saturdays. Student teachers can express their views and opinions about the conduct of the classes.

- The inadequacy of teaching, the learning difficulties of the students peer group co–operation, infrastructural facilities, the requirements of individual students, classroom environment etc, could be brought to the notice of the head of the institution through such written documents. At the same time students are free to be ‘anonymous’ in sending those letters. These letters are sorted out and necessary actions are taken on priority basis.

- Teacher educators are consulted regarding the learning behaviour of the students and the difficulties they come across in effective teaching. The suggestions put forth by them are considered for implementation.

- Individual complaints are kept confidentially.
The non co-operation of students, late coming, non production of assignments and records in time, poor performance in tests and examinations and similar problems of this nature are approached in a ‘learner friendly’ way without hurting any body’s self-concept.

Special classes, tutorial system, guidance services are some of the initiatives of the institution to create a conducive environment for learning.

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?

The evaluation procedure is made explicit by the university by issuing a public document. The theory component consists of two types of evaluation viz internal and external. The weight age is given at twenty and eighty out of hundred for all the theory papers.

The assessment procedure for internal assessment is given below.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Component</th>
<th>Max marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tests</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 10.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Assignments</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Aggregate of marks obtained by each candidate in minimum 2 assignments converted into 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Seminar</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
External Assessment

External assessment is made by means of written examination. Each theory paper is designed for three hours duration which consists of section A, Section B and Section C with internal choice of questions. The type of question and allotment of marks are as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Type of Question</th>
<th>Marks</th>
<th>Total marks</th>
<th>Maximum word limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Very short answer type questions with open choice (Any ten questions out of twelve questions)</td>
<td>10 X 2</td>
<td>20</td>
<td>50 for each question</td>
</tr>
<tr>
<td>B.</td>
<td>Short answer type questions with open choice (Answer six questions out of eight questions)</td>
<td>6 X 5</td>
<td>30</td>
<td>200 for each question</td>
</tr>
<tr>
<td>C.</td>
<td>Essay type with internal choice (Two essay questions)</td>
<td>2 X 15</td>
<td>30</td>
<td>600 for each question</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Passing Minimum for written Examinations

50% in each of the six courses with a minimum of 45% in the external examination in each paper
Practical Examination

The practical examination consists of three sections. Marks allotted.

1. Teaching competency 160
2. Activities relating to the practicum component as outlined in the curriculum
   - Section – A – optional 1 70
   - Section – B – optional 2 70
3. Section – C – other curricular activities 100

Total 400

The teaching competency and the practical work including the records, are assessed by a panel of three members. The practical examination is conducted for a total of four hundred marks and the passing minimum is 50%.

Based on the above guidelines, our institution conducts many slip tests, monthly tests and two examinations on the university models.

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

After evaluation of these answers, care has been taken to meet the students individually and in groups to offer suggestions for improvement. Further, parent teacher meetings are conducted to inform the parents about the performance of their wards and to seek their co-operation. The progress made is being sent to them by post and over phone.
2.5.4. How ICT is used in assessment and evaluation processes?

To begin with, the details of all the students are stored in computers. The date of test, nature and type of test, the presence or absence of students are entered in the computers. The question papers set by the teachers are also stored by the institution. Periodical updating of the marks scored by the students in the test is done.

The date of despatch of the progress report to the parents and the feedback in the form of oral or written communication are recorded. The intervals between the examinations, the improvement made by the students do find a place in the computers. Through such arrangements our institution can find out the performance of the students over a period of time.


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

- The innovative methodology of our principal which won the NCERT national award for innovations is followed in our course on communication skills in English.

- The tutorial system is very effective in the process of learning as many of our student teachers shed their inhibitions and learn more from their learner friendly tutors.

- The suggestion box system is very helpful in identifying learner difficulties and planning for remedial measures.

- Demonstration classes and criticism lessons are given in an open climate and the teacher becomes the co-participant in learning.
2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- The use of internet relieves the class from monotony. Web resources are made use of in getting latest informations.

- Voice input system, computer output micro film, speakers, microphones etc, are used.

- Digital camera, web camera, scanners are useful in browsing pictures.

- Xerox facility is provided to the students.

- OHP and LCD projectors are used.

- Language laboratory is used for fluency activities.

- We provide multiple text books to our students thereby giving chance for more library reading.
Criterion III - Research, Consultancy and Extension

“Teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of end the concerns of the community”

(New Education Policy: 1986)
**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?

Teachers are motivated to take up research oriented activities in the institution.

- Teachers take up institutional / individual case–studies.
- Action Research is taken up by all the teachers of optional subjects.
- Teachers are permitted to register their names for M.Phil and Ph.D research studies.
- ‘Duty leave’ is sanctioned to attend the personal contact programme of M.Phil and Ph.D courses.
- ‘On–duty’ is given to teachers to attend seminars and conferences conducted by other institutions / universities.
- The registration fee and T.A/D.A of the teachers are borne by the institution.
- State level / National level seminars and workshops of research topics are conducted at the institution.
- Publications of research based topics are recognized and the articles are displayed on the notice board.
- Free access to other institutions for collecting data for their research areas is given.
- Research based national / international journals are subscribed by the institution.
- Teacher educators are given the liberty of motivating the student teachers in research based activities.
3.1.2. What are the thrust areas of research prioritized by the institution?

The thrust areas of research prioritized by the institution

- Technologizing Teacher Education.
- Classroom Management.
- Guidance and Counselling.
- Learners’ responsibility for learning.
- Interactive class room.
- Teaching the disadvantaged learners.

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

Teacher educators of our institution take up action research for the immediate problems they face in the class rooms.

The following are some of the problems taken up for action research by our teachers:

- Why do students have a sense of fear and failure regarding Mathematics and English?
- Why do students hesitate to speak English in classes?
- What affects creativity among students?
- Why are students reluctant to write lesson plans?
- What areas do the students lack in class room management?
- Why do students develop inferiority complex and how can teachers help them to get rid of it?
- How can the teachers make the students read additional material like stories, novels, biographies etc.?
- Why are students dis-interested in discussing issues that affect the society?
- Why are the students dependent on the teacher?

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

Details of conferences / seminars / workshops organized by the institution

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Year</th>
<th>Type of Programme</th>
<th>Main Theme</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2008 – 2009</td>
<td>Seminar</td>
<td>Technologizing Teacher Education</td>
<td>State Level</td>
</tr>
<tr>
<td>4.</td>
<td>2011 – 2012</td>
<td>Seminar</td>
<td>Classroom Management</td>
<td>State Level</td>
</tr>
<tr>
<td>5.</td>
<td>2012 – 2013</td>
<td>Workshop</td>
<td>Interpretation of Test Scores</td>
<td>National Level</td>
</tr>
<tr>
<td>6.</td>
<td>2012 - 2013</td>
<td>Poster Presentation</td>
<td>Environmental Degradation</td>
<td>State Level</td>
</tr>
</tbody>
</table>
II. Details of conference / seminars / workshop attended by the faculty.

**Dr.R.NATARAJAN - Principal**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level/ Type of Programme</th>
<th>Nature of Participation</th>
<th>Topic / Main Theme</th>
<th>Date of Programme</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State/Seminar</td>
<td>Resource Person</td>
<td>Innovative Evaluation in Teacher Education</td>
<td>04/05/2013</td>
<td>K.K.S Mani College of Education, Vallam Kannamangalam</td>
</tr>
<tr>
<td>3</td>
<td>State/Seminar</td>
<td>Resource Person</td>
<td>Soft Skills</td>
<td>09/04/2012</td>
<td>K.K.S Mani College of Education, Vallam, Kannamagalam</td>
</tr>
<tr>
<td>4</td>
<td>State/Workshop (UGC sponsored)</td>
<td>Resource Person</td>
<td>Interview Skills</td>
<td>02/02/2012</td>
<td>Muthurangam Govt Arts College, Vellore</td>
</tr>
<tr>
<td>5</td>
<td>National/ Seminar</td>
<td>Resource Person</td>
<td>Quality Assurance in Education</td>
<td>18th and 19th April 2011</td>
<td>Cresent College of Education, Thiruvannamali</td>
</tr>
<tr>
<td></td>
<td>State/Workshop</td>
<td>Member/Participant</td>
<td>Topic</td>
<td>Date</td>
<td>Place</td>
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</tr>
<tr>
<td>8</td>
<td>State/Workshop</td>
<td>Member</td>
<td>Curriculum Framework</td>
<td>25/05/2007</td>
<td>Chennai</td>
</tr>
<tr>
<td>9</td>
<td>State/Workshop</td>
<td>Resource Person</td>
<td>Teaching Methodology</td>
<td>15/09/2006</td>
<td>Vellore</td>
</tr>
<tr>
<td>11</td>
<td>State/Workshop</td>
<td>Resource Person</td>
<td>Curriculum Framework</td>
<td>26/05/2004</td>
<td>Chennai</td>
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<tr>
<td>12</td>
<td>State/Workshop</td>
<td>Participant</td>
<td>Recent trends in Educational Research</td>
<td>17/03/2004</td>
<td>Chennai</td>
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<tr>
<td>13</td>
<td>State/Seminar</td>
<td>Participant</td>
<td>Researching Education</td>
<td>12/03/2004</td>
<td>Chennai</td>
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<tr>
<td>14</td>
<td>State/Seminar</td>
<td>Moderator</td>
<td>Text Books</td>
<td>23/01/2004</td>
<td>Vellore</td>
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<tr>
<td>15</td>
<td>State/Workshop</td>
<td>Resource Person</td>
<td>Preparation of Modules</td>
<td>02/09/2003</td>
<td>Chennai</td>
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<td>16</td>
<td>State/Workshop</td>
<td>Resource Person</td>
<td>Textbook Writing</td>
<td>04/08/2003</td>
<td>Chennai</td>
</tr>
<tr>
<td>17</td>
<td>State/Seminar</td>
<td>Resource Person</td>
<td>Higher Secondary Teachers of English</td>
<td>24/01/2002</td>
<td>Chennai</td>
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</table>
R.REVATHY – Assistant Professor of Physical Science

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level/Type of Programme</th>
<th>Nature of Participation</th>
<th>Topic / Main Theme</th>
<th>Date of Programme</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National/Conference</td>
<td>Participant</td>
<td>Development of Ethical and Moral Values among the Students and Teachers in Educational Institutions</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; May 2013</td>
<td>Durai Vidhyalakshmi College of Education, Chennangkuppam Vellore Dist</td>
</tr>
<tr>
<td>3</td>
<td>National/Seminar</td>
<td>Paper Presenter</td>
<td>Higher Education in India- Structure, Challenges and Recommendations</td>
<td>20&lt;sup&gt;th&lt;/sup&gt; April 2013</td>
<td>Department of Education, Tamil Nadu Open University, Chennai</td>
</tr>
<tr>
<td>4</td>
<td>National/Seminar</td>
<td>Paper Presenter</td>
<td>Need for the Value Based Curriculum in Education</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; and 19&lt;sup&gt;th&lt;/sup&gt; April 2013</td>
<td>Department of Education, Bharathiyar University, Coimbatore</td>
</tr>
<tr>
<td>5</td>
<td>International/Conference</td>
<td>Paper Presenter</td>
<td>Preparing Quality Teachers</td>
<td>15&lt;sup&gt;th&lt;/sup&gt; and 16&lt;sup&gt;th&lt;/sup&gt; March 2013</td>
<td>Department of Education, University of Madras, Chennai</td>
</tr>
<tr>
<td>6</td>
<td>International/Conference</td>
<td>Paper Presenter</td>
<td>Need for Knowledge of Adolescent Psychology to the Adolescence</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; and 3&lt;sup&gt;rd&lt;/sup&gt; March 2013</td>
<td>Renukammabal College of Education, Pollur</td>
</tr>
<tr>
<td></td>
<td>Type</td>
<td>Details</td>
<td>Date</td>
<td>Location</td>
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<tr>
<td>7</td>
<td>National/Workshop Participant</td>
<td>Preparing the teachers for E-learning Pedagogical Strategies &amp; Activities</td>
<td>09/02/2013</td>
<td>Sathyabama University, Chennai</td>
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<tr>
<td>8</td>
<td>National/Workshop Participant</td>
<td>Research Methodology &amp; Green Technology</td>
<td>29th and 30th November 2012</td>
<td>Academic Staff College Pondicherry University</td>
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</tr>
<tr>
<td>9</td>
<td>National/Seminar Paper Presenter</td>
<td>Quality Management in Teacher Education</td>
<td>18th and 19th April 2011</td>
<td>Crescent College of Education, Thiruvannamali</td>
<td></td>
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<tr>
<td>10</td>
<td>State/Workshop Participant</td>
<td>Research Methodology &amp; The Application of SPSS</td>
<td>18th and 19th Feb 2011</td>
<td>Oscar Business School, Vellore</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>State/Workshop Participant</td>
<td>The Art of Writing Questions</td>
<td>09/02/2011</td>
<td>Meston College of Education, Chennai</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>National/Seminar Paper Presenter</td>
<td>CAL in Pre Service Teacher Education Programme makes Trainee’s to think Accurately, Boldly and Confidently</td>
<td>12th and 13th June 2010</td>
<td>Department of Education, Annamalai University, Chithambaram</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>National Seminar Paper Presenter</td>
<td>Inclusive Education &amp; Special Schools</td>
<td>12th and 13th March 2010</td>
<td>Department of Education, University of Madras, Chennai</td>
<td></td>
</tr>
</tbody>
</table>
**C.S.GEETHAMBIGAI – Assistant Professor of Biological Science**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level/Type of Programme</th>
<th>Nature of Participation</th>
<th>Topic / Main Theme</th>
<th>Date of Programme</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National/Conference</td>
<td>Participant</td>
<td>Development of Ethical and Moral Values among the Students and Teachers in Educational Institutions</td>
<td>11\textsuperscript{th} and 12\textsuperscript{th} May 2013</td>
<td>Durai Vidhyalakshmi College of Education, Chennangkuppam Vellore Dist</td>
</tr>
<tr>
<td>2</td>
<td>National/Seminar</td>
<td>Paper Presenter</td>
<td>Need for the Value Based Curriculum in Education</td>
<td>18\textsuperscript{th} &amp; 19\textsuperscript{th} April 2013</td>
<td>Department of Education, Bharathiyar University, Coimbatore</td>
</tr>
<tr>
<td>3</td>
<td>National/Conference</td>
<td>Paper Presenter</td>
<td>Allelophatic potential of some common crop field rice cultivus</td>
<td>23\textsuperscript{rd} &amp; 24\textsuperscript{th} March 2012</td>
<td>Department of Zoology, Annamalai University, Chidambaram</td>
</tr>
<tr>
<td>4</td>
<td>District/Seminar</td>
<td>Paper Presenter</td>
<td>Multimedia Presentation in Teaching Biology</td>
<td>28\textsuperscript{th} &amp; 29\textsuperscript{th} March 2008</td>
<td>DIET, Ranipet,</td>
</tr>
</tbody>
</table>

**G.Thamilarasi – Assistant Professor of Computer Science**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level/Type of Programme</th>
<th>Nature of Participation</th>
<th>Topic / Main Theme</th>
<th>Date of Programme</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>National/Seminar</td>
<td>Paper Presenter</td>
<td>Quality Management in Teacher Education</td>
<td>18\textsuperscript{th} &amp; 19\textsuperscript{th} April 2011</td>
<td>Crescent College of Education, Thiruvannamali</td>
</tr>
<tr>
<td>S. No</td>
<td>Level/Type of Programme</td>
<td>Nature of Participation</td>
<td>Topic / Main Theme</td>
<td>Date of Programme</td>
<td>Venue</td>
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</tr>
<tr>
<td>1</td>
<td>National/Conference</td>
<td>Participant</td>
<td>Development of Ethical and Moral Values among the Students and Teachers in Educational Institutions</td>
<td>11th and 12th May 2013</td>
<td>Durai Vidhyalakshmi College of Education, Chennangkuppam Vellore Dist</td>
</tr>
<tr>
<td>2</td>
<td>State/Seminar</td>
<td>Paper Presenter</td>
<td>The Role of Internet in Education</td>
<td>19/03/2011</td>
<td>Arcot Sri Mahalakshmiomen’s College of Education, Arcot</td>
</tr>
<tr>
<td>3</td>
<td>State/Seminar</td>
<td>Participant</td>
<td>Teacher Development</td>
<td>05/02/2011</td>
<td>Sri Balaji College of Education, Thiruvannamali</td>
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<tr>
<td>4</td>
<td>State/Seminar</td>
<td>Participant</td>
<td>Cognitive and Affective Guidance for Effective Learning</td>
<td>05/04/2010</td>
<td>K.M.G College of Education, Gudiyattam</td>
</tr>
</tbody>
</table>
### S.Selvakumari – Assistant Professor of Mathematics

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level/ Type of Programme</th>
<th>Nature of Participation</th>
<th>Topic / Main Theme</th>
<th>Date of Programme</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National/ Conference</td>
<td>Participant</td>
<td>Development of Ethical and Moral Values among the Students and Teachers in Educational Institutions</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; May 2013</td>
<td>Durai Vidhyalakshmi College of Education, Chennangkuppam Vellore Dist</td>
</tr>
<tr>
<td>2</td>
<td>State/ Conference</td>
<td>Participant</td>
<td>Mathematical Analysis and Application</td>
<td>25/01/2011</td>
<td>K.M.G College of Arts &amp; Science Gudiyattam</td>
</tr>
<tr>
<td>3</td>
<td>State/ Seminar</td>
<td>Paper Presenter</td>
<td>Piaget’s Cognitive Developmental Theory</td>
<td>06/05/2009</td>
<td>Sri Sarada College of Education, Salem</td>
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</tbody>
</table>

### M.Dasarathan – Assistant Professor of Commerce

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level/ Type of Programme</th>
<th>Nature of Participation</th>
<th>Topic / Main Theme</th>
<th>Date of Programme</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National/ Conference</td>
<td>Participant</td>
<td>Development of Ethical and Moral Values among the Students and Teachers in Educational Institutions</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; May 2013</td>
<td>Durai Vidhyalakshmi College of Education, Chennangkuppam Vellore Dist</td>
</tr>
</tbody>
</table>
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.

Instructional materials are prepared by the teacher educators of our institution for all subjects.

The procedure used in our institution is given below:

- Study materials are prepared by consulting books and other resources.
- These materials are discussed and distributed to the students.
- It is a copyright material and used only for internal circulation.
- Student teachers of science are guided to prepare a minimum of five instructional cards to be used in their practice teaching classes.

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

Web resources, internet, OHP and transparencies are available with the institution. Teachers have an easy access towards these resources.

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

Yes.

We have supplemented the course subjects with our study material collected from internet. Transparency sheets are used in presenting the developed study materials.
3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)

a). Organised by the institution

Nil

b). Attended by the staff

The following Teacher educators participated in the training programme on material development.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name</th>
<th>Theme</th>
<th>Venue</th>
<th>Date of the Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R.REVATHY</td>
<td>SPSS Package</td>
<td>Oscar Business School, Vellore</td>
<td>18th &amp; 19th Feb 2011</td>
</tr>
<tr>
<td>2</td>
<td>G.THAMILARASI</td>
<td>SPSS Package</td>
<td>Oscar Business School, Vellore</td>
<td>18th &amp; 19th Feb 2011</td>
</tr>
</tbody>
</table>

c). Training provided to the staff

Module preparation classes were conducted by the head of our institution for IX standard teachers of English.

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

Nil

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

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

Nil

3.3. Consultancy

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

The details of our consultancy services are given below:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Faculty</th>
<th>Area of Consultancy</th>
<th>Institution to which consultancy services were offered</th>
<th>Year</th>
</tr>
</thead>
</table>
| 1.     | Dr. R. Natarajan    | i) Teaching methodology and Text book Analysis  

ii) English Language Teaching | TVHSS, Gudiyattam.  

Thiruvalluvar Elementary School, Gudiyattam. | 2011  

2012 |
| 2.     | Mrs. R. Revathy     | Teachers Eligibility Test  

TET Paper -1  

TET Paper -2 | 2 Groups of 168 Teachers | 2012 |

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.

➢ Our institution has a band of competent and committed professionals to offer consultancy services.
➢ Our Principal was a resource person for many inservice training programmes. He was in Board of studies and in various syllabus review committees. He was a module writer in the department of DTERT. He continues to be a consultant for the PGCTE / PGDTE programmes offered by the English and Foreign Languages University Hyderabad.

➢ Our faculty member Mrs. R.Revathy has proved her expertise in Psychology of learning and human development and in General science subjects by making 8 Teachers pass in TET – 1 and 4 Teachers in TET – 2 in the recent examination conducted by the Government of Tamil Nadu.

➢ Our institution has published the expertise of our faculty by giving large coverages in daily newspapers about the work relating to in–service training and TET programmes.

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?

Our institution provides these programmes free of cost to needy persons. No fee is collected from the participants. Our institution, because of its philanthropic gesture supplies study materials also free of cost.

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

No revenue is generated through consultancy services.
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)

- Our institution gives preference to students of local community in admission.

- Blood donation camps:
  
  Doctors from Govt. General Hospital, Gudiyattam, CMC Hospital Vellore and Sri Narayani Hospital, Vellore, collect blood from our donors and use them for needy persons.

- The Institution gives financial assistance to schools run by orphanages.

- Our secretary is a member and president of several community development programmes and involved in Rotary movements and at present he is the vice president of Red Cross Gudiyattam.

- Health Camps:
  
  Our institution arranges for free health camps for the local community.

- Computers, audio–video tapes and other electronic media are donated to under equipped schools.

- CT Camps are arranged with the help of the local communities. Awareness creation is the main objective of such camps.

- Consumer Awareness programmes are conducted.

- State level chess tournaments for visually challenged people are conducted.
Every year, students from orphanages are invited to the institution for hearty lunch.

Every year, state level Martial arts and Karate programmes are sponsored by our institution.

Flags are distributed by our students and faculty to people by meeting them in public places during independence and republic days in order to create a sense of unity and uniformity and to infuse patriotism in their mind.

“Thelithamizh Arvalar Group” a research based organization in Tamil is funded by our institution and books are published regularly.

A grand mass programme “Muthamizh Vizha” (combining the three major areas of Tamil language) is arranged every year.

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

1. The management of our institution sponsors four educational institutions apart from the College of Education. They are,

- Thiruvalluvar Primary School,
- Thiruvalluvar Higher Secondary School,
- Thiruvalluvar Teacher Training Institution and
- K.M.G College of Arts & Science.

Hence the local community is benefited by the trust and the trust helps the community by imparting quality Education.
2. Expertise from one institution is shared by other institutions and thus transfer of resources happens in these institutions for the benefit of the students and the community.

3. As our institution has a strong networking of institution – community, we get co-operation from the general public in all aspects.

4. Our institution is benefited from the Government by getting Liberal scholarships for SC/ST students.

5. Charity organizations of our town sanction scholarships to deserving candidates.

6. Our students get bank loan for pursing their course because of our co-ordination with the authorities of the banks.

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 following future plans would lead the students towards community orientation.

- Helping the local schools by providing man power and other resources.
- Reserving more seats to SC/ST and other socially disadvantaged groups
- Providing infrastructure facilities to needy schools.
- Providing Employment to sister institutions by sending teachers from our institution.
- Conducting coaching classes for Teachers Eligibility Test.
- Teaching communication skills in English to Polytechnic college students.
- Conducting awareness campaigns regarding human rights, consumer awareness, Education for all, communicable diseases etc.
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.

Our Institution has taken up awareness campaigns on HIV / AIDS, Empowering the women, eradication of illiteracy etc. But we haven’t take up any project work leading to community development.

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

Social and citizenship values and skills are developed among the students through.

a). Curricular and

b). Co-curricular activities.

a). Curricular activities:

In core course 1, topics like Education in the emerging indian society, Sociology and education, agencies of education, problems of inidan society and education, social values, health education etc. are included. In core course 2, personality, mental health and hygiene, guidance and counseling etc. are included. In core course 3, educational management, educational planning and organization are included. Apart from these three courses, students are given an opportunity to study human rights education, environmental education and peace and value education. A clear understanding of the ideas given in these units will make them develop their social values.

They also involve themselves in citizenship training camps and in other seminars and symposia.
b). Co-curricular activities:

The campaign led by the students to stress the importance of national integration, martyrs day. The declaration of days by the UNO and other Tamil Festivals will develop in them social and citizenship values.

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.

- Our institution has developed linkages with Chandrayon Mayilsamy Annadurai, a scientist in space research organization. He visited our institution twice, the recent visit being the diamond jubilee celebrations of the primary school. He addressed the students about the need for inculcating scientific temper among the students. They were also given an insight regarding the supremacy of mother tongue medium of instruction over other sources.

- We have linkages with science forums and we take our students to science shows of the Government of India.
➢ Our institution has close links with Youth Red Cross and Red Ribbon Clubs.

➢ Our institution has friendly relationships with social organization like Rotary, Lions clubs etc. and some of our students received financial assistance from them for pursuing their studies.

➢ ELTAI – English Language Teachers Association of India sends journals to our institution.

➢ District level science forum conducted a two day seminar in our institution.

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
• Teaching
• Training
• Practice Teaching
• Research
• Consultancy
• Extension
• Publication
• Student Placement

➢ Our linkages with Mayilsamy Annadurai gave insights into areas of training and practice teaching.

➢ Our association with various institutions paves the way for right placement of our students.
Our students imbibe the rich tradition and culture of Tamil.

Value education is transmitted in an unconscious way. Social recognition is given to our students. A wider coverage is given by local newspapers about our institution.

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

Our institution has strong links with school sector in the following ways:

- There is a coordination between the primary / secondary schools and the institution as they come under one management. The Government aided management school is made as a model school for our students. Many of our students get placement in the school and thus a good rapport is created between the school and the college.

- Practice teaching is planned collaboratively by involving the teacher educators, heads of the institutions, the guide teachers and the student teachers.

- The chief educational officer, who is the administrative head of schools, permits the schools and the college of education to take up practice teaching. A general plan is drawn keeping the availability of class rooms, class hours and the time table in mind. Guidance regarding the preparation of lesson plans and other school based activities is also made by the joint effort of school and college staff.
3.5.6. How does the faculty collaborate with school and other college or university faculty?

The following are the ways in which our institution collaborates with other institution:

- In service training programmes are conducted for the school teachers by the college faculty.
- The members of the faculty conduct orientation courses for arts college teachers.
- Members of our faculty teach in the PCP programmes conducted by Annamali University and IGNOU.
- Guidance is given to teacher educators of other colleges of education.
- English literary associations and other school programmes are attended to and presided over by the faculty.
- The members of our faculty attend and participate in the programmes organized by the arts and science colleges as well.
- Our library is open to teachers of other institutions.
- The members of our faculty maintain a good rapport with the university. The periodical plan and review meetings are attended by the staff of our institution. Further we are included as members of inspection committee of the university.
- The principal of our institution acted as a VT member of National Council for Teacher Education.(NCTE)
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?

Measures taken by the institution to enhance the quality of research:

- Every year journals of research are added to the library.
- Teachers are encouraged to send articles to reputed journals.
- Research based articles are published in newspapers and other magazines. Articles relating to education and community are published in leading Tamil newspapers.
- Formation of IQAC in the institution.

Measures to enhance the consultancy services:

- Consultancy services to schools by keeping pace with the changing curriculum of the schools
- Power point presentation.
- Use of ICT in presentation
- Interpretation of achievement test scores with the help of Microsoft Excel packages.
- Graphical representation of test scores & rank correlation

<table>
<thead>
<tr>
<th>Years</th>
<th>No of Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>05</td>
</tr>
<tr>
<td>2010-11</td>
<td>01</td>
</tr>
<tr>
<td>2011-12</td>
<td>01</td>
</tr>
<tr>
<td>2012-13</td>
<td>05</td>
</tr>
</tbody>
</table>
Measure to enhance the Extension activities:

- Surveying the needs of the schools
- Interviewing the heads of institutions
- Interacting with the local community
- Making contact with the alumni and getting their feedback
- Participating in the programmes and camps organized by other agencies.
- Getting first hand information through Internet.
- Establishing a good rapport with other institutions of higher learning.

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

- Reviewing the articles published in journals and sending the feedback.
- Presenting research papers in seminars and workshops. (published in monographs)
- Conducting classes for TET using multimedia package.
- Analysing the various aspects outlined in the IX and X standard. New course books in English.
- Contribution of teachers in the programmes organized for the development of Tamil language and culture
Criterion IV - Infrastructure and Learning Resources:

“….. The Structuring of infrastructural facilities is essential for paving the way of creating a learner-friendly and activity–centric context. Setting norms and standards, especially relating to space, building and furniture would help in fostering a discerning sense of quality.

(National Curriculum Framework : 2005)
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 the Physical infrastructure facilities as per the NCTE norms. The B.Ed., Course programme is conducted in a spacious separate building. The two storied building was constructed and completed by the management in the year 2009. It has an auditorium, a multipurpose hall apart from classrooms. The auditorium can accommodate more than one thousand persons and it is equipped with all facilities including Audio, Video systems.

Each optional subject has a classroom and the core courses are conducted in two groups in two classrooms. Each room is supplied with furniture, fans, lights and other equipments required for teaching. There are separate rest rooms for men and women students. The faculty is provided with adequate infrastructure including staff dining halls. The science classes are attached with science labs.

The Psychology Laboratory is equipped with articles necessary for conducting psychology experiments. The ICT room has twenty five computers with LAN facilities. The institution has made arrangements for the supply of mineral water by installing water purifying system.
The amount invested for developing the infrastructure facilities of the institution is given below:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Area of investment</th>
<th>Amount in rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building</td>
<td>45,24,375.00</td>
</tr>
<tr>
<td>2</td>
<td>Furniture</td>
<td>11,30,865.00</td>
</tr>
<tr>
<td>3</td>
<td>Electrical Equipment and other accessories</td>
<td>6,95,750.00</td>
</tr>
<tr>
<td>4</td>
<td>Laboratory facilities</td>
<td>4,99,530.00</td>
</tr>
<tr>
<td>5</td>
<td>Water purifying system</td>
<td>3,28,900.00</td>
</tr>
<tr>
<td>6</td>
<td>Computer and other ICT related equipments</td>
<td>4,10,120.00</td>
</tr>
<tr>
<td>7</td>
<td>Sports articles</td>
<td>3,25,300.00</td>
</tr>
<tr>
<td>8</td>
<td>Psychology articles</td>
<td>2,11,540.00</td>
</tr>
<tr>
<td>9</td>
<td>Installation of Telephone</td>
<td>2,70,800.00</td>
</tr>
<tr>
<td>10</td>
<td>Providing internet facilities</td>
<td>3,81,600.00</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>87,78,780.00</strong></td>
</tr>
</tbody>
</table>

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

The college development council is constituted with the secretary of the institution as its chairman. The council decides the infrastructure to be provided and its maintenance keeping the academic growth of the institution in mind. The Institution has made arrangements in order to meet the growing needs of teacher preparation courses

- The entire building is being utilised for running teacher educational courses only.
- A total area of 4584 sq. mts. is being used for the training institution.
- The building has facilities for providing inservice training programmes for school teachers.
- The first and the second floors of the building can accommodate M.Phil. and Ph.D. course programmes in future.
- There are enough classrooms for B.Ed., additional intake, if permitted.
- A vast stretch of land lies with the management for further construction of buildings.
- Facilities have been made for IQAC Centre, placement Cell, NSS, Yoga and Meditation, YRC and Red Ribbon Clubs, Alumni Association etc. by our institution.

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

Infrastructure facilities for co-curricular activities:

- Our institution provides facilities to conduct five day citizenship training camp.
- Our students are taken to field trips.
- Free transport facilities are provided to attend seminars and conferences organized by other colleges.
- Our institution has an auditorium which can accommodate one thousand persons and a seminar hall with a seating capacity of two hundred.
- Our multipurpose hall is provided with an LCD and other multimedia accessories.
- Facilities to conduct debates, and other cultural activities are provided to the students.
- OHP and slide projector are provided to the students.
- Facilities for power point presentation are made in the institution.
- Generators are provided for meeting power failures.

**Infrastructure facilities for extra curricular activities:**

- **Games and Sports.**

  😊 There is a qualified Physical education director in our institution. She gives practice in sports and games. Facilities for conducting in-door and out-door games are made by the institution. Students are encouraged to participate in events and prizes are distributed by the management liberally. Yoga classes are arranged in camp activities. Volunteers from yoga centre conduct Yoga classes in our campus too for our students. Our institution has adequate sports goods for the use of our Students.

  😊 Shuttlecock, Badminton have been laid at the cost of Rs.4,00,000/-

  😊 Tennis court has been laid and a basscat ball court is also available.

- **Blood Donation Camps**

  Our Students participate in blood donation camps organized by the arts college and donate blood to needy people.
➢ Health Camps are attended by our students and teachers and they serve as volunteers in such camps.

➢ Flags and sweets are given free of cost to the general public through our students on days of national importance like independence and republic days. Free transport facility is made for all the students to go to different parts of the town on those days.

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 institution shares the physical infrastructure with our sister institutions, Thiruvalluvar Teacher Training Institute and K.M.G. College of arts and science pertaining to seminar hall, auditorium, play ground, transport, canteen and drinking water. Our library is shared with the teacher training institute.

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 institution provides rest room facilities for women, separate dining halls for men and women and wash room facilities:

➢ Students are motivated to join Yoga classes and certificate courses in Yoga studies.

➢ Canteen facilities at subsidized rates for food and other eatables are provided to both the staff and the students.

➢ Protected drinking water is supplied free of cost
➢ Sub-staff including scavengers are appointed for proper maintenance of rest rooms and wash rooms.

➢ Periodical health camps are conducted for the benefit of students.

➢ First aid and medical kits are kept in the institution.

➢ Medical facilities and concessions in treatment are given to students by the institution through the medical practitioners of the local town.

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.

Hostel facility is provided to the students and it is shared by students of our sister institution. At present women students stay in the hostel. As the hostel is located in the college campus itself they are free to use the facilities available in the college. The college vehicles are available for transportation of students even during nights in case of emergency. A separate TV room is made available to the students. Table Tennis and Carrom are made available for hostel students to play in the evening.

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.

Liberal policy of allocating funds for maintaining the infrastructure is followed in our institution.
The amount utilized for maintenance in the last five years is given below:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Area of maintenance</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building</td>
<td>8,14,500.00</td>
<td>8,57,375.00</td>
<td>9,02,500.00</td>
<td>9,50,000.00</td>
<td>10,00,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Laboratories</td>
<td>90,020.00</td>
<td>94,760.00</td>
<td>99,750.00</td>
<td>1,05,000.00</td>
<td>1,10,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Furniture</td>
<td>2,03,500.00</td>
<td>2,14,240.00</td>
<td>2,25,625.00</td>
<td>2,37,500.00</td>
<td>2,50,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Equipments</td>
<td>1,22,100.00</td>
<td>1,28,600.00</td>
<td>1,35,375.00</td>
<td>1,42,500.00</td>
<td>1,50,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Computers</td>
<td>1,42,500.00</td>
<td>1,50,035.00</td>
<td>1,57,935.00</td>
<td>1,66,250.00</td>
<td>1,75,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Transport</td>
<td>2,07,700.00</td>
<td>2,18,630.00</td>
<td>2,30,135.00</td>
<td>242,250.00</td>
<td>2,55,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>15,80,320.00</strong></td>
<td><strong>16,63,640.00</strong></td>
<td><strong>17,51,320.00</strong></td>
<td><strong>18,43,500.00</strong></td>
<td><strong>19,40,000.00</strong></td>
</tr>
</tbody>
</table>

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

The available infrastructure is optimally utilized by arranging a number of programmes and by sharing with our sister institutions.

- Auditorium is used for state level national level seminars, graduation day and annual day celebrations.

- Seminar hall is used for conducting workshops and other courses in the development of life skills. Parent Teacher meetings and guest lectures are arranged in seminar halls.

- Multipurpose hall is used for demonstrations and for classes which require power point presentations.
➢ Auditorium and seminar halls and the library are also utilized by our sister institution Thiruvalluvar Teacher Training Institute and even government organizations are permitted to make use of the auditorium and seminar hall.

➢ The Internet facility is shared by the faculty of both the training institutions.

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

Our Institution considers the environmental issues associated with the infrastructure in the following ways.

➢ Planting more trees and plants.
➢ Banning plastic cups and tumblers.
➢ Providing ventilation facilities.
➢ Protected safe drinking water.
➢ Sound proof seminar halls.
➢ Keeping the rooms neat and tidy.

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.

Our institution has a qualified librarian and one library assistant to support the library.
Name of the Librarian : Mrs. K.KASTHURI
Educational Qualifications : B.Sc., M.L.I.S., M.Phil.
Name of the Library Assistant : Mr. G. RAJI
Educational Qualifications : B.Sc., B.Ed., B.L.I.S

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.)

The Library resources available to the staff and students are detailed below under different titles:

<table>
<thead>
<tr>
<th>Category</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>64</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>92</td>
</tr>
<tr>
<td>Educational Research</td>
<td>114</td>
</tr>
<tr>
<td>Educational Statistics</td>
<td>18</td>
</tr>
<tr>
<td>Philosophy</td>
<td>22</td>
</tr>
<tr>
<td>Guidance and Counselling</td>
<td>80</td>
</tr>
<tr>
<td>Methodology</td>
<td>733</td>
</tr>
<tr>
<td>Psychology</td>
<td>298</td>
</tr>
<tr>
<td>General (Education)</td>
<td>715</td>
</tr>
<tr>
<td>General (Others)</td>
<td>968</td>
</tr>
<tr>
<td>Management</td>
<td>111</td>
</tr>
<tr>
<td>ICT</td>
<td>139</td>
</tr>
<tr>
<td>Curriculum</td>
<td>59</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>65</td>
</tr>
<tr>
<td>Computer Science</td>
<td>20</td>
</tr>
<tr>
<td>Sociology</td>
<td>10</td>
</tr>
<tr>
<td>Special Education</td>
<td>37</td>
</tr>
<tr>
<td>School Text Book</td>
<td>695</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4240</strong></td>
</tr>
</tbody>
</table>
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.

Our institution has a mechanism in the form of a library advisory committee to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions.

The Library advisory committee consists of the following persons.

- Secretary
- Principal
- Librarian
- All heads of departments

The committee looks after the following:

- Budget preparation and allocation of funds.
- Preparing a draft proposal for buying the books and journals.
- Creating a rapport with the publishers.
- Buying of new journals including e-journals.
- Verifying whether the books are accessed in time
- Periodical checking of library registers.

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

Yes.

Partially automated

Library services are partially computerized and progress is on for student entry and bar coding.
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 Library has computer and internet facilities. Reprographic facilities like photo copying, binding, laminating etc. are available in the library. Free access to these facilities for students and teachers is given. They use the browsing and photocopying facilities for preparing for seminars and other paper presentations.

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

No.

Inflibnet, delnet and IVC facilities are not provided in the library. However, efforts are being made to connect “Inflibnet” service to our institution.

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.)

Our institution has made 280 working days for the library in an academic year. It works for 8 hours a day (9.00 a.m. to 6.00 p.m. on all working days) and also works for extended time.

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

- The new arrivals are informed to the staff through circulars.
- Information about the new arrivals are put up on the notice board.
- They are displayed in separate racks for the attention of the staff and students.
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.

Books are collected from charitable organizations and from philanthropists. The specimen copies received from publishers are also added to our book bank. As our institution supplies text books free of cost to all the students efforts are made to collect books for school subjects so that our students can use them in their practice teaching classes.

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

There are no visually and physically challenged students in our institution. However, there is a qualified teacher educator in our institution who is a physically challenged person. Special arrangements are being made for him in the library. There are provisions for making seating arrangements for differently abled persons, if required.

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 institution ensures the optimum use of the facility.

- ICT facilities are available in our institution for both the teachers and the students. The institution has twenty five computers with LAN facility. Internet connectivity is made available for the institution LCD, audio visual and other materials are available for use.
These facilities are optimally used by the students for preparing for seminars, paper presentation and for preparing blue prints and question papers for conducting achievement tests in practicing schools.

Teacher educators make use of ICT materials for their regular classes. Questionnaires and other research based activities are carried out using ICT resources.

ICT resources are lent to sister institutions on sharing basis.

Neighbouring institutions download circulars, Government orders and research based articles from our internet sources.

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.

There is a provision in the curriculum to impart computer skills to our students. The curriculum has included the following ICT related activities.

- Preparation and use of Educational Software Materials based on their teaching lessons.
- Downloading web resources relating to optional courses and evaluating them.
- Preparation of instructional material file, preparation and use of AV aids.
- Integrating Emerging Educational Technologies (Development of multimedia package)
4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The institution incorporates and makes use of new technologies / ICT in curriculum transactional processes in the following ways:

- The institution has a website and all details about the institution are updated in it.
- Details regarding admission, optional and elective subjects chosen, the allotment of practice teaching schools etc. are updated in the computers and thereby a database of all the students are created and maintained by the institution.
- The entire process of evaluation is stored in computers. Details regarding the submission of records, working models by the students are stored and periodical reminders are sent to the students in the form of circulars.
- Teachers and students make use of internet and gather and download required information from it.
- Power point presentation is used for seminar classes.
- OHP is used by the teachers and well prepared transparency sheets serve as good models to the students for emulation.
- Digital cameras are used in meetings and seminars and conferences.
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)

Students take initiatives to use technology in practice teaching classes in the following areas:

- Important points to be explained / illustrated in the classrooms are written in transparencies and shown to the school students using OHP.
- Film strips are prepared and used for selected topics.
- Experiments relating to science subjects are conducted using working and non-working models prepared by the students.
- Oral answers, extempore speeches given by the school students are recorded by student teachers for taking remedial measures.
- The Results of achievement and diagnostic tests conducted in the classrooms are stored in computers for interpreting their scores.

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.

Our institution serves as information technology resource in education to our sister institutions Thiruvalluvar Higher Secondary School and Thiruvalluvar Teacher Training Institute.
Government orders, documents relating to curriculum of the school are interpreted and explained to the school staff.

Students from X standard and XII standard classes share our infrastructure for writing revision tests, model examinations and entrance examinations.

N.S.S. Y.R.C and Yoga classes and other functions connected with these activities of the schools are conducted in our auditorium and ICT resources are lent to them.

The local community is benefited by our institution as we conduct meetings relating to the development of Tamil culture, tradition and other human values by inviting eminent persons which are open to the public.

Some of the programmes conducted with the local people in the previous year are given below:

- Muthamiz Vizha
- Thelithamiz Arvalar Koottam
- Conservation of Electricity Campaign

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 various audio – visual facilities / materials (CDS, audio and video cassettes and other materials related the programme) available with the institution are listed below:
The above audio visual aids are used by the student teachers for preparing slides and materials for instructional material. They are used in micro teaching classes and in seminars. The students are divided into groups and each group gets the chance to utilize the A.V. Materials for their classes. Notes for lessons and important formulas are prepared in slides and used in practice teaching classes. OHP is used by the student teachers in schools.

### 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 following general and methods laboratories are available with the institution:

- Physical science laboratory
- Biological Science laboratory
- Psychology laboratory
- Computer laboratory
- SUPW methods room
- Audio-Visual aids room
- Language laboratory

Each laboratory is equipped with articles and has laboratory assistants to look after them. Allotment of funds to enhance the facilities is made every year during budget preparation.

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

The facilities available with the institution for conducting classes are given below:

Auditorium - It can accommodate one thousand and two hundred persons at a time

Multipurpose Hall - Departmental and general Classes are conducted with ICT facilities with a strength one hundred students.

Seminar Hall - Seminars, workshops and other programmes like guest lectures, are conducted in the seminar hall, the capacity of the hall being two hundred.

SUPW - SUPW activities are carried out in groups.

Physical education room - Sports kits and other goods are available for use.
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.

The classrooms are equipped with green boards, mike systems, OHP facility apart from black boards’. Provisions for screening video clippings are also made in the institution. The future plan is to provide computer and internet facility to each classroom.

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 faculty seeks to model and reflect on the best practice in the diversity of instruction based on the following:

- Number of students.
- Subjects of study
- Applicability of ICT resources in a given context
- Appropriacy

The faculty decides to use projected aids like films, film strips, slides, OHP, when the strength of the students is 100 for a particular class. Video and Audio Cassettes are used when the group of students is small.

Language Classes especially special English (English Major Students) classes are taught using recorded Cassettes. Phonetics is taught using ICT resources. Medias like radio, TV, Newspapers are also used depending on the situation.

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

The innovative practices related to the use of ICT that contributed to quality enhancement are given below:
➢ Sound discrimination test using cassettes.
➢ Memory games using video clippings.
➢ Span of attention test using TV recordings.
➢ Using Mobiles in Micro-Teaching classes for recording and taking photographs.
➢ Film shows on ‘Environmental Issues’
➢ Preparation of study materials using internet.
➢ Library reading on select topics.

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

The institution considers the following practices in Infrastructure and Learning Resources as best practices:

➢ Erecting water purifier system and providing pure drinking water to the students and to the local community free of cost.
➢ Minimising environmental degradation by banning plastic cups and covers in the campus.
➢ Subsidized food supply to students and teachers.
➢ Library based reading using ICT resources for presenting seminars.
➢ Using mobile phones for micro teaching classes
➢ Debates based on issues raised by newspapers.
➢ Provision of selected quotes in classrooms from educationists, philosophers and scholars.
Criterion V - Student Support and Progression

We must ensure that work-related experiences are sufficient and broad based, in terms of skills and attitudes, that they foster and understanding of socio-economic processes, and help inculcate a mental frame that encourages working with others in a spirit of co-operation. Work alone can create a social temper.

(National curriculum Framework: 2005)
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?

The institution assesses the students preparedness for the programme in the following ways:

- Aptitude Test.
- General Proficiency Test.
- Making them write about themselves in a short narrative form.
- Testing their previous knowledge about teacher education programmes.
- Administering a questionnaire about the qualities of a good teacher and evaluating them on a four point scale.
- Communication skills.

Our institution ensures that students receive appropriate academic and professional advise in the following ways:

- Showing them video clippings taken in different situations and thereby making them understand that there is no stereotype of a perfect way of teaching and that the delivery of the curriculum needs to be flexible.
Discussing with them informally and telling them that we focus more on the process than on the product.

Democratizing the system by providing scope for flexibility by respecting the self of the students.

Special lectures about the changing scenario in education.

Counselling by the teacher educators.

No discrimination is shown to them in the name of caste, religion and gender.

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

The Campus environment is conductive to learning because of the following facts:

The institution is located in a calm atmosphere four kms away from the town. It has a total stretch of fifteen acres in which an arts and science college and the teacher training institution are situated, apart from the college of education. Intruders are curbed by means of tight security arrangements. The infrastructure, the leaner-friendly teachers motivate the students to develop their potentialities. The transport facilities, subsidized food supply at the canteen, hostel facilities the rest room and waiting room facilities give them a sense of satisfaction. The supply of books and records free of cost, supply of free uniforms are also causes for students motivation and satisfaction. Timely sanction of scholarships by the Government and loan scholarships by the banks help the students to pursue their studies without any difficulty.
The opportunities given to them to participate in seminars and workshops arranged by other institutions are the real boosters for their development and performance.

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 only two drop outs in the last five years.

<table>
<thead>
<tr>
<th>Years</th>
<th>No. of drop outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>--</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1 (women)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>--</td>
</tr>
<tr>
<td>2011-2012</td>
<td>--</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1 (men)</td>
</tr>
</tbody>
</table>

These drop outs are due to the fact that they got placements in Government schools.

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?

- Books relating to competitive examinations are kept in the library.
- Competition success review magazine, Manorama year book etc are available for the students.
A course on communication skills in English is conducted for the benefit of students.

Online registration is made on behalf of employment exchanges.

Regular guidance service is provided to the students regarding the dates of examination, the details of qualification etc, for the jobs.

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.

The details of students who went for further studies/teaching profession are given below:

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Percentage of Teachers who went for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>further studies</td>
</tr>
<tr>
<td>2009-2010</td>
<td>7</td>
</tr>
<tr>
<td>2010-2011</td>
<td>15</td>
</tr>
<tr>
<td>2011-2012</td>
<td>23</td>
</tr>
</tbody>
</table>

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.

After graduating from the institution, students of our institution form an alumni association. They can meet the teacher educators and can get guidance from them. Free access to library is given to them and they can borrow books from
the library with the approval of the teacher educators. They can make use of transparencies and other electronic media for preparing the materials for their class room teaching. Internet and other facilities can be used by the students for getting information about employment opportunities. Students who pursue higher studies can prepare study materials or other required information by making use of our ICT technology. However, they can do so only with the permission and supervision of the teacher educators.

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.

Our institution provides placements services to the students in the following ways:

- The letters of indent received from various types of schools are classified and grouped.
- A convenient date is fixed for campus selection.
- Students are oriented towards the type of curriculum followed in that particular school.
- The students are guided to submit their CVs to the interviewing personnel.
- The authorities of the school are permitted to use their mode of selection in recruiting teachers.
- In exceptional cases the alumni is also permitted to attend the interviews.
The students who got their placements in the last two years are given below:

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Total number of teachers</th>
<th>No of teachers selected for each school</th>
<th>Recruiting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>21</td>
<td>10</td>
<td>Varthaman Jain Matriculation School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05</td>
<td>Shiksha Kendra Matriculation School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03</td>
<td>Bharathidasanar Matriculation School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03</td>
<td>Pinky Public School</td>
</tr>
<tr>
<td>2011-12</td>
<td>15</td>
<td>03</td>
<td>Varthaman Jain Matriculation School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Thiruvalluvar Higher Secondary School</td>
</tr>
</tbody>
</table>

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

The difficulties faced by the placement cell of our institution:

- The demand for teachers is made during March –April of each academic year by the recruiting agencies. It is a crucial period for our institutions as the students have to prepare for their examinations.

- The recruitment is made by matriculation and CSBE schools alone. They demand high language fluency irrespective of the optional subjects.

- There is a mismatch between the salary and the qualifications.
These difficulties are overcome by extending the time frame or by motivating the students to attend the campus selection. Students are given training in communication skills. They are advised to read newspapers, consult dictionaries and improve their communication skills in English. A balance is made by the placement cell by negotiating with the students and the management regarding the salary and other service conditions.

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

The practice teaching schools are of three types:
They are,

- Our sister institutions
- Government aided private schools and
- Government schools.

There exists an arrangement between our institution and the first two types of institutions. Priority is given to our students for appointment in these schools. Even in Government schools PTA teachers are recruited from our list of students.

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

Our institution has made a teacher educator in–charge for the placement cell. She holds additional charge as ‘placement officer’ and she is given special pay for attending to this work. She can make use of computers and can send e-mails or download information from internet. The regular computer programmer helps her in her work.
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?

The curricular (teaching-learning processes), co-curricular and extra curricular programmes are planned, evaluated and revised for effective implementation of the curriculum to achieve the objectives laid down by us in the following ways:

Details regarding the number of working days, compulsory holidays to be declared, local holidays, the dates of mid-term, term-end and annual examinations, study holidays etc. are collected from the government, university and local authorities.

A committee is formed comprising the faculty and administrative staff. The required class hours as outlined in the curriculum for completing the syllabus and other activities are taken into account before finalizing the working days. Feedback from the teachers is received and the draft academic calendar is circulated among the staff and members of the management. Thus the unit and annual plans for the academic year is prepared by the institution.

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

The question of different curricular planning for differently abled students does not arise because we do not have such students in our institution. However, there is a provision for classroom seating arrangements for differently abled students in our institution.
5.2.3. Does the institution have mentoring arrangements? If yes, how is it organised?

Yes.

All the students are divided into eight groups and each group is allotted to a teacher educator. The teacher educator is the mentor-teacher of the students and all sorts of help relating to their studies are given by the mentor teachers. A dairy is kept by the mentor teacher and all essential information about the students are recorded. The nature of guidance, the followup work taken by the mentor-teacher will also be recorded in the dairy.

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 following provisions are made in the institution to support and enhance the effectiveness of the faculty in teaching and mentoring of students:

- National / International journals are subscribed to the library.
- Books on guidance and counselling are kept and recommended for study by all the teachers.
- Free access to the use of internet and web sources is made.
- Newspaper cuttings of educational importance are displayed on the notice board.
- Guest lectures on personality development, class room management, human values, current societal problems etc. are given to the teachers.
- e-learning and the use of multi media are made available to the teachers.
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.

Information about the management, details regarding the vision, mission and objectives of the institution, course details, infrastructure facilities and faculty are posted in the website. The details pertaining to the alumni association, parent teacher association, guidance and counseling center and internal quality assurance cell are also posted in the website. The upcoming programme along with the photo gallery is updated as and when necessary.

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

Yes.

A diagnostic test is conducted as a pre-service activity for the enrolled students of this institution. A general proficiency test in English is also administered to the English optional students. Based on the evaluation of these tests and through oral tests remedial courses are offered by our institution. However, we conduct remedial courses only for languages for low achievers.

5.2.7. What specific teaching strategies are adopted for teaching?

Strategies adopted for teaching

a). Advanced learners.

Assignments and seminars with increased level of difficulty, library based learning, project work downloading from websites extempore talks, self paced learning activities, club activities and task based approach.
b). Slow learners.

Assignments, seminars, group discussions, peer learning, collaborative learning, demonstration, learning by doing, repetitive drills, special coaching classes etc, are given paying individual attention.

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

Guidance and counseling services are available to our students in the following areas:

1. Academic Guidance.
   - Personal contacts by teacher educators in tutorial classes with the students.
   - Guidance in consulting a dictionary, referring to books and journals in the library.
   - Downloading of information from internet sources.
   - Guidance in project work, preparing teaching aids and production of useful articles through SUPW classes.

2. Vocational Guidance
   - Guidance in registering for employment through online.
   - Guidance in potential job market.
   - Guidance for further studies.

3. Counselling services.
   - Counselling for physical ailments and mental conflicts.
   - Counselling for personality disorders.
   - Guidance for maintaining good health and adopting healthy habits.
   - Guidance in community health care.
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?

The institution adopts the following methods to know the grievances of the students:

- Getting feedback from the students by meeting the students individually and in groups by the principal and members of the management.

- Collecting details about their grievances through ‘suggestion boxes’ and through representations from the students.

The two major grievances redressed by the institution in the last two years are given below:

- Providing protected drinking water in the form of mineral water. The institution took up a massive project of Rs Three lakh, twenty eight thousand and nine hundred and provided safe drinking water.

- Food and other eatables are given at subsidised rates.

- Transport facility is extended to remote areas.[Odugathur and Pernambut]

- Supply of tea and snacks free of cost on all days of Conducting of model examinations and a mock practical examination.
5.2.10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of candidates is monitored in our institution in four phases.

a. Pre-practice teaching

b. During the practice teaching

c. Post-practice teaching

d. Pre-examination

a. **Pre-practice teaching.**

- Inauguration of the course is done in the presence of parents.
- Students are guided, instructed in all matters relating to the programme.
- The Pre-tests are conducted.
- Courses on life skills, communication skills are conducted.
- Students are observed and guided regarding the selection of electives and optional subjects.
- Students interact with each other and with the faculty.
- Micro teaching classes are conducted and feed back sessions are followed.
- Macro lessons are given by the teacher educators / teachers and, students prepare for the practice teaching classes.
- Classes on core courses, elective courses and optional courses are planned and conducted based on the unit / annual plans.
- The performance of the students is evaluated by means of oral tests / group and class tests.
➢ The preparedness of the students are monitored and guidance given at each stage.

➢ Students are encouraged to take part in extra curricular activities and in sports and games during this period.

b). During the practice teaching.

Students are taken to practicing schools by the faculty. The rules and regulations of the schools are given and the students are advised to follow the guidance strictly. They are monitored through group leaders and guide teachers also. The teacher educators themselves observe and guide the students during their visit to schools.

c). Post practice teaching

The consolidation of the practice teaching activities is supervised and guided by the faculty. Assessment is made on the completion of records and other teaching aids, apart from assessing the teaching competence of the students. Letters are sent to the parents about the progress made by their wards.

d). Pre-examination.

Sufficient time is given for curricular, co-curricular and extra curricular activities and students are guided to use their potentialities to the maximum in these activities.

The response of the students to class tests / term-end and model examinations is observed and suitable remedial measures are suggested.
PTA meeting is arranged during this period. The marks scored by the students are discussed with their parents. The need for parental support and co-operation is insisted upon during the meeting. Students are closely monitored in all their activities and guidances are provided to them.

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?

Follow up support in practice Teaching

The institution maintains a good rapport with the heads of practicing schools. The grievances of the students are brought to the notice of the heads of schools and remedial measures are sought. Teacher educators visit the schools during practice teaching and observe the classes of the students and give their feedback.

Teacher educators meet the guide teachers and discuss the classes of the students. Students can come to the institution and meet the teacher educators after the school hours and during school holidays. They can contact the faculty over phone and get guidance from them.

5.3. Student Activities

5.3.1. Does the institution have an Alumni Association?

Yes.

The institution has an Alumni association
i) List the current office bearers

The current office bearers of the alumni association are given below:

<table>
<thead>
<tr>
<th>Name of the Members</th>
<th>Address</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thiru.R. Elango</td>
<td>Teacher – Panchayat Union Elementary School, Athikuppam</td>
<td>President</td>
</tr>
<tr>
<td>Thiru.K. Karthik</td>
<td>Teacher Educator, Indian College of Education</td>
<td>Vice President</td>
</tr>
<tr>
<td>Thiru.G. Thamilarasi</td>
<td>Teacher Educator, K.M.G College of Education</td>
<td>Secretary</td>
</tr>
<tr>
<td>Thiru.M. Kannadasan</td>
<td>Student- Abdul Hakeem College of Arts &amp; Science</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Tmt. V. Jagadeshwari</td>
<td>Computer Programmer – K.M.G College of Arts &amp; Science</td>
<td>Joint Secretary</td>
</tr>
<tr>
<td>Thiru. G. Tharani</td>
<td>Teacher – TVHS School</td>
<td>Joint Secretary</td>
</tr>
<tr>
<td>Selvi R. Bhuvaneshari</td>
<td>Student- K.M.G College of Arts &amp; Science</td>
<td>Joint Secretary</td>
</tr>
<tr>
<td>Selvi. B. Inimozhi</td>
<td>Student- K.M.G College of Arts &amp; Science</td>
<td>Joint Secretary</td>
</tr>
<tr>
<td>Thiru. J. Velmurugan</td>
<td>Teacher – TVHS School</td>
<td>Joint Secretary</td>
</tr>
<tr>
<td>Thiru. D. Murali</td>
<td>Computer Programmer - TVHS School</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Tmt B. Revathi</td>
<td>Teacher – Varthaman Jain Matriculation School</td>
<td>Public Relation Officer</td>
</tr>
</tbody>
</table>

ii) Give the year of the last election

The last election to the alumni association was held on 22/12/2012

iii. List Alumni Association activities of last two years.

- Annual meet of the association was held on 20th December 2012. New office bearers were selected and experiences shared among the members of the alumni.
Members of the alumni shouldered the responsibilities of acting as volunteers in the recently concluded diamond jubilee celebrations of our sister institution.

A workshop on ‘interpretation of the test scores’ was conducted on 12/05/2012 based on the request of the alumni. A large number of the alumni participated in the programme.

An orientation programme was conducted for the preset student teachers on facing the TET (Teachers Eligibility Test). The programme was given by the successful students of our alumni in the recently conducted examinations.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tmt S.Reka</td>
<td>Teacher</td>
<td>Panchayat Union Elementary School, Sainagunda</td>
</tr>
<tr>
<td>Selvi L.Swathi</td>
<td>Teacher</td>
<td>Panchayat Union Elementary School, Paradarami</td>
</tr>
<tr>
<td>Thiru.R.Elango</td>
<td>Teacher</td>
<td>Panchayat Union Elementary School, Athikuppam</td>
</tr>
<tr>
<td>Thiru.K.Karthik</td>
<td>Teacher Educator</td>
<td>Indian College of Education, Katpadi</td>
</tr>
<tr>
<td>Thiru.G.Thamilarasi</td>
<td>Teacher Educator</td>
<td>K.M.G College of Education, Gudiyattam</td>
</tr>
<tr>
<td>Tmt A.Prabhavathy</td>
<td>P.G Assistant</td>
<td>S.D.A School, Gudiyattam</td>
</tr>
<tr>
<td>Thiru. G.Tharani</td>
<td>Teacher</td>
<td>TVHS School, Gudiyattam</td>
</tr>
<tr>
<td>Thiru. J.Velmurugan</td>
<td>Teacher</td>
<td>TVHS School, Gudiyattam</td>
</tr>
<tr>
<td>Thiru.D.Murali</td>
<td>Computer Programmer</td>
<td>K.M.G College of Arts &amp; Science, Gudiyattam</td>
</tr>
<tr>
<td>Tmt B.Revathi</td>
<td>Teacher</td>
<td>Varthaman Jain Matriculation School, Vellore</td>
</tr>
</tbody>
</table>
v) Give details on the contribution of alumni to the growth and development of the institution.

Contribution of alumni to the growth and development of the institution:

- Because of their commitment to professionalism the alumni of our institution have generated a good will among many schools.

- A reputed matriculation school which is nearly 130 kms away from this institution, came to our college for campus selection, even though there are about a dozen colleges of education surrounding them.

- Three teachers of our alumni got selected in the Teachers Recruitment Board and work as graduate and post graduate teachers in government schools.

- The alumni of our institution invite the faculty to their schools for inaugurating and addressing literary association meetings and science clubs.

- The demand for admission is increasing as the alumni of our institution perform well in their place of work.

- The alumni participate in all the programmes organized and conducted by our institution.

- Some of our alumni address the new students every year and express their views about the quality of education given to them and thus, they help to boost the morale of the entrants.
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 institution has a qualified Physical education director. She encourages students to participate in activities connected with sports and games. She conducts classes both in theory and practice. Indoor as well as outdoor games are played in the institution. We celebrate annual sports day and distribute prize to the winners of the tournaments.

- The faculty motivates the students to take part in curricular and co-curricular activities by projecting themselves as models. One of our teacher educators participated in TV reality shows. Our principal was invited by a popular TV to discuss issues relating to reservation of seats for Tamil medium students in government jobs.

- “Kolam” (Rangoli) competitions are conducted and our students won prizes in those competitions conducted by Rotary clubs.

- They participate in debates and in oratorical competitions

- During the CT Camp programme, students are encouraged to take part in mono-acting, dramas, fancy dress competitions, cooking competitions etc.

- One of our students won prizes in fancy dress parade conducted at Chennai for all the students of Tamil Nadu in the year 2010.

- One of our Students won state level prize in poetry writing in English in the year 2010.
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.

Our institution develops the creativity of the students by giving chances to participate in elocution competitions, debates and in essay writing competitions. Our students send their poems and other articles to magazines. Students are encouraged to produce articles by giving them the models of the published articles of our faculty.

Our institution has started publishing college magazines from 2012-2013 onwards. Articles from students and teachers are obtained and published in the magazine. Students are involved in the production and publication activities connected with the college magazine.

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

Our institution has a students’ body which is otherwise known as students association. It has a president, vice-president and secretary. Secretaries for various subject associations are also elected among the students. The association is constituted with an intention to inculcate the ideals of democracy and self-government. These secretaries conduct meetings and celebrate sports and annual days under the supervision of the teachers.

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

There is no representation of students in academic and administrative bodies but they are consulted in matters of importance before taking decisions.
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 feedback from the resource persons of seminars and workshops, the suggestions made by the visiting faculty are preserved for consideration and implementation. The institution stores the feedback of the students. They are collected periodically and discussed with the faculty and members of the management. Feedback from the guide teachers, evaluation proformas obtained from them about the performance of the students, are stored and analyzed by the institution. The suggestions put forth by the alumni, feedback received from the employers during campus selection, and the suggestions given by the students through ‘suggestion boxes’ are given due consideration by 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

- The rapport that the institution has created with the alumni.
- Placement services offered by the institution.
- The guidance given to students for Teachers eligibility test.
- Tutorial system practiced in the institution.
- Remedial course programmes for slow learners.
- Counselling given to the students.
- Grievance redressal.
- The co-ordination between the institution and the practicing schools.
Criterion VI – Governance and Leadership

“There is a need to offer advice to government on the future of higher education and to sharpen up policy options on priorities, funding, student support and the development of human resource for the academic profession. Central planning must allow for creativity and diversity when determining priorities and funding; and institutional autonomy must respond to national needs and policies while defending internal democracy and disinterested criticism”

(John, A, Joseph: 2002)
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?

The Institution’s stated purpose, vision, mission and values are stated below:

Vision:

- Our College aims at the integral formation of perspective teachers to empower students to become responsible citizens and agents of social transformation.
- Evolving the future in Teacher Preparation by celebrating tradition and heritage.
- Developing a spirit of community development and service mindedness

Mission:

K.M.G.College of Education continues to remain as one of the best Teacher Preparation Institutions at the National Level, producing globally competent teachers by adopting scholastically superior curriculum and transacting the same through advanced technological means. Thus, the mission of the college of Education is to prepare competent, confident and caring professionals by adopting research based instructional practices. The college has a mission of empowering the professionals towards a broad based knowledge. Thus, the competent graduates would demonstrate broad knowledge and exhibit confidence in their ability to positively effect student learning, behavior and motivation.
Goals:

- To increase the number of educators and scholars committed to professionalism by creating opportunities for educational excellence and equity for all learners in general and those from disadvantaged groups in particular.

- To strengthen and intensify the culture of scholarship among the faculty of education in collaboration with colleagues from diverse areas of specialization in and around the campus, thus increasing the level of faculty and student scholarship and research productivity.

- To develop a sustained, comprehensive and coherent program of research in support of student learning and development in linguistically and culturally diverse settings.

Values:

- Academic excellence.
- Contributing to the development of rural community particularly the marginalised sections of the society.
- Learner autonomy and self-dependence.
- Integrating research and teaching.
- Better communication through technology.

The Institution’s vision, mission and goals are made known to its stakeholders through the following ways:

- Pamphlets, banners, prospectuses and newspapers.
- Seminars, workshops and other educational forums.
➢ Eminent scholars invited as resource persons.

➢ Parent teacher meetings.

➢ Alumni association.

➢ Graduation day programmes.

➢ Consultancy services.

➢ The link between the faculty and other stakeholders.

➢ IQAC and Placement cell

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 mission includes the institution’s goals and objectives and is in tune with the societal needs keeping the traditions and values of the institution in mind.

Societal needs.

The present society needs a learning community that can use advanced technology for its day to day affairs.

Mission:

The institution’s mission is to produce globally competent teachers by adopting and transacting scholastically superior curriculum through advanced technological means.
Goals and objectives:

Global competencies of students are developed in our institution through ICT resources and through better communication skills.

The needs of the students it seeks to serve:

The students of the modern era should be trained in democratic methods of teaching and learning.

Mission:

The institution’s mission is to produce competent, self-dependent and confident teachers by transacting a superior curriculum.

Goals and objectives:

Our institution’s goal is to prepare committed professionals with academic excellence.

The needs of the school sectors:

- Competent teachers with good communication skills.
- To relieve the monotony of classrooms by adopting technology based teaching techniques.
- To work with students of diverse background.

Mission:

The competent graduates would demonstrate broad knowledge and exhibit confidence in their ability to positively effect student learning behaviour and motivation.

Goals and objectives:

The objective of the institution is to strengthen and intensify the culture of scholarship among the faculty of education in collaboration with colleagues from diverse areas of specialization.
The traditions of the institution is to serve the socially disadvantaged people of this locality

**Mission:**

The institution’s mission is to empower the professionals towards a broad based knowledge.

**Goals and objectives:**

To create opportunities for academic excellence and equity for all learners in general and those from disadvantaged groups in particular.

**The Value orientations of the institution:**

- The principles of unity, national integration, religious tolerance, human approach and other values are accepted and respected by our institution. The institution’s value orientations are made explicit through its philanthropic activities:
  - The faculty and the students take oaths against untouchability, violence etc.
  - Distribution of free books, free uniforms, subsidised food supply, concessional transport facilities, priority to the weaker sections of the society in admissions, arranging campus selection through placement cell etc. serve the noble cause of empowering the weaker sections of the society.

Thus, there exists a positive correlation between the mission, goals and objectives and the needs of the society, students and other stakeholders.
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.)

Kunja Kousalya Ammal Govindarajan Educational and Charitable Trust being the educational agency of K.M.G. College of Education is committed to professionalism in teacher education.

The secretary, who is the top of management, has a clear vision and mission to offer higher education to the youth of his locality. The depiction of college crest itself shows the commitment of the management towards education. The college emblem symbolizes the spirit of unity in diversity, in religion, caste and community through education over the universe. The rising sun exhibits the advancement made in the field of science and technology. The book of verses represents knowledge and harmony. The burning light envisages spread the light of wisdom. The church, the temple and the mosque represent universal brotherhood. The Tamil verse reveals that wisdom is the only defensive weapon. (ARIVU ATTRAM KAKKUM KARUVI) Another Tamil verse reveals that we live united under the Almighty (ONDRE KULAM ORUVANE DEVAN)

The board of trust consists of the following persons:

1. Thiru.K.M.G.Sundaravadanam B.A.,B.G.L - Chairman
2. Thiru.K.M.G.Balasubramaniam - Managing Trustee
3. Thiru.K.M.G.Rajendran B.Sc., M.L - Secretary
4. Thiru. K.M.G.Muthukumar B.Com - Treasurer
5. Tmt. B.MeenaKumar - Trustee
6. Tmt. S.Usharani B.A - Trustee
7. Tmt. R.Thilagavathy - Trustee
8. Tmt. M.Manimeglai M.A - Trustee
Efficient and effective transaction of teaching and learning processes are made possible by the trust in the following ways:

- Decentralizing the process by appointing a number of committees.
- Giving academic freedom to the faculty for carrying out modifications in the curriculum to suit the present context.
- Financial support to various activities of the college.
- Accessibility of the management.
- Providing a learner-friendly classroom environment.

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 and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution through the following ways:

- By forming committees and assigning duties.
- Specifying clearly the nature of work, activities to be taken up, and feedback to be given by them.
- Sending circulars and other communications in time.
- Involving all the teachers in the activities of the institution.
- Promoting collective responsibility.
- Sharing of ideas with others and working collaboratively.
- By getting periodical written “work in progress” statements.
- By getting feedback from the teachers.
- By conducting review meetings.
- Monitoring the activities and providing appropriate guidance and counseling.
- Providing a family atmosphere in the campus.
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/head of the institution ensures the validity of information (from feedback and personal contacts) by getting oral as well as written statements, comparing with the views of others, making an on the spot study, observing at regular intervals of time, conducting team enquiries and taking collective decisions. The secretary personally interacts with the students, parents and members of faculty.

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

The institution identifies and addresses the barriers in achieving the vision / mission and goals.

**Process of Identification**

- Feedback from the students.
- Self-appraisal reports of the faculty.
- Information received from suggestion boxes
- Discussions / Feedback in college council meetings.
- Evaluation and its wash back effects.
- Reviewing research based articles from journals.
- Impressions of the teachers of practising schools
- Personal contact by the management / head of the institution of various stakeholders.
Some of the barriers identified:

<table>
<thead>
<tr>
<th>Category</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Communication skills, extra hours of work in practising schools, over crowded classrooms, non-cooperation of students, interpretation of tests scores etc.</td>
</tr>
<tr>
<td>Administrative</td>
<td>infrastructural facilities like provision of safe drinking water, transport facilities, attitude of the faculty, rigid time-table etc</td>
</tr>
</tbody>
</table>

These barriers were addressed by the joint efforts of the management and the faculty. Water purifier system was installed and a new bus was bought for meeting the demands of the students. The academic issues were discussed and solutions found.

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

The management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by adopting the following ways:

- Teacher-friendly atmosphere.
- Academic freedom to plan and execute curricular and co-curricular activities.
- Academic decisions through ‘bottom up’ approach.
- Permission to attend seminars and workshops.
➢ Travel, registration and other expenses borne by the management.
➢ Financial support to research based activities.
➢ Periodical review meetings.
➢ Rewarding teachers for the performance of their students in examinations.
➢ Recognising the outstanding performance of the teachers by arranging functions.

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 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 is stated below:

**Governance and management of the curriculum:**

The head of the institution being the member of board of studies (BOS) of various institutions knows the process of curriculum construction. The essentials of curriculum construction, the need for carrying out the activities are briefed to the faculty to create a positive attitude towards the curriculum. The various components of the curriculum are split into manageable units and an annual plan is prepared with the help of the committee on academic matters. Teachers are appraised of the rationale behind such allotments and encouraged to carryout the programme. The short falls, if any, are discussed and remediation made as quickly as possible.
Administration:

Decentralization process is followed in the execution of work. Various committees are formed and teachers are encouraged to work collaboratively and take decisions collectively. Team teaching is encouraged for demonstrating micro teaching classes and for power point presentations. Academic flexibility is allowed on the demands made by the faculty or by the students or by both. Collective responsibilities are ensured in the implementation of college activities.

The grievances of the teachers and the students are brought to the notice of the management and redressed. The head of the institution has a crucial role in the selection, appointment and framing of service rules for the teaching and non-teaching staff. Infrastructure facilities are developed by the joint effort of the head of the institution and the management.

Allocation and utilization of resources:

The head of the institution prepares draft budget proposals for each year with the help of the faculty. The infrastructure to be developed including library facilities are estimated and presented to the management. The allocation of funds is made with the approval of the head of the institution.

The allocated funds are split into different categories by the head of the institution in council meetings and allotted to committees appointed for utilizing the funds. A constant vigil is made by monitoring the maintenance of proper bills and vouchers and the concurrence and approval of the persons concerned and other administrative procedures are strictly followed in the utilization of financial resources.
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 following committees were constituted by the institution for the management of different institutional activities during the academic year 2012-2013.

- Admission committee
- Academic committee
- Finance committee
- Discipline committee
- Scholarship committee
- Practice-teaching committee
- Research committee
- Infrastructure committee
- Extension activities committee
- Evaluation committee
- IQAC
- Placement cell

<table>
<thead>
<tr>
<th>Name of the committee</th>
<th>No. of Meetings held</th>
<th>Month of Meetings</th>
<th>Decision taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>4</td>
<td>April</td>
<td>Printing and Issue of application forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May</td>
<td>Review on the sale of applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Processing of applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selection procedure</td>
</tr>
<tr>
<td>Department</td>
<td>Month</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>July</td>
<td>Annual plan and academic calendar conduct of diagnostic tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August</td>
<td>Annual Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>Fixing the practice-teaching dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>Visiting the practicing school / Evaluation forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December</td>
<td>CT Camp and Practical Records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January</td>
<td>Classroom strategies and seminars / Internal Marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February</td>
<td>Preparation of Study material</td>
<td></td>
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<tr>
<td></td>
<td>March</td>
<td>Discussion about the feedback from the students, model examinations</td>
<td></td>
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<tr>
<td></td>
<td>April</td>
<td>Self-appraisal reports / Model examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May</td>
<td>Fixation of fee</td>
<td></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td>August</td>
<td>Infrastructure to be developed buying of ICT equipments</td>
<td></td>
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<tr>
<td></td>
<td>February</td>
<td>Allotting funds for sports and annual day celebrations</td>
<td></td>
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<tr>
<td></td>
<td>September</td>
<td>Uniform, Code of conduct</td>
<td></td>
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<tr>
<td></td>
<td>September</td>
<td>Guidelines to be followed during practice-teaching</td>
<td></td>
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<tr>
<td></td>
<td>February</td>
<td>Facing the practical examination</td>
<td></td>
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<tr>
<td><strong>Discipline</strong></td>
<td>July</td>
<td>Uniform, Code of conduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>Guidelines to be followed during practice-teaching</td>
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<tr>
<td></td>
<td>February</td>
<td>Facing the practical examination</td>
<td></td>
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<tr>
<td></td>
<td>July</td>
<td>Collection of details requirement regarding</td>
<td></td>
</tr>
<tr>
<td><strong>Library Committee</strong></td>
<td>September</td>
<td>Contribution to journals issue of books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January</td>
<td>Books to be added to the library</td>
<td></td>
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<tr>
<td><strong>Scholarship</strong></td>
<td>August</td>
<td>Issue and collection of application forms</td>
<td></td>
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<tr>
<td></td>
<td>February</td>
<td>Disbursement</td>
<td></td>
</tr>
<tr>
<td><strong>Extension activities and research</strong></td>
<td>October</td>
<td>Journals and contributions to Journals sponsorship to attend conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November</td>
<td>Blood donation camp</td>
<td></td>
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<tr>
<td></td>
<td>February</td>
<td>Sports day, Annual Day and Graduation Day Celebrations</td>
<td></td>
</tr>
<tr>
<td><strong>Placement cell</strong></td>
<td>March</td>
<td>Fixing the dates for campus selection</td>
<td></td>
</tr>
</tbody>
</table>
6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

![Organizational Diagram]

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

The institution through its decentralized administration involves all the stakeholders in the development of the institution.

- Academic decisions are taken based on the recommendations made in the college council meetings.
- A number of committees are formed and the members are assigned duties and responsibilities so as to enable to work independently and co-operatively.
- Students are allowed to take part in decision making processes through their feedback, suggestions and personal contacts.
- The suggestions put forth by the parents are given due consideration before taking decisions.
- No interference is made in the decisions taken by the committees.
- The recommendations made by the college council regarding practice teaching, conduct of examinations, changes in the curriculum are forwarded to the university for consideration.

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

As the activities of the institution are planned and executed by the committees constituted for a definite purpose, there is a lot of scope for co-ordination among various departments. Our institution encourages team teaching techniques by involving all the departments. The work executed by a particular department is assisted by other members of different departments. Our institution has only single faculty departments and it is natural that all the members work jointly and cooperatively for all the activities of the institution. The head of the institution by providing the link maintains perfect co-ordination among all the departments. The school personnel are included for planning, drafting of practice teaching classes by the committee consisting of members of faculty from more than one department.
6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes.

The institution collects data and information from feedback obtained from students, teachers of practicing schools and teacher educators. The data are also collected through personal contacts and observation of the faculty. Self-appraisal reports and the impressions recorded by visiting professors help in collecting data. All the informations thus collected are analysed and proper modifications to the existing plans are made for better performance.

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).

The following are the initiatives in promoting co-operation sharing of knowledge, innovations and empowerment of the faculty:

- Teachers are trained in the use of computers.
- Teachers of other departments are given training by the department of computer education in browsing, downloading of information from internet.
- The articles published in journals are reviewed and discussed.
- Participation of teachers in seminars / workshops conducted by other institutions ensures sharing of knowledge.
- The university question papers are analysed, discussed and reviewed in the staff meetings.
- The success or failure of the faculty in trying out a strategy in discussed in staff meetings for adaptation / modification.
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?

Yes.

Our institution maintains a Management Information system (MIS) and it is kept and stored in the form of a software. The academic and administrative aspects of the institution like the details of students admitted, the members of the faculty, the members of the trust etc. are made available for data collection. Details about all aspects of the institution are also updated in the website.

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

The resources are allocated by forming a finance committee consisting of the trustees and the head of the institution. The head of the institution chalks out an action plan with help of the faculty about the manpower required, the salary to be given, the equipments and other resources required, for the academic year. The funds are reserved under different heads for utilization, giving allowance for modifications.

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

The resources needed to support the implementation of the mission and goals are planned and obtained by conducting a general review of the expenditure of the previous year. The additional programmes included in this year along with
the various activities, are studied by a committee. The required resources are estimated and the probable sources of income viz. fees from the students are listed.

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

Procedure of developing academic plan in our institutions:

Total number of class hours available for theory and practicum components are divided among the faculty as per the guidelines given by the affiliating university. An academic calendar is prepared for listing out the days of work. The dates of conducting life skills course, aptitude and proficiency tests are fixed by the council of teachers headed by the principal. The dates and the schools selected for practice teaching are fixed tentatively. The permission of the Chief educational officer is obtained and the concurrence of the headmasters of the schools is also sought. Formal and informal discussions are held with the teachers of the practicing schools regarding the lessons to be taught, units to be covered by the students during that period. The dates of CT Camp, model examinations, celebration of annual and sports day and study holidays to be given are discussed by the committee. The management approves of the time schedule and the programmes to be undertaken and the annual plan of the institution is made in full form.

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

The institution’s vision, mission and goals and objectives are communicated through website, to its stakeholders. The employees are made to know the
objectives in council meetings and through academic calendar. Periodical circulars are sent, and displayed on the notice board and review meetings are conducted to take stock of the situation. The employees are guided and counseled on the importance of achieving the objectives for the sustained growth of the institution. Each individual employee is made to submit a monthly report on the progress made in respect of the duties and responsibilities assigned to him / her. All the employees including the non-teaching staff are monitored in the execution of their activities.

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

The Vision, mission and implementation plans are monitored, evaluated and revised through the following ways:

- Regular council meetings of the faculty.
- Periodical review meetings (twice a month)
- The feedback from the stakeholders.
- Participation by the faculty in meetings organized by the Vice-Chancellor of the affiliating university.
- Collecting information from the publications of the government, UGC, NCTE, NAAC and other statutory bodies.
- Self-appraisal reports of the faculty.
- The policies and regulations made by the government and its agencies.
6.3.7 How does the institution plan and deploy the new technology?

The institution plans and deploys the new technology in the following ways:

- Investing an amount of Rs. 4,10,120/- towards the establishment of ICT laboratory.
- Allocation of funds in the annual budget for buying ICT related equipments.
- Maintaining ICT laboratory by appointing technicians and programmers.
- Encouraging teachers and students to use modern technologies by providing required equipments like OHP, Transparencies, films, film strips, Cameras, LCD. etc.
- Providing Internet connectivity and making it accessible to the students and teachers for use.

6.4 Human Resource Management

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

The faculty development needs and career progression of the staff are identified in the following ways:

- The qualifications of the teachers, their previous experience, communication skills, attitude, aptitude etc. are assessed during recruitment.
- The classes of the members of the faculty are assessed periodically by the head of the institution.
- Peer evaluation is made and the observations are recorded.
Feedback from the students helps to identify the needs of the faculty.

Based on the needs of the faculty they are sent to seminars, workshops and other orientation / refresher courses.

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?

Performance assessment of faculty and staff is made through the following means:

- Self-appraisal reports submitted by the staff at the end of each academic year are studied. The authenticity of the statements made by individual teachers is verified with relevant records.

- Feedback is received from students about the performance of their teachers. The feedback is collected through questionnaires and from narrative reports of the students. Further, the feedback is collected at regular intervals of time to ensure reliability of the data.

- Periodical assessment is made in the form of observation by the head of the institution.

- Personal contacts are made by the head of the institution and if required even by the secretary of our institution.

- The roles played by the faculty in functions of the institution like annual day, women’s day, sports day etc. are also observed.

- Participation and contribution of the faculty in seminars, workshops, and meetings arranged within and outside the campus are assessed.
The institution uses the evaluation made through the above means to improve teaching, research and service of the faculty by suggesting remedial measures, orienting the faculty to attend refresher courses and to improve their performance by acquiring additional qualifications etc. Teachers are awarded suitably for their good performances.

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)

Welfare measures for the staff and faculty:

- Maternity leave for three months with full pay and permission for one session for next three months.
- Medical leave with salary on valid medical grounds.
- Casual leave for fifteen days in a calendar year.
- Special permission for valid reasons.
- Marriage leave for ten days with salary.
- Special gifts for all on founder’s day.
- Free transport and registration fee for attending conferences and seminars.
- Annual increments for the staff and faculty.
- Awards for the faculty who produce good results in their subjects in the university examinations.
- Free uniforms and free meal to office assistants and drivers.
- Yearly vacation and tours organised by the management.
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 faculty is given an orientation programme in the beginning of every academic year. Special lectures on ‘stress management’, ‘personality development’, ‘computer literacy’ and ‘the new trends in Education’ are arranged.

- The faculty organizes seminars / workshops in the campus and attends seminars organized by other institutions.

- The staff members are given training in computer applications.

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 invites applications from/ and accepts resumes of aspiring candidates for appointment. They are screened and short listed. Final selection is made by a panel of experts based on the interview and demonstration lessons given by the candidates. The salary is fixed according to the norms of NCTE and Government of Tamil Nadu. Due weightage is given to additional qualifications. Priority is given to candidates from weaker sections of the society.
The institution adopts strictly the policy laid down by the NCTE and the affiliating university. The university authorities have given approval for the appointment made by the institution and all the teachers are fully qualified to the posts. The norms of the Government of Tamil Nadu are followed for appointment in respect of non-teaching staff.

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 institution appoints part-time / Adhoc faculty on emergency conditions. Adhoc faculty is appointed when the members of regular faculty go on maternity leave or on leave for an indefinite period on medical grounds.

- There is no part-time faculty in our institution.
- The criteria for appointing adhoc faculty are the same as that of the regular faculty. Hence, the adhoc faculty is considered on par with regular faculty in salary and other service benefits. But they are appointed only on temporary basis.
- The institution has only one teacher under adhoc faculty scheme.

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 following are the policies, resources and the practices of the institution that support and ensure the professional development of the faculty:
Staff development programmes are conducted every year in the form of seminars and workshops. Subject experts are invited as resource persons for the programme. Funds are allocated for the conduct of these programmes every year.

Resources are mobilized through registration fees collected from the participants.

The institution permits teachers to attend seminars and present papers in other institutions. The expenses are borne by the management.

Teachers are given duty leave for attending M.Phil., Ph.D., Programmes.

Monetary benefits are given to teachers for acquiring additional qualifications.

Free access to computers, internet and other ICT equipments is provided to the teachers.

The institution encourages the faculty to publish articles in journals.

Teachers are motivated to enroll themselves in academic forums like science clubs, ELTAI etc.

The Secretary and some of the teachers are actively involved in Rotary and Lions Club movements.

The Institution conducts conferences on Tamil Language and culture and creates a conducive environment for the mix of the staff and local community.
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 provided to the faculty of our institution:

- Separate Staff rooms for men and women teachers
- Rest rooms and wash rooms
- Intercom facility / Phone facilities.
- Availability of ICT resources including mike facilities.
- Subsidised food at the canteen.
- Availability of Sub-Staff for the maintenance of rooms
- Transport facility.
- Library reading room facility.

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

The institution provides facilities for faculty and other stakeholders to seek information and / or make complaints through the following ways:

- Members of the faculty can get information regarding the curriculum and other administrative rules from the principal. They are free to use the ICT resources for getting information pertaining to academic matters.
- They can make oral representation regarding complaints to the principal or to the management at any time.
- Grievances may be given in writing to the principal / management.
Students can seek information from the faculty. They can make complaints about the functioning of the college through written representations and (authentic / anonymous) put them in the ‘suggestion boxes’.

Feedback forms are helpful in gathering information.

Alumni association and parent teacher meetings are utilized for getting information.

Teachers of practicing schools can discuss the performance / the lapses of the students with the teacher educators over phone / in person.

Teacher educators allot special hours for such discussions during school visits.

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.

The work load policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research assessment, mentoring, working with schools and community engagement:

- The work load for the faculty is based on the guidelines given by the framers of curriculum.
- Each teacher is given a work load of 16 hours per week excluding hours allotted for extension activities.
The workload of the faculty is given below:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the faculty</th>
<th>No. of subjects</th>
<th>No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. R. Natarajan</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Tmt. R. Revathy</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Tmt. C.S.Geethambigai</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Thiru. M. Dasarathan</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Tmt. G. Thamilarasi</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Tmt. M. Radha</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Tmt. S. Selvakumari</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>Thiru. V. Murugesan</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Thiru. Y. Arokyasamy</td>
<td>1</td>
<td>06</td>
</tr>
<tr>
<td>10</td>
<td>I. Elayaraja</td>
<td>1</td>
<td>06</td>
</tr>
</tbody>
</table>

Apart from regular teaching hours, teachers are given the following work schedule:

1. Communications regarding NAAC, NCTE, and the university - Tmt. R. Revathy
   Thiru.R.Elaiyaraja
   Thiru. Y.Arokiyasamy

2. The issues related to the library - Tmt. V. Kasturi
   Tmt. R. Revathy

3. Teaching Practice - Thiru.V.Murugesan
   Tmt.C.S.Geethambigai
   Thiru.Arokiyasamy
The attendance, allotment of class hours, conduct of examinations, organizing CT camp, voluntary blood donation camps, graduation day etc. are equally shared by the faculty, thus enabling the teachers to gain an overall experience of all the activities of the college.

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

The institution rewards and motivates the staff members in the following ways:

- Subject wise percentage of passes is prepared. Prizes are given to the producers of 100% results.
- University top scorers among the students and their teachers are facilitated and given cash prizes
- Teachers are encouraged to present papers in seminars and participate in workshops conducted by other institutions. The expenditure incurred by the faculty is borne by the institute.
Due weightage is given to additional qualifications.

Annual increase of 10% of their salary is given to the teachers.

Non-teaching staff are given additional allowances and liberal TA/DA. Free uniforms and meal are supplied to office assistants.

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.

Our institution is an unaided institution and we do not get grants from the government.

1. The sources of revenue are from the tuition fees collected from students. The infrastructure facilities are provided by the management.

2. Interest resists on endowment created jointly with NCTE and TNTEU to the tune of fixed deposit of Rs 18,00,000/-

3. As and when required the educational agency meets out the expenditure over and above the receipts.

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

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

The operational budget of the institution was adequate to cover the day-to-day
expenses till 2011-2012. Consequent on the revision of fee structure by the
committee for fee fixation appointed by the Government of Tamil Nadu, there
is a deficit of Rs. 46, 94, 000/- in the budget for 2012-2013. This deficit is met
by the contribution made by our trust viz Kunja Kowsalya Ammal
Govindarajan Educational and Charitable Trust

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)

BUDGET ALLOCATIONS OVER THE PAST FIVE YEARS:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Area of maintenance</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building</td>
<td>8,14,500.00</td>
<td>8,57,375.00</td>
<td>9,02,500.00</td>
<td>9,50,000.00</td>
<td>10,00,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Laboratories</td>
<td>90,020.00</td>
<td>94,760.00</td>
<td>99,750.00</td>
<td>1,05,000.00</td>
<td>1,10,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Furniture</td>
<td>2,03,500.00</td>
<td>2,14,240.00</td>
<td>2,25,625.00</td>
<td>2,37,500.00</td>
<td>2,50,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Equipments</td>
<td>1,22,100.00</td>
<td>1,28,600.00</td>
<td>1,35,375.00</td>
<td>1,42,500.00</td>
<td>1,50,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Computers</td>
<td>1,42,500.00</td>
<td>1,50,035.00</td>
<td>1,57,935.00</td>
<td>1,66,250.00</td>
<td>1,75,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Transport</td>
<td>2,07,700.00</td>
<td>2,18,630.00</td>
<td>2,30,135.00</td>
<td>242,250.00</td>
<td>2,55,000.00</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>15,80,320.00</td>
<td>16,63,640.00</td>
<td>17,51,320.00</td>
<td>18,43,500.00</td>
<td>19,40,000.00</td>
</tr>
</tbody>
</table>
FUTURE PLANNING FOR 2013-2014

<table>
<thead>
<tr>
<th>S.No</th>
<th>Area of maintenance</th>
<th>Proposed allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building</td>
<td>10,50,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Laboratories</td>
<td>1,20,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Furniture</td>
<td>2,75,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Equipments</td>
<td>1,60,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Computers</td>
<td>2,00,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Transport</td>
<td>2,75,000.00</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>20,80,000.00</td>
</tr>
</tbody>
</table>

RESOURCES ALLOCATED DURING THE CURRENT YEAR, AND EXCESS/DEFICIT 2012-2013:

EXPENDITURE : Rs. 88, 44,000.00

INCOME

Fee Receipts : Rs. 41, 50,000.00

DEFICIT : Rs. 46, 94,000.00

* Deficit is met by the contribution made by the trust
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. The internal audit is done annually and the external audit is done by a qualified auditor. There are no objections raised and dropped in audit in the last two years.

**Details of internal audit procedures:**

- Verification of income collection with the receipts copies with the institution.
- Verification of sanctioned limit of students.
- Verification of cash book/bank account for the amount received from the students.
- Verification of expenses for capital expenditure such as building, furniture, computers, laboratories etc.
- Verification of original bills/invoices along with payment particulars through cash book/bank statements.
- Verification revenue expenditures such as administrative expenses (salary, telephone, travel and conveyance, electric charge, petrol expenses), Maintenance expenses (for building, equipments, computers, furniture etc.) Student expenses and finance charges.
- Physical verification of equipments, computer, furniture, building addition etc.
- Reconciliation bank statements with books of accounts of the institution monthly. The internal audit works are carried out every quarterly.
Details of external audit procedures:

- Overall verification of accounts ledger, cash book, expenses ledger and bank account with bank statements.
- Actual expense incurred with the budget allocations and if there is difference the reasons are discussed with the management and accepted.
- Verification of sanctioned strength of the students with the actual admissions of the students each year.
- Visit to the institution for physical verification of equipments, building constructed during the year, furniture, computers etc.
- Verification of bills/ invoices for capital and revenue expenditure at random since internal audit is done quarterly.

Outcome of Audit:

The educational institution is spending the amounts for bringing good results with quality output.

There is no major audit objection in the last two years.

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

No.

There is no computerized financial management system in our institution. However, efforts are being made to computerize the system in the academic year itself.
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?

- The formation of placement cell and the activities it undertakes under IQAC.

- The institution opens avenues for campus selection for its fresh students and the alumni. Every year 15-20% get placement in good schools.

- Decentralization in administration – powers are delegated to the staff at the grass root level and decisions are made collectively. The formation of various committees in the process of decision making helps in the smooth functioning of the institution.

- Preparation of annual plan by involving all the members of the institution.

- The Institution encourages the faculty to involve themselves in a wide range of professional and administrative activities by providing opportunities to take part in extension activities apart from regular classroom teaching.
Criterion VII: Innovative Practices

“Innovations aim at evolving more effective and more flexible forms of Education and their focus is significant more so, the modern technology of education has changed the techniques and methodology of teaching-learning process. Therefore, the teachers have to be abreast with enumerated innovations and new concepts of education.”

Bhushan (1988)
**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 internal quality assurance cell was established in the year 2011 with the following Objectives:

- To monitor quality management.
- To involve the faculty in developmental activities.
- To bring about a link between the management and the faculty.
- To bring about a coordination among various departments.
- To sensitize teachers towards the changing scenario in teacher development.
- To serve as a link between the institution and the local community.
- To motivate talented teachers to pursue higher studies by providing required information.
- To provide research and consultancy services to the alumni and other stakeholders.
The composition of the IQAC consists of the principal, subject experts, members of the faculty and senior administrative staff, apart from the secretary of the institution. The IQAC activities are carried out by a coordinator with the cooperation of all the people concerned.

**Major activities undertaken:**

- A State Level Seminar on class room management was conducted in the year 2011. Three hundred and fifty students from eight different colleges of Education participated in the Seminar. Resource persons from SRK Vidyalaya, Coimbatore and from NKT National College of Education, Chennai were invited for the seminar.

- A national level workshop on ‘interpretation of test scores’ for teacher educators was conducted in May 2012. A statistician from IASE, Saidapet lead the workshop. Sixty participants were benefited by the programme.

- A state level poster presentation contest was conducted in April 2013 for students, students teachers of various colleges on Environmental Degradation in April 2013.

- Consequent on the formation of IQAC, the placement cell was merged with IQAC for better performance. The placement cell’s main job is to liaise between the students and the recruiting agencies.
The placement details of our students in the last three years are given below.

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Number of Teachers recruited</th>
<th>Name of the employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 2011</td>
<td>04</td>
<td>Thiruvalluvar Hr. Sec.School, Gudiyattam</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>Crescent Mat. School, Gudiyattam</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Vardhaman Jain Mat. School, Sethuvalai</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>12</td>
<td>Thiruvalluvar Hr. Sec.School, Gudiyattam</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Vardhaman Jain Mat. School, Sethuvalai</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>03</td>
<td>Bharathidasanar Mat. School, Arakonam</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Vardhaman Jain Mat. School, Sethuvalai</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>Shiksha Kendira Mat. School, Pallikonda</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Pinky Public School, Thiruvanamali</td>
</tr>
</tbody>
</table>

7. 1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institution evaluates the achievement of its goals and objectives in the following ways:

- Getting periodical feedback from the students, teachers and other stakeholders.
- Analyzing the feedback and taking remedial measures
- Conducting review meetings about the completion of syllabus and other curriculum related activities.
- Setting up a redressal committee to address the grievances of the students.
- Conducting parent teacher association and alumni association meetings and getting suggestions from them
- Observing and monitoring the class events on a regular basis.
7.1.3. How does the institution ensure the quality of its academic programmes?

Our institution ensures the quality of its academic programmes through the following ways:

- The entire curriculum, the number of class hours for completing the activities are planned by means of an ‘annual plan’. The preparation of annual plan is made as a joint effort involving all the faculty members. The principal and the faculty discuss the short comings, if any, in review meetings and replan and remodify the strategies to be followed.

- The books prescribed by the university and other reference material are made available to the students. A noteworthy feature here is that the institution provides text books free of cost to all the students.

- A copy of the syllabus along with the activities to be carried out by the students is distributed to the students and they are instructed to check and verify the classroom activities with that of the syllabus. The short fall, if any, may be brought to the notice of the principal.

- The principle of “democratization of education” is followed in planning the activities of the institution. Students representation is given due credit in finalizing academic decisions.

- The results of unit test, term-end and model examinations are discussed in the classrooms and necessary feedback is given to the students.
- The institution posts letters to the parents and contacts them over phone about the performance of their wards.

- A liberal policy of sending the faculty to seminars, faculty improvement programmes etc. is adopted by the institution.

- The faculty is motivated to pursue higher studies including research.

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

The institution ensures the quality of its administration by providing an academic calendar, through which the rules and regulations are made explicit. The class hours, the time-schedule to be followed, the uniform and other code of conduct are given to them in advance. Attendance, absence from classes, permission etc. are strictly viewed.

As far as the financial management is concerned it is given to a separate body which controls and regulates the facilities to be made in classrooms. The infrastructure including the generator facilities are made by the financial committee. The requirements of the institution are consolidated and fulfilled on priority basis.

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

- There exists a closer coordination among various constituents of the institution so that good practices are practiced and followed for the benefit of the students and the teachers.
 ➢ Personnel in-charge of transport keep contact with the principal regarding class hours, holidays, commencement of tests and examinations and thus transport facility is made available to the commuters, whenever required.

 ➢ The staff in-charge of canteen supply tea and snacks exactly during breaktime and classes are begun in time.

 ➢ Books and stationery are supplied to the students in time.

 ➢ Providing drinking water and maintaining the class rooms neat and tidy including restrooms are taken care of by the supervising staff.

 ➢ The sound system, ICT resources, facilities regarding electrical appliances are maintained by a separate department.

 ➢ Security arrangements are made very tight and students can leave the campus only on production of permission slip issued by the principal.

7.2. Inclusive Practices

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

Teachers of this institution are sensitized to issues of inclusion in the following ways:

 ➢ Teachers are given copies for National Curriculum Framework 2005 for study and reflection.

 ➢ The concept of Inclusive Education is made known to them through meetings organized by the principal.

 ➢ Guest lectures on inclusive practices are organized for our teachers.
Equitable Education system and the new policies adopted by schools are discussed with the teachers.

Teachers are encouraged to use different techniques in teaching according to the level and capabilities of the students.

The curriculum is made flexible by re-arranging the class hours to suit the convenience of the learners and teachers.

Persuading the teachers to respect the self-esteem of the students and transact the curriculum in a co-operative manner.

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.

The provisions made in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning are stated below:

- The appointment of a differently-abled teacher, two differently-abled office assistants and five women teachers itself is an indication that our institution recognizes the concept of inclusiveness.
- The institution appoints disadvantaged people for security services, maintenance of college and hostel services etc.
- The academic plan of our institution includes a course on communication skills, remedial courses based on diagnostic tests, classes on empowering the women etc. Through these courses our institution identifies and helps rural disadvantaged and underprivileged learners including women.
- The academic plan provides computer literacy programmes for all the students.
The problems of differently abled students and the techniques of teaching them are included as a theoretical component in the curriculum. Students are asked to present seminars on “Special Education”

The problems of gender differences are dealt with in our curriculum. It is supplemented with the celebrations of women’s day, mothers’ day, and national literacy day.

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.

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation are detailed below:

- The curriculum has made five day citizenship training for students as a compulsory component of the curriculum. During the camp, students get involved in social work, community development, cultural activities, apart from listening to talks given by subject experts. The whole programme is conducted on the principle of “self-government”.

- Socially useful productive work (SUPW) is also a compulsory component of the programme. The curriculum has outlined that each student teacher should acquire experience in the preparation of any five socially useful products which are tangible. In other words, SUPW fosters positive social interaction, skill development and self-motivation.
Field trips create a good learning environment to the students.

SWOT analysis is made for all the students in the beginning of the academic year.

Psychology experiments make the learners know about their intelligence, span of attention, emotional stability, aptitude, achievement motivation etc. The students self-concept is developed through such experiments.

Preparation of self learning material using ICT resources make the students active participants in the process of learning.

Courses on life skills develop the self-confidence of the students which in turn brings in a lot of social interaction.

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

The institution ensures that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities by providing various classroom activities.

- An exposure to different methods of teaching e.g. lecture method, demonstration method, interaction method, play way method.

- Reflective practices in teaching and learning.

- Techniques of teaching over crowded classrooms e.g. group discussion, peer teaching, panel discussion.
➢ Use of ICT resources including Audio-visual aids e.g. slides, OHP, LCD, films, film strips.

➢ Teacher made aids e.g. charts, models, sentence strips.

➢ Micro-teaching techniques. e.g. stimulus variation, reinforcement, questioning.

➢ Communication skills in English.

➢ Role-play, dramatization techniques.

➢ Bridge courses for students of practicing schools based on diagnostic tests.

➢ Case study, action research programmes for students of practicing schools.

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

Though there are no physically challenged and differently-abled students enrolled in the institution, care has been taken to provide extra chairs and adjustment in seating arrangements in the library. Our sister institution adopts strategies like providing wheel chairs, allowing scribes to write the examination etc. The special needs of these students will be addressed by the institution depending upon the situations.
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 handles and responds to gender sensitive issues by adopting the following:

- It is displayed in the form of a banner in the campus and the declaration of the government against ragging is also printed in the academic calendar of the institution. Students are counseled regarding matters connected with ragging.

- Ragging in any form is banned inside and outside of the institution.

- Students have to make declarations against untouchability.

- A disciplinary committee consisting of the principal and two women teachers is formed by the institution. Grievances that are specific to women are dealt with seriously.

- Awareness is created regarding the empowerment of women on all celebrations of world importance. e.g. Women’s day, Mothers’ day, Literacy day, Human Rights day.

- Self-help groups of women meet the women student teachers in the campus for getting assistance for bank loans, assistance given by the government for marriage, etc.

- Women students are counselled to meet the doctors approved by the management for their specific problems.

- Value education is an inclusive practice in our institution.
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 access to information on organizational performance (Academic and administrative) to the stakeholders by using the following strategies:

- Wide coverage about the college, courses offered and admission guidelines is given in the form of banners, pamphlets, local channels and in newspapers.

- Prospectus is issued along with application forms for admission to the course.

- Headmasters of the practising schools are informed about the practice teaching classes and the preparation to be made for those classes.

- The employers/ administrative heads of practising schools are appraised of the practice teaching programmes well in advance.

- The principals of nearby arts and science college are informed about the course programme and eligibility conditions.

- A good rapport is maintained with the neighbouring institutions by our institution by participating in their activities so that sharing of information is made possible.

- Periodical parent teacher meetings are conducted through which information relating to the course is made known to the parents of our students.
The principal and the faculty attend meetings conducted by the affiliating university and other bodies.

Alumni and other stakeholders including the employers of various schools are linked through the Internal Quality Assurance Cell (IQAC) of our institution.

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 success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders are assessed by the institution in the following ways:

- Feedback from the students is helpful in finding out the success-failures of various activities.
- The views of the faculty and the alumni are also collected through feedback.
- The applicability of techniques used in classrooms are studied in review meetings conducted by the principal.
- The impressions created by the teachers of practising schools through the evaluation forms, are studied.
- On the spot assessment is made by the faculty by visiting practising schools and observing the classes of students.
- The opinions of the students about the class hours, teaching-learning situations are sought through ‘suggestion box’ provided to them in classrooms.
Students are free to air their grievances, if any, to any of the members associated with the institution.

The scores obtained by the students in various tests, term-end and model examinations are studied, analysed and interpreted by the faculty through statistical analysis.

The impressions of visiting faculty are collected during seminars and guest lectures arranged by our institution.

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

The feedback mechanisms in vogue to collect and collate data from students, professional community, Alumni and other stakeholders on programme quality are detailed below:

Questionnaires - Students and the alumni are asked to fill up closed type questionnaires and the scores are analysed on a five point scale. Open type questionnaires are also administered to them for getting information in a descriptive way.

Suggestion boxes - Students can record about the academic as well as administrative problems in any form and put them in suggestion boxes.
Checklists  - Teachers of practicing schools are given checklists prepared by our institution and data are collected from them during practice teaching.

Narrative writing  - Visiting professors record their impressions in visitors note books

Observation  - The faculty and the teachers of practising schools provide data by observing the classes of students and the teachers.

Self appraisal  - The faculty provide data by reflecting on their own reports practices and experiences.

Case Study  - Individual as well as institutional case studies are taken up by the students and the faculty and the results provide as a source of date

Action Research  - The immediate class room problems and the solutions suggested through action research studies are useful for taking institutional level decisions.

The institution uses the information received from these feedback mechanisms for quality improvement in the following ways:

➢ The feedback received from the students is classified into two viz. academic and administrative. Matters relating to academic are studied by the principal and discussed in “staff meetings” changes in the delivery of the curriculum are made appropriately.
- Administrative matters are discussed with the secretary and the governing body of the institution. Immediate redressal of grievances is given top priority.

- The feedback from the teacher educators and school teachers is used for guiding and counselling the students.

- The suggestions put forth by professional community like visiting professors, are taken care of by the institution for future guidance.