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PROFILE OF THE INSTITUTION

A. Profile of the Institution**Name and address of the Institution**

GOJAN COLLEGE OF TEACHER EDUCATION, 80 FEET ROAD, EDAPALAYAM, REDHILLS-THIRUVALLUR ROAD, CHENNAI -600 052, TAMILNADU

Website URL : WWW.GOJANEDUCATION.COM

For Communication :

ADMINISTRATIVE OFFICE, 218, TTK ROAD, ALWARPET, CHENNAI- 600 018 TAMILNADU

Name	Telephone number with STD Code	Fax No.	e-Mail Address
Principal	09444952844	044-24670343	NEELANRAJAN8@GMAIL.COM
Self appraisal Co-coordinator	09444952844	044-24670343	NEELANRAJAN8@GMAIL.COM

Residence

Name	Telephone number with STD Code	Mobile
Head / Principal	044-24990207	09444952844
Self appraisal Co-ordinator	044-24990207	09444952844

4. Location of the Institution:

Urban

5. Campus area in acres:

6.34

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month	Year
06	2008

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

TAMILNADU TEACHERS EDUCATION UNIVERSITY

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

NA

10. Type of institution

a. By funding i. Government

ii. Grant –in-aid

iii. Constituent

iv. Self- financed.

b. By Gender

iii. Co-Education.

c. By Nature

iv. Affiliated College

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

Yes

If yes, has the institution applied for autonomy?

Yes No

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

Sl.no	level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
1	Secondary	B.Ed	Any Degree	Degree	1 year	English / Tamil
2	Post Graduate	M.Ed	B.Ed	Degree	1 Year	English /Tamil

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

level	Programme	Order No and Date	Sanctioned Intake
Secondary	B.Ed	F-SRO/NCTE/B.Ed/2006-07/17086/17-01-2008	100
Post Graduate	M.Ed	F-SRO/NCTE/Med/2010/	35
Total Intake	B.Ed&M.Ed		135



CRITERION WISE INPUTS

B) Criterion - Wise inputs**Criterion I: Curricular Aspects**

1. Does the institution have a stated

Vision	Yes	✓	No	
--------	-----	---	----	--

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

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

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

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

If yes,	Yes	✓	No	
---------	-----	---	----	--

a) How many programmes?

TWO

b) Fee charged per programme.

B.Ed Programme

Rs.40000/-

M.Ed.,

Rs.40000/-

3. Are there programmes with semester system?

No

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

Yes		No	✓
-----	--	----	---

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

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

B.Ed: Methods

FIVE

Elective option

ONE

M.Ed (Full Time): Elective option

TWO

6. Are there any Programme offered in modular form

No	✓
----	---

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

Yes	✓
-----	---

Number	02
--------	----

Assessment of teachers by students of course is done regularly as per the prescribed proforma.

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

Yes	✓
-----	---

Number	05
--------	----

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

• Heads of practice teaching schools

Yes	✓
-----	---

• Academic peers

Yes	✓
-----	---

• Alumni

Yes	✓
-----	---

• Students

Yes	✓
-----	---

• Employers

Yes	✓
-----	---

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

One Year

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

Yes	✓
-----	---

Number	01
--------	----

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

No	✓
----	---

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

Yes

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

Yes

Criterion II: Teaching –Learning and Evaluation

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

- | | |
|---|-------------------------------------|
| a) Through an entrance test developed by the institution | <input type="checkbox"/> |
| b) Common entrance test conducted by the university/ Government | <input checked="" type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input checked="" type="checkbox"/> |
| f) Any other | <input type="checkbox"/> |

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

	B.Ed	M.Ed
a) Date of start of the academic year	06-09-10	01-11-10
b) Date of last admission	30-09-10	30-09-10
c) Date of closing of the academic year	30-04-11	10-05-11
d) Total teaching days	147	180
e) Total working days	187	180

3. Total number of students admitted (2006-2007)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	12	88	100	46	23	69	21	10	31
M.Ed.(Full Time)	11	24	35	14	7	21	9	5	14

4. Are there any overseas students?
If yes, how many?

No

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

For B.Ed.

a) Unit cost excluding salary component

Rs. 18518/-

b) Unit cost including salary component

Rs. 25925/-

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

7 Programs	open		Reserved SC/ST	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	85	43	60	40
M Ed	70	50	50	50

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

Yes	✓
-----	---

8. Does the institution develop its academic calendar?

Yes	✓
-----	---

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching (Including pre - practice teaching days)	Practicum
B.Ed	60%	20%	20%
M.Ed.	70%	30% (Thesis)	--

10. Pre-practice teaching at the institution B.Ed

- a) Number of Pre-practice teaching days allotted by the Institution

15	-
----	---
- b) Minimum number of pre-practice teaching lessons given by each student

10	-
----	---

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

20	-
----	---
- b) Total number of practice teaching days

40	-
----	---
- c) Minimum number of practice teaching lessons given by each student

40	-
----	---

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

No. of Lessons in simulation	05	No. of Lessons Pre-practice teaching	05
------------------------------	----	--------------------------------------	----

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

Yes

✓

14. Does the institution provide for continuous evaluation?

Yes

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

Programmes	Internal	External
B.Ed.	20	80
M.Ed.(Full Time)	--	100

16. Examinations

a) Number of sessional tests held for each paper

3	-
5	-

b) Number of assignments for each paper

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

	Yes
Computers	✓
Intranet	✓
Internet	✓
Software/courseware(CD`s)	✓
Audio resources	✓

Video resources	✓
Teaching Aids and other related materials	✓
Any other(specify) LCD & OHP	-

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

Yes	✓	No	
-----	---	----	--

Number

2

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

Yes	✓	No	
-----	---	----	--

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

Computer Science has been offered as part of major optional subject for B.Sc & M.Sc., (Computer sciences) B.Sc & M.Sc., (Information Technol.ogy) and BCA & MCA degree holders as per the Curriculum of TAMILNADU TEACHERS EDUCATION UNIVERSITY for B.Ed Course

Criterion III: Research, Consultancy and Extension

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

Number	06	46	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

Teachers are given study leave

✓

Teachers are provided with seed money

×

Adjustment in teaching schedule

✓

Providing secretarial support and other facilities

✓

Any other (Incentive granted for acquiring additional research degree)

×

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

Yes No

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

M.Phil.	--
Ph.D	--

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

Yes

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

	Yes	No	Number
International Journals	--	--	--
National Journals			
Referred Papers	--	--	--
Non-referred Papers			
Academic articles in reputed magazines / news papers	--	--	--
Books	--	--	--
Any other (Specify and indicate)			
Articles in various magazines	--	--	--

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

Yes		No	✓
-----	--	----	---

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

	Presented		Participated	
	Staff	Students	Staff	Students
National Seminars	-	-	-	-
International Seminars	-	-	-	-
Academic Forum	-	-	-	-

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

Self-instructional materials	✓
Print Materials	✓
Non Print Materials	✓
Digitalized (Computer aided instructional materials)	✓
Question Bank	✓
Any other (specify and indicate) lab manuals	✓

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

Yes

If yes, indicate the nature of the post.

Additional charge

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

No

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

Yes

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

02

16. Does the institution provide consultancy services?

Yes

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

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

Local level	<input checked="" type="checkbox"/>
-------------	-------------------------------------

Criterion IV: Infrastructure and Learning Resources

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

4850 Sq. Mts

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

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

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

20

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

Rs. 20000/-

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

Rs. 50000/-

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

Rs. 125000/-

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

Rs. 500000/-

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

Yes



9. Total number of posts sanctioned

	Open		Reserved	
	Male	Female	Male	Female
Teaching	2	6	3	2
Non Teaching	1	1	1	1
Administrative	3	1	2	1

10. Total number of posts vacant

11. a. Number of regular and permanent teachers:

(Gender -wise)

		Open		Reserved	
		M	F	M	F
All are regular, full time and permanent	Lecturers	1	1	1	3
	Readers	1	-	-	-
	Professors	5	1	-	-

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

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

c. Number of teachers from: - Same state

9

Other states

4

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed	1 : 12.5
M.Ed (Full-Time)	1 : 10.4

13. a. Non-Teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	1	-	-	1
	M	F	M	F
Temporary	1	-	-	1
	M	F	M	F

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	-	-	-
	M	F	M	F
Temporary	1	-	-	-
	M	F	M	F

14. Ratio of teaching – non - teaching staff

1 : 0.5

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

16. Is there an advisory committee for the library?

Yes

17. Working hours of the Library

On working days

On holidays

During examinations

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	<input type="text" value="4560"/>
-Textbooks	<input type="text" value="560"/>
-Reference books	<input type="text" value="3000"/>
-General books	<input type="text" value="1000"/>
b. Magazines	<input type="text" value="5"/>
c. Journals subscribed	<input type="text" value="6"/>
- Indian journals	<input type="text" value="5"/>

- e. Back Volumes of journals
- f. E-information resources
- CDs/ DVDs

20. Mention the

- Total carpet area of the Library (in sq. Mts)
- Seating capacity of the Reading room

21. Status of automation of Library

- Fully automated

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

Circulation	✓
Clipping	✓
Bibliography Compilation	×
Reference	✓
Information Display & Notification	✓
Book Bank	✓
Photo Copying	✓
Computer and Printer	✓

Internet	✓
Online Access Facility	✓
Inter library Borrowing	✓
Power Backup	✓
User Orientation / Information literacy	✓
Any other (Air Conditioned)	-

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per-day

25

Maximum number of days books are permitted to be retained

By students

21

By faculty

60

Maximum number of books permitted for issue

By students

4

By faculty

6

Average number of users who visited/consulted per month

400

Ratio of library books (excluding textbooks and

1 : 34

Book bank facility) to the number of students enrolled.

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

5 %

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

Year →	I		II		III	
Categories ↓	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	500	70000/-	500	70000/-	500	70000/-
Journals / periodicals	5	5000/-	5	5000/-	10	15000/-

Criterion V: Student support and progression

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

Programmes	2008-09	2009-10	2010-11
B.Ed.	Nil	Nil	Nil
M.Ed. (full-time)	Nil	Nil	Nil
D.Ed.	Nil	Nil	Nil

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

Yes

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

15

3. Does the institution offer Remedial instruction?

Yes

4. Does the institution offer Bridge course?

No

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

	UG			PG		
Year	2008-09	2009-10	2010-11	2010-11	--	--
Pass Percentage	98	97	97	70		
Number of first Classes	88	89	92	20		
No. of Distinctions	3	2	2	-	-	-
Exemplary Performance (Gold medal & University Ranks)	-	-	-	-	-	-

6. Number of students who have passed competitive examinations during the last three years. : Nil

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

Financial Aid	2008-09	2009-10	2010-11
Fee concession	60	70	75
Loan facilities	7	2	3
Any other specify and indicate	-	-	--

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

Yes

9. Does the institution provide Residential accommodation for:

Faculty

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

Non-teaching staff

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

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

No

If yes, number of students residing in hostels

Men

Women

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

Sports fields

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

Indoor sports facilities

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

Gymnasium

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

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men : YES

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their Campus experience?

Yes	✓	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		
Inter-university		✓			✓	
National		✓			✓	
Inter Institutions Cultural Programme		✓			✓	

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

18. Does the institution have an active Alumni Association?

Yes

If yes, give the year of establishment

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

Yes

20. Does the institution regularly publish a college magazine?

No

21. Does the institution publish its updated prospectus annually?

Yes

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

	2008- 09	2009- 10	2010- 11
	%	%	%
Higher studies	10	15	20
Employment (total)	92	94	95
Teaching	92	92	92
Non teaching	0	2	3

23. Is there a placement cell in the institution?

Yes

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

2008-09	2009-10	2010-11
26	42	53

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

Yes

No

Academic guidance and
counseling

✓
✓
✓

Personal Counseling

Career Counseling

Criterion VI: Governance and Leadership

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

Yes

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

Number of the Body Council	No. of Meetings
Governing Body/Management	3
Staff Selection Committee	2
Staff council	2
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes.	
1. Student council	3
2. Library Committee	2
3. Sports Committee	2

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

	Yes	No
Loan Facility	✓	
Medical Assistance	✓	
Insurance	✓	
Other Welfare Schemes	✓	

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

-

5. Furnish the following details for the past three years

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

-

(Staff of self financing colleges are not eligible for FIP's)

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

National	-
International	-

c) Number of faculty development programmes organized by the institution:

6

d) Number of seminars / workshops / symposia on Curricular development, Teaching – Learning , Assessment, Etc., organized by the institution

Seminar	3
Workshop	2

e) Research Development programmes attended by the faculty

2

f) Invited /endowment lectures at the institution

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

Any other area (specify the programme and indicate)

-

-

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

Self-appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate)

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

(By analyzing Students University Results, Principal's assessment on faculties)

7. Are the faculty assigned additional administrative work?

Yes	✓
-----	---

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

3 hours per week

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

Grant - in - Aid	Nil
Fees	Rs. 5400000/-
Donation	Nil
Self - Funded Courses	Nil
Any other (specify & indicated)	NA

9. Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned budget		
% Spent on the salary of faculty	65	65
% Spent on the salary of non-teaching employees	5	5
% Spent on books and journals	5	5
% Spent on developmental activities (expansion of	5	5

building)		
% Spent on telephone electricity and water	3	3
% Spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc	5	5
% Spent on maintenance of equipment, teaching aids contingency etc,	2	2
% Spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2	6
% Spent on travel	4	4
Any other	-	-
Total expenditure incurred	100	100

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

(Specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2008-09	-	500000/-
2009-10	300000/-	-
2010-11	300000/-	-

11. Is there an internal financial audit mechanism?

Yes

12. Is there an external financial audit mechanism? : **Yes**

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

	Yes	No
Administration	✓	
Finance	✓	
Student Records	✓	
Career Counseling	✓	
Aptitude Testing	✓	
Examination / Evaluation	✓	
Assessment	✓	
Any other (specify and indicate) {Seminars and conferences}	✓	

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

Yes No

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

Yes No

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

Yes

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

Yes

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

a) for Teachers

b) for Students

c) for non-teaching staff

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

 No

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

Yes

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

Yes

Criterion VII: Innovative practices

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

Yes No

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

Yes No

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

	Category	Men	% age	Women	%
a	SC	11	8	22	16
b	ST	-	0	-	0
c	OBC	9	7	78	58
d	Physically challenged	-	-	-	-
e	General Category	3	2	12	9
f	Rural	20	15	50	59
g	Urban	3	2	52	24
h	Any other (specify)	----	----	----	----

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

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	-	0	-	0
b	ST	-	0	-	0
c	OBC	9	69	1	8
d	Women	6	45	2	15
e	Physically Challenged	-	0	-	0
f	General Category	4	31	1	8

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

Category	At Admission		On completion of the course	
	2009-10	2010-11	2009-10	2010-11
SC	50	52	61	65
ST	-	-	-	-
OBC	65	63	70	72
Physically Challenged	-	-	-	-

General Category	62	65	72	71
Rural	55	52	65	62
Urban	63	64	70	68

For M.Ed

Category	At Admission	On completion of the course
	Batch I 2010-11	Batch II 2010-11
SC	62	61
ST	-	-
OBC	65	63
General Category	68	65
Rural	62	61
Urban	67	64



EXECUTIVE SUMMARY

GOJAN COLLEGE OF TEACHER EDUCATION, EDAPALAYAM, CHENNAI – 600 052, TAMILNADU was established in the year 2008-09 under the GOJAN EDUCATIONAL TRUST. The TRUST has constructed a spacious building as per statutory norms laid by the NCTE and affiliating University. The College is located at 80 FEET ROAD, EDAPALAYAM, REDHILLS-THIRUVALLUR ROAD, CHENNAI – 600 052 at a distance of about Twenty kilometers from the Chennai city. The college is situated in a very ideal and lush green atmosphere away from noise and pollution of city life.

The main objective of the Society / Trust to set up the College at the present rural location was to take teacher education nearer to the prospective teachers belonging to rural areas and at the same time enable those belonging to urban areas to easily familiarize themselves with rural background and hence understand conveniently the role of community in the development of the schools.

It has been globally realized that universalization of Teacher Education could perhaps be possible only with active community cooperation. It is, therefore, quite important for teacher education to motivate teacher trainees that they have a great role to play in developing a wholesome relationship between the school and the community through their initiative and commitment.

The Society established the College with missionary spirit for the achievement of the following goals & objectives:

- Recognition of Education as one of the pious obligations of the human society towards the next generation.

- Promotion of capabilities for inculcating national values and goals as enshrined in the Indian Constitution.
- Activation of prospective teachers to bring about social & cultural awakening.
- Uplifting of children belonging to socially disadvantageous classes, backward areas and economically weaker sections of the society.
- Eradication of illiteracy among girls leading to women empowerment.

The College is affiliated to the TAMILNADU TEACHERS EDUCATION UNIVERSITY for imparting instructions leading to B.Ed. degree. It enjoys a very cordial relationship with the University and faces no problem vis -a- vis University administration.

For purpose of practice of teaching the college has identified schools nearby areas. The heads of such schools willfully co-operate with the College to supervise the internship part of the practice teaching programme. Every teacher trainee has to function as a regular teacher in the cooperating school concerned. Apart from teaching practice he is expected to prepare time table, attend morning assembly, organize co- curricular activities, maintain school records etc, and this entire exercise is done under the supervision of the head of the school who is also responsible to award marks on this account in consultation with group in charge who is invariably a teacher educator of the College. During the practice teaching, the student teachers are generally not allowed to deviate from school time table. They are required to select topics for preparation and delivery of lessons strictly according to the syllabus concerned.

The B.Ed course extends over one academic year and at least 180 working days are to be devoted to the completion of the course-theory as well as practice teaching as per statutes. Out of this duration about 35 days are spent to develop teaching skills at micro as well as macro level. Micro teaching is conducted in simulated

conditions and regular macro lessons in real class room situation. However it has been observed that this period of 180 days is not adequate to transform a teacher trainee into a competent and committed professional educator so that he acts as a trail blazer in the lives of the learners.

The College envisages that teacher education plays a crucial role in the process of education for development so that it is held as a core condition to ensure highly proficient and qualitative school education and also seeks to reshape the attitude, remodel the habits and in a way reconstitute the total personality of the teacher. But due to the paucity of time it is not possible to achieve this pious goal of teacher education institutions.

Threats: During past 2 to 3 years, a mushrooming growth has been witnessed by the college in teacher training institutions throughout the state that has caused a great threat of intake especially in B. Ed. programme. So, the college desires to be pioneer in the field of teacher education rather than merely a follower which is only possible through imparting quality training to the prospective teachers.



CRITERION WISE ANALYSIS

CRITERION I

CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

OUR VISION

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

Objectives of the Institution:

- To inculcate proper value systems such as brotherhood, social justice, dignity of labour and patriotism in student-teachers.
- To help them excel in communication and soft skills.
- To provide opportunities to enhance their self-concept and gain self-confidence.
- To form as inspiring and effective leaders.
- To enable the student-teachers to apply the knowledge of educational psychology in their teaching-learning process.
- To integrate the ICTs in teaching-learning.
- To foster unity irrespective of their socio-economic and cultural disparities.

- To help them develop an analytic, synthetic, logical and critical mindset which enables them to face the hard reality of life and to initiate the desirable social transformation?
- To encourage extensive reading and to develop their creative self-expression.
- To help the student-teachers become integrated persons through harmonious development of physical, intellectual, emotional, social, moral and spiritual powers.
- To produce committed, competent, creative, compassionate and conscientious 'human engineers' as men and women for others.
- To facilitate them to interact and work together, and thus to develop Gender sensitivity.

The college has academically qualified and experienced principal with the band of dedicated teacher educators to form and train the student-teachers for the 21st century education. A well equipped and furnished library with a digitalized knowledge resource centre is at the service of both the student-teachers and the faculty to develop their intellectual potential. All the teacher educators are adapting a variety of innovative teaching-learning techniques such as video assisted lecture, role-play, symposium, seminar, workshop, debate, group discussion, interactive e-learning, demonstration, etc., to strengthen the student-teachers' academic skills and training.

By giving preference in admission, the college encourages the disadvantaged (physically, socially and economically) student-teachers to pursue their professional education in the college unbiased. Training on communication and soft skills and personality development are provided for the student-teachers' self-development. They are motivated to participate in the discussions on socio-economic and cultural issues of the nation to make them aware of the challenges of the society. All the international, national, regional and religious festivals are meaningfully celebrated with the active participation of the student-teachers and the staff which leads to imbibe the core values such as patriotism, secularism, brotherhood, social justice, etc. As a result, they become the agents of social transformation that leads to the national and global development as well.

All the activities of the college are geared towards the attainment of the four major educational objectives for 21st century education (UNESCO):

- Learning to know,
- Learning to be,

- Learning to do and
- Learning to live together.

The college has a placement cell for providing better employment opportunities to the student-teachers. It offers training on various aspects related to employment such as workshop on resume preparation, how to face recruiting panel, orientation on job opportunities across the world and interactions with the teacher educators, teachers and teacher trainees so that the student-teachers become aware of the global trends and demands.

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

The curriculum and the syllabus are designed by the TAMILNADU TEACHERS EDUCATION UNIVERSITY. The principal and the faculty assess the existing curriculum for further improvement and offer suggestions to the university, among them the valid points are accepted and incorporated in the revision of the curriculum. In consultation with the academic experts, alumni, parents/spouses and employers, the college further develops the curriculum suitable for the formation of the teachers.

At the beginning of the academic year, a diagnostic test is administered to identify the level of proficiency in English language of the student-teachers to facilitate their linguistics skills. A two-day seminar cum workshop on self-awareness and personality development is organized for the self-understanding and self-acceptance of the student-teachers. Intra-mural cultural competitions are conducted during the very first month of the academic year to identify, exhibit, understand and appreciate every ones' individual talents and to develop a positive outlook among the student-teachers.

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

The college organizes interactive sessions for the student-teachers with teacher educators, teacher trainees and teachers across the world to enrich them regarding the

global trends in teacher education and job opportunities for the teachers in other countries. In addition to this, our former students employed in different countries such as Singapore, Malaysia, USA, Canada, Philippines and UAE share their experience of recruitment and teaching-learning.

The college has part time faculties who guides the research scholars, enlightens our student-teachers on the current global trends and the need for equipping them to face the global challenges in the field of education.

A two-day seminar was conducted on “**Schools for Global Leadership**” to creatively prepare our student-teachers to gain leadership skills for adequately meeting the global needs.

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

The institution has its own Club governed actively by the student-teachers is more sensitive about environmental issues, and it conducts informative seminars, field trips, competitions like slogan writing, painting, best from waste, etc. It screens movies related to issues of biodiversity to make the student-teachers eco-friendly.

Understanding the importance of human values, the institution gives top priority to form its student-teachers as responsible citizens and persons for others. Value education is imparted through all the curricular, co-curricular and extra-curricular activities and programmes of the college in an integrated way. All the programmes offered in the institution aim at the inculcation of core values among student-teachers by constantly assessing and evaluating every programmes.

ICT based teaching-learning is emphasised and facilitated among the teacher educators and the student-teachers by providing internet facilities and technological equipments.

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

Yes, unlimited internet facility is equipped to certain desks and to the knowledge resource centre (computer cum language Laboratory) which is used by the faculties and the student-teachers for effective planning and implementing various curricular and co-curricular activities. “**Resource Centre for the Differently-abled**” student-teachers, is also a star feature of the campus, which is very much helpful for the

visually and hearing impaired student-teachers to learn everything as normal student-teachers.

ACADEMIC FLEXIBILITY

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

All the activities are focused towards forming and moulding the student-teachers into committed and creative teachers. **Video Assisted Feedback** on micro and macro-teaching helps the student-teachers to self evaluate their performance and also to receive peer and teacher educators' feedback. It is highly appreciated by the student-teachers and academic experts due to its impact on teaching competencies.

Seminars, workshops, special talks and follow up activities on **time management, stress management, socio-cultural analysis, transactional analysis, and organ donation, RTI, accepting transgender and budgeting** are conducted to urge the student-teachers to critically think, reflect and analyse the issues of the society. Every activity of the institution is meticulously planned well ahead, executed and evaluated based on its goals and objectives by the student-teachers, so that the activities become the real-time experience to equip themselves.

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

Teacher is an Avatar who has so many duties and responsibilities other than teaching the subject matter. Preparing such a teacher is really a challenging and an interesting task. The institution offers varied learning experiences like cultural competitions, sports and games, citizenship camp, extension programme among villagers and slum dwellers, visit to orphanage and leprosarium. Workshops on socio-cultural analysis and transactional analysis are also organized to expose the student-teachers to the multi-cultural reality of Indian society. The student-teachers visit the special schools for the visually challenged and hearing impaired and visually challenged to become aware of the differently-abled children and the importance of inclusive education.

3. What value added courses have been introduced by the institution during the last three years? Which would for example: Develop communication skills

(verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

The institution is offering electives such as Physical And Health Education, Guidance and Counselling, Environmental Education, Computers in Education, Women's Education, Non-Formal Education, ICT in Education and Primary and Secondary Education to enhance the value system of the students. Student-teachers are divided into small groups of five and effectively trained in the linguistics skills for 50 hours to improve the verbal and written communication. Neuro-linguistic Programme (NLP), Photography and Computer training are conducted for all the student-teachers and they are encouraged to use the internet browsing facilities free of cost at anytime during the day.

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

I. Interdisciplinary/Multidisciplinary

The institution offers seven school subjects as optional subjects and all the subjects have their own department club to involve the student-teachers actively in all the curricular, co-curricular and extra-curricular programmes offered by the institution as well as by the other department clubs. The club activities are well planned in such a way all the student-teachers can participate irrespective of their subjects with the guidance of the department heads. Intra-mural cultural and sports and games competitions are conducted to develop and exhibit their talents for extra-curricular activities.

II. Multi-skill development

To ensure the overall development the following programmes are offered: Spoken English training, workshop on note taking and note making, Oratory skill development, debates, seminars on emotional stability improvement, training on memory techniques, folk dance and singing training, first-aid training, demonstration on fire extinguisher, art and crafts, etc.

III. Inclusive education

The differently-abled students are always welcome with the normal students. The college offers lectures on 'Perspectives in Special Education' to educate the student-

teachers on the various types of disabilities and the teaching-learning strategies in special education. Special lectures are arranged on 'Learning Disabilities'. Movies related to special education such as 'TAARE ZAMEEN PAR', 'BLACK', "PAA" and some important documentary movies are screened to create awareness on disabilities and eradicate the existing misconceptions regarding disabilities and special children.

IV. Practice teaching

Ten days are spent for micro teaching practice with the video assisted feedback which improves their teaching skills. After mastering the different skills of teaching, the student-teachers do the link practice. Then they are trained to plan the lesson for macro teaching. Teacher educators' demonstration classes and peer teaching further strengthen the teaching competency of the student-teachers. Their teaching competency is assessed by the respective teacher educators.

V. School experience/internship

Our student-teachers are accommodated in reputed Government, Corporation and Private schools for a period of 40 working days. Three weeks prior to internship, the trainees discuss and receive the units for teaching in consultation with their respective mentors and the heads of the school. Then the required number of units is well planned and prepared with appropriate instructional materials. By undergoing a workshop on construction of achievement test with the help of blue print, the trainees get ready for the internship. At the beginning of the internship, the trainees observe a few classes of the senior teachers to gain confidence in real time class teaching. During the teaching practice, they work on the school based records such as case study and action research and at the end conduct achievement tests. Periodically they receive feedback from their mentors and the heads of the school. Actual school teaching of each trainee is video graphed for about ten minutes, which is screened on the following weekend for giving feedback (by self, peers and teacher educators) to the respective trainees. At the completion of internship, the mentors and the heads of the institution send a confidential assessment of the performance of the student-teachers.

VI. Work experience/SUPW

Once a week two hours are allotted for SUPW. The student-teachers are taught to make many useful products (phenol, washing powder, cleaning powder, ink, dolls,

bleaching powder, files, paper and cloth flowers, covers, flower-vase, photo-frame, Pen-stand, table-vase, etc.) on their own with simple and low cost materials. The student-teachers are involved in campus cleaning and maintaining the college garden periodically.

1.3 FEEDBACK ON CURRICULUM

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

The institution encourages the student-teachers to give oral and written feedback on curriculum, curricular activities and the performances of the teacher educators during the personal interviews, student open forum, staff meeting and at the end of the course. Formal feedback from alumni is solicited during their annual get-together. Informal feedback is received from parents and spouses. Besides, the management offers concrete feedback. The school management board gives oral feedback during internship programme and campus recruitment. Interaction with academic peers during knowledge exchange programmes (seminars, workshops, symposium, consultancy and special talks), various University assignments and board meetings helps us to get realistic feedback about the curriculum.

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.*

Teacher educator, peer and self evaluation tools are administered to collect the realistic feedback, the Principal carefully consolidates and analyses all the feedback from the student-teachers and teacher educators about the curricular activities of the institution. Further it is discussed and analysed in the staff meeting for identifying the areas for improvement. Then the necessary modification is made in the curriculum with purposeful action plan.

- Educational tour is made into biodiversity exposure tour,
- ICTs are integrated in teaching-learning,

- Mode of evaluation,
- Location of the camp,
- Students construct achievement test,
- Co-operative teaching-learning activities,
- Choice of electives,
- Student enrichment programmes are modified,
- Learning schedules.

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

The principal and the staff had discussed and evaluated the proposed curriculum and offered their valuable suggestions to the University to improve it. The Principal expressed his views in the university meetings and special forums for updating the curriculum.

1.4 CURRICULUM UPDATE

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

The core paper entitled ‘Computers in Education’ was changed into an elective paper and the third core paper entitled ‘Educational Innovations and Technology’ into ‘Educational Innovations and Management’ including the management skills in the last revision of the curriculum by the University. Internal and external assessment weightage in theory and practical components has been modified. All the relevant changes are helpful for the student-teachers’ formation.

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

The need of the student-teachers is assessed by the principal and the staff members by maintaining students’ profile. Part-time counsellors of the college help the student-teachers based on the need assessment. The Alumni, the staff of the practicing schools

and student-teachers' feedback and suggestions are considered for updating the curriculum.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

The institution has three key indicators of quality sustenance: Student Council, IQAC and Governing Body of the institution.

- Video graphing micro-teaching and macro-teaching,
- Formative evaluation,
- Students and staff enrichment programmes,
- INTEL teach programme,
- Staff orientation: Vision, Mission & Strategies,
- Redesigning the curriculum, etc.

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

- Self-awareness and personality development workshop is conducted at the beginning of the academic year to promote self-acceptance and self-confidence among the student-teachers.
- Video graphed teaching is screened with proper feedback makes the students develop the teaching competency.
- Field visits related to different subject clubs strengthen their learning experiences.

- Innovative and thought provoking assembly followed by open forum is conducted by all the departments.

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 institutions?*

Admission Process for B.Ed. Course

Criteria for admission –

The students who have 50% marks (General) 45% marks (BC) and 43% marks (MBC) in graduation or post graduation are eligible to apply for admission in B. Ed. course. In the case of SC students, the eligibility condition is 40% marks in graduation or post graduation.

Admissions in B.Ed. course are conducted and regulated by the state university, TamilNadu Teachers Education University (2008-09, 2009-10 &2010-2011) . The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Govt. of Tail Nadu through following practices:

Marks of graduation or post graduation:

For the sessions 2008-09, 2009-10 and 2010-11 admissions in B.Ed. course were made on the merit basis of marks obtained in graduation or post graduation by the students with manual counseling and college level counseling . The Institution strictly implements the admission procedure and fee structure notified by the admission regulatory bodies i.e. State Government of TamilNadu and TamilNadu Teachers Education University. The fee is being deposited through bank challans in college account in prescribed installments during given time periods and receipts are issued to the students.

The admissions were made through online counseling by our college. The vacant and left out seats were re-advertised to ensure the equal and easy access for all the eligible candidates aspiring for admission.

Admission Process for M.Ed. Course

In M.Ed. course, eligibility condition is 50% marks in B.Ed. There is 5 % relaxation for SC, ST and PH Candidate. Admissions in M.Ed. course are conducted and regulated by TamilNadu Teachers Education University. Eligible candidates (50% in B.Ed.,) are admitted purely on merit basis, marks obtained in the B.Ed., degree. The reservation policy and fee norms of State Government of TamilNadu are strictly adhered by the institution.

It was a transparent and easily accessible system. Fee structure & installment are in practice as per state govt. instruction through bank challan's during a specified quarter intervals.

Role of college admission committees:

The Institution has the separate and specific admission committees for, B. Ed. & M. Ed. Committee has one convener three teacher members. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, SCERT, TamilNadu Teacher Education University, state govt. of TamilNadu. The Handbook of information for admission in B.Ed. is considered as reference and reliable source along with the above circulars.

2.1.2 How are the programs advertised? What information is provided to prospective students about the programs through the advertisements and prospectus or other similar material of the institution?

The program i.e. B. Ed. & M.Ed. offered by the institution are advertised through the newspapers (English & Tamil both), hoardings, handbills, prospectus and advertisements on local cable network in adjoining areas.

All advertisements in media make clear the location of the college, transport facility / connectivity, seats available, salient features of the institute, facility available in the campus and faculty status & results of the previous years. The prospective students have all essential information in the advertisement material. In information brochure,

institution has made a clear message about its vision, ambition of the management and administration towards selfless service to the society through teacher education. The course structure, faculty with their great academic record, methodology adopted, cultural and social perspectives of activities undertaken, hallmark achievers of the institution in academic and co- curricular activities, remarkable winner student teachers of the institution in inter college competitions, all important festivals i.e. Diwali, Pongal and events like talent search competition, international women's day, world environment day are celebrated in the campus, Training in skills, schedule of all academic and curricular parts of the institution are shared with prospective students in the prospectus. It helps them to comprehend the vision, methodology, all teaching learning activities and academic environment of the institution and facilitate them to make their decision.

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

The Institution has specific admission committees to monitor admission decisions for B.Ed. & M.Ed. courses. The admission committee members and convener remain vigilant on handbook of information, circulars of the SCERT, NCTE, state Govt. of TamilNadu & TamilNadu Teachers Education University in print media as well as on their website. This committee maintains the record of relevant information and decisions and orders of competent authorities i.e. NCTE, SCERT, TamilNadu Teachers Education University and State govt. and honorable high court.

It has been the prime concern and focus of the admission committees that the determined admission policies and procedures must be equitably applied to all the applicants. In this direction, all the information and decisions regarding admission procedure and fees are displayed on the college notice board and an information centre, counseling hall for admission in B.Ed. & M.Ed. has been in practice since its first session to facilitate the students. Information centre remains active from 9:00 am to 5:00 pm. during the admission process.

So in this way the institution effectively and whole heartedly monitors admission decisions to ensure that the determined admission criteria are equitably applied to all the applicants.

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 institution has a privilege of its location, that's why its student fauna has diverse backgrounds. The student-teachers from different economic, cultural, religious, linguistic backgrounds and physical challenges enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

1. The institute assists the economically weak student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them. The uniform and transport aid are also provided.
- Physically challenged students are provided with the wheelchair facility. They get a supportive environment in every curricular and co-curricular activity. They are engaged in cultural events to boost their morale. Institute bears medical expenses and provides fee concessions to the physically challenged students.
- Religious festivals and events are celebrated by student teachers for integration of their faith and beliefs. Every student is encouraged to share and represent his/her culture and sect in various cultural activities and morning assemblies. Pongal, Diwali, and Christmas are celebrated in the institution. The educational tours were successful ventures in this direction.
 - The college has a women education encouraging and endorsing environment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding any campus experience with girl student advisor, women cell incharge and their concerned tutors.
- Institute has a conducive academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities. Every year on 8th March the institution celebrates the International Women's Day.
- The female student-teachers are encouraged to participate in the inter-college competitions organized by different colleges of education in Chennai. The team of girl students is always accompanied by a female teacher incharge and their T.A. & D.A. and registration fee is paid by the institution.

The girl students of this college has won many prizes in inter college competitions organized by different reputed colleges in Chennai in last three years.

The linguistic diversity has been facilitated in teaching learning process by educating through both medium Tamil and English. There is an equal respect and attitude towards various languages and dialects of the students. The teacher-educators take care of their emotional attachment to the languages and dialects so that students feel comfortable in a learning friendly environment.

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

Yes, the institution has following provisions for assessing student's knowledge/needs and skills before the commencement of teaching programmes:

I. Orientation Programme:

Every academic session begins with the orientation programme. The teacher educators introduce the nature and structure of teaching subject options to the students. The student-teachers have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding the course structure and schedule. In this programme, an intimate and cordial relationship develops between student teachers and teachers. It facilitates the institution to judge the knowledge, needs and skills of student-teachers.

II. Talent search competition:

Every year institution organizes the talent search competition just after the admission process completion. It has various segments like - dance, poetry, speech, singing, painting, rangoli, best out of waste, mono acting and mimicry. The performance of the student teachers provides a realistic picture of their persona, knowledge, specific skills and needs.

CATERING TO DIVERSE NEED

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

The institution provide an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality . Student teachers are trained enough to compete with all the challenges in the modern era.

Through the effective implementation of the curriculum, the Gojan college of Teacher Education provides best services to the student teachers for better learning environment. The faculty members use various teaching methods according to the needs of the students. If student Teachers find any difficulty in the way of learning, the hurdles are removed by the concerned teacher educator by adopting suitable method.

The institution has the facility of well equipped Psychology Lab., Language Learning Lab., Education Technology Lab, Computer Lab and updated library where student teachers are given instruction & knowledge as per their requirements. Faculty is self motivated to use various kinds of teaching aids such as chalk board, chart, model, pictures, internet, power Point Presentation, transparences, OHP, and computers in the classroom for the effective presentation of the content matter

Student teachers are also given firsthand experience in preparation and handling of various kinds of audio visual aids. Each student teacher prepares teaching aids including charts, models, slides, transparences, chalk, duster, pointer, flash board and power point presentation in each teaching subject. Student teacher is also encouraged to use more & more teaching aids in their actual classroom teaching or at practice teaching.

All the student teachers are trained well enough to handle the modern technological aids in their class room teaching. They are trained about handling computers, OHP, Slide Projector, LCD Projectors, and Internet etc. The institution also provides environment to the student teachers where not only the academic growth of the student teachers become possible but also their cultural, social, intellectual, moral, mental & professional growth are also taken in to consideration. The institution organizes various cultural programmes from time to time for developing all the aspects of personality of

the student teacher. In these programme student teacher are encouraged to participate and organize the whole activities. The faculty serves as guidance force them. All the activities of the programme are managed by the student teachers. Various inter house competitions are also organized at the college level for the student teachers to foster sense of competitions among them. The important programme / day celebrated at college level are:-

- Independence Day Celebration
- Republic day Celebration
- Diwali
- Pongal
- Women`s Day Celebration
- Science quiz competition
- Inter House Speech & Poetry Competition
- Aids Day
- Environment Day
- Wild Life Week
- Science Day
- Inter House Debate & Extempore
- Poster Making, Rangoli, Teaching aids, Transparences Competition
- Chalk Board Writing Competition
- Pot Decoration
- Drawing & Painting

Along with all the competitions regular, morning assembly is also organized. Through morning assembly the institution tries its best to inculcate the moral & spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform any activity according to her interest. The morning assembly activities include Gayatri Mantra, Saraswati Vandana, and Prayer, Patriotic / religious songs and national anthem. All these activities are included to foster some moral, social, spiritual & national values among the student teachers.

Besides all this student teachers are encouraged to participate in the various competitions & workshops etc. held at other colleges, where our student teachers got remarkable achievements.

Some other activities organized for their personality development are community participation, games & sports, work experiences, classroom seminar, extension lectures etc.

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

There are various learning needs of the student teachers which are based on subject matter, individual differences & need of the curriculum. All the learning needs of the student teachers are taken into consideration. The following activities are organized to meet the diverse learning needs of the students.

- Extra classes for weak and needy student-teachers
- Issuing books to student-teachers during annual examinations
- Arrangement of seminars at class level as well as college level
- Organizing the Extension Lectures by prominent educationist
- Student-teachers are provided financial support to attend workshop/Seminars/Competitions etc.
- Assignment and projects are assigned to the student-teachers.
- Student-teachers need for academic areas are discussed through the tutorial and are also provided with remedies
- Special Attention is given to slow as well as advanced learner
- Remedial teaching is given after every class /unit test and house examination
- Proper orientation about examination and evaluation system
- Proper & appropriate demonstration is given to the student teachers for model lessons in different skills & teaching practices etc.

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

There is a wide scope of diversity in the teaching learning process along with its equity in the B.Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as education philosophy Education Psychology, Education Technology & various teaching subjects (Tamil, English, Physical Science, Life Science, Mathematics, Social Studies, Social Sciences, Commerce & Accountancy, Economics and Computer Science etc.) and all these subjects equally work for effective teacher training. The curriculum has various activities through which diversity and equality in teaching learning process

is reflected. Student teacher are also provided a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student , teacher and observer . Other curriculum oriented activities are:-

- Preparation for practice teaching
- Lesson Planning
- Developing core teaching skill through simulation
- Observation & discussion of demonstration lesson
- Practice Teaching
- Pedagogical content analysis
- Observation & supervision at practice teaching
- Interaction & Participation within community
- Educational Tours
- Extension lectures
- Provision for work experience
- Creating learning situation through tutorials
- Houses are formulated to cater every need of the lesson
- Organizing various class test, class seminar & demonstrations Etc

2.2.4 How does the institution ensure that the teacher educator is knowledgeable and sensitive to cater to the diverse students needs?

The institution ensures that the teacher-educators are knowledgeable and sensitive to cater the diverse needs of the students with the help of the following best practices:

The Gojan College of Teacher Education has well qualified and experienced faculty. Five of our staff members has Doctoral Degree (Ph.D.) in education and One in Biology, Two member have qualified UGC-NET in education or in relevant teaching subjects and Five members have M.Phil. Degree in Education or in relevant teaching subjects and one staff members is doing his Ph.D.

The institution has the mechanism to observe the model lessons of the teacher-educator in the classroom. After observing the behavior of the Teacher-educator while teaching in the classroom, the observation are made known to all the staff members and a peer feedback is collected. All the positive and negative aspects of the teaching are discussed and feedback is provided to the concerned teacher-educator for improvement, if needed. With the help of this mechanism a teacher can also evaluate his/her classroom behavior and bring necessary modifications in it.

Students' feedback is also taken on prescribed proforma regarding the teaching of all the faculty members.

Every member of the staff is selected by the properly constituted selection committee from the TamilNadu Teachers Education University, Chennai, which includes Professor & Associate Professor, one of them is subject expert to ensure the efficiency of teacher-educators in their subject concern.

Teacher-educators are allowed to attend & participate in various seminars, conferences & workshops etc. organized by different universities/institutions. Appropriate T.A. / D.A. are also paid to them for attending the same.

The Institution sends teachers to participate in the Refresher course/orientation courses to provide them an opportunity to exchange experiences with their peers and eminent educationists.

Teacher educators emphasize on making good and healthy student-teacher relationship to cater the diverse needs of student teachers. Teacher educators adopt the appropriate strategies to assess the slow and advanced learners. The teacher educators are encouraged to obtain feedback and communication from the students, alumni, employers, community, academic peers with regular meetings and discussions.

The facility of suggestion cum complaint box has also been provided by the institution.

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?

The Gojan College of Teacher Education provides a wide variety of such practices which enables student-teachers to be innovative & skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly (House wise) where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes following activities:
 - Prayer
 - Thought of the day
 - Views of prominent/ eminent personality on values, education or any national concerns
 - Preparation of self composed or inspired poetry
 - Daily news
 - Bhajans/ Devotional Song/Patriotic Song
 - National Anthem
- Organizing various social and cultural programmes.
- Celebrating days of National, International and social importance, such as Republic Day (26th Jan.), Independence Day, Women's Day, Pongal, Diwali, Aids Day, Science Day etc.
- Organizing Extension Lectures.
- Daily Display of thought of eminent thinkers & educationist on display board.
- While organizing any activity/function at college level student-teachers are assigned duties/responsibilities to provide them opportunity to organize various activities, under the supervision of the concern tutor/sadan incharge.

- While organizing various competitions at college level, student-teachers are assigned different responsibilities.
- There are four houses Cheran, Chozhan, Pallavan & Pandiyan which have to perform various duties according to their turn. Every week, it is the duty of the concerned house to write news, thought of the day, observing discipline, and ensuring college/campus cleanness etc.
- In maintaining the greenery at the campus student-teachers are motivated to plant trees and flowering plants and also they are assigned duties to protect them.
- Student-teachers are also motivated by organizing Extension lectures for them.
- Student-teachers are provided guidance & counseling services by the Guidance-Counseling cell of the college to provide right direction to their future & career.
- The student-teachers are given orientation in different types of disabilities, identification, causes and prevention. The student-teachers are also given lessons on how to help disabled children in the classroom and at home.

Thus all the above mentioned practices help the student- teacher to develop knowledge & skills related to diversity and inclusion & apply them effectively in the classroom situation.

TEACHING LEARNING PROCESS

2.3.1 *How does the institution engage students in "Active learning"? {Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.}*

The institution has engaged student teachers in active learning with the help of available resources i.e. Library, Various Lab. , Education Tech. Lab. ,Computer Lab., Psychology Lab. , Work Shop for Preparing Teaching Aids , college website, internet facility in computer lab. etc. All the student teachers of the institution are divided into various groups while organizing micro-teaching, real teaching, morning assembly, work experience & work education. It is the priority of the institution that all the student-teachers will interact with each other and with each teacher-educator in one or another group. Some individual and group projects are assigned to develop the sense of tolerance, co-operation, brotherhood and socialization of the student- teachers. In every theory paper one project is assigned to the student- teachers by the teacher-educator for more interaction with the peer group and the society. Various co-curricular activities are organized by the institution to draw out the best from the individuals.

Various computer aided instructions are also developed to cater the individual need of the student-teachers. P.P. Slides on the topic of Intelligence, Global Warming, Learning, Fundamental Rights etc. are developed by the faculty members to guide the student-teachers. For the active participation of the student teachers, different assignments/projects/seminars are also assigned to them in which they have to make optimum use of library resources, website, Internet & other resource material.

Student-teachers are encouraged in various curricular and Co- curricular activities & work experience activities such as gardening, teaching practice, micro teaching, inter house competitions, morning assembly, simulation teaching etc. where they interact with each other and share different ideas and views on various topics.

For active and participatory Learning of the student-teachers '**Learning by Doing**' approach is applied by Gojan College of Teacher Education. Theory and practical work also executed simultaneously.

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

Keeping in view the student centered learning, the Gojan College of Teacher Education, always aims at the overall development of personality of the student-teachers which includes social, cultural, intellectual mental, academic & physical development, so as to make them effective & competent teacher as well as vigilant and valuable citizen. A variety of programme has been organized and planned by the institution to follow the student centered approach, which are mentioned as under:

- Almost every student teacher is variably involved in various activities/programme of the college for developing their talent in the field of their interest. Student-Teachers' participation in various activities is ensured through the organization of morning assembly.
- Tutorial groups and guidance & counseling cells are established to solve the student-teachers academic, personal, career & social problems.
- Every faculty member caters the needs of the student-teachers while developing the content matter in the classroom. As per the needs of the student-teachers, the

teacher-educator changes his/her methodology and uses various teaching aids to make concept easy & understandable to the student-teachers.

- Teacher Educators precisely diagnose the problems of the student- teachers by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly.
- Seminars, projects and case studies are conducted by the student- teacher themselves under the guidance of the respective teacher- educators.
- Student-teachers are motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, reference book & periodicals etc.
- Regularity, punctuality and discipline in the college are maintained by a body of student-teachers and discipline committee as well.
- In the paper of work experience & practical learning by doing or learning by experience approach is being followed by the institution. Every necessary guidance & instructions are provided to the student-teachers by teacher educators in these papers.
- Extension lectures & Competitions are organized to cater the student teachers need.
- Training in handling hardware & software is also provided to the student-teachers, in order to meet the requirements of the modern classrooms. During this training, student-teachers are taught about how to use OHP, slide projector & LCD projector, using CD- ROM or DVD and T.V. in the classrooms.
- Students are offered a variety of options in all the optional papers, where student teachers are free to choose any option as per his/her requirement or interest.

Thus all the above mentioned activities and many others are successfully organized to cater the student teachers need and to make earning more easy and reliable to them. Every effort has been made to lake learning student centered and community oriented.

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.*

At Gojan College of Teacher Education, integration of traditional as well as modernise methodology of instructions are used to impart the instructions & providing various learning experiences to the student teachers. The traditional methodology include lecture method, discussion, Heuristic method where as modern methodology includes

use of modern technologies, interaction models, source method, project method, problem solving method, demonstration and experimentations etc.

As in the B.Ed. curriculum 48% weightage is given to theory and rest 52% weightage is given to pedagogical skill developments, practical work, field work, teaching practice etc. All the necessary step has been taken for the effective implementation of the curriculum aspect, theory as well as practicals. Various strategies have been adopted by the institution to ensure effective learning of the students which include simulation, audio-visual aids, learning by doing, seminars, assignments etc.

With the use of various instructional strategies we are providing variety of experiences to the learners. As mentioned earlier B.Ed. curriculum has the weightage of 52% to the practical work. This practiced work is carried out with the active participation of the student-teachers, student-teachers are engaged in work experiences, preparing charts, Models, chalk sticks, candle making, making useful products from waste material and community services, actual school setting, various cultural social programme for providing various learning experiences to ensure better and effective learning.

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

There is no such programme provided in the B.Ed. curriculum to provide training in models of teaching. But Gojan College of Teacher Education uses various kinds of methodologies and approach to provide effective learning experiences to the student teachers.

- **Pedagogical analyses of the content**

In every teaching subject of B.Ed. there is provision to do pedagogical analysis of the given topics in terms of content/ subject matter, behavioral outcomes, methods and activities and evaluation devices. Firstly teacher educator demonstrates a topic from the given list before the student teachers and then student- teachers does pedagogical analysis of the topics.

- **Lesson Plan**

Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content matter, using appropriate methodology, use of various A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.

Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro- teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are well oriented about the micro teaching, its concept, requirement & various teaching skill. Demonstration lesson in each skill and in each teaching subject is presented before the student-teachers by the teacher educators. During this micro teaching session, every student- teacher prepares and delivers six micro lessons in each teaching subject and then four mega lessons and two discussion lessons in simulation. Micro-lesson has the duration of 5-7 minutes, where as mega & discussion lesson have time duration of 20 and 40 minutes respectively.

Beside all this student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects.

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

For making effective and competent teacher we must have to foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers, Gojan College of Teacher Education use micro- teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

While using micro-teaching as training technique first of all the student teachers are well oriented about the concept phases and cycle of micro- teaching. Then detailed information including, meaning, component, criteria & observation etc, is provided to them about each skill. After that every teacher-educator presents a demonstration

lesson on each skill in various teaching subjects. Student-teachers observe this demonstration lesson and then discussion follows where doubts and queries of the student-teachers are removed.

After observing the demonstration lesson it is the turn of the student-teachers to present their Micro lesson according to the skill assigned. Every student-teacher delivers six micro lessons in each teaching subject for practicing the following teaching skills.

- Introduction of lesson
- Skill of Questioning
- Skill of Illustration with examples
- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Chalk Board writing

Student-teacher practices a particular skill till he/she achieves mastery over the skill. Regular feedback is given to him by his/her peers and teacher incharge for the improvement. They are trained so well that they gain mastery over the skill.

After getting mastery over various skills student-teachers integrate various skills and deliver two mega lessons in each teaching subject in simulation conditions. These mega lessons have the time duration of 20- 25 minutes. Every time, when a student-teacher delivers his/her mega lesson he/she gets feedback from his peers & supervisor or teacher incharge and necessary suggestions are provided to him/her for the improvement.

Then every student-teacher delivers one discussion lesson in each teaching subject in simulation. The duration for discussion lesson is 35- 40 minutes. At the end of the discussion lesson, all the strength & weakness of the lesson are discussed by the peer and a group of teacher educators. Every effort has been made to make this lesson a model lesson.

When the micro & mega lessons are completed then student- teachers are sent to the schools for practice teaching, where they present 20 lessons in each teaching subject and one discussion in each teaching subject that means total 42 lessons are presented by each student- teacher during teaching practice.

Above all each student-teacher observes 10 micro lessons and 20 teaching practice lessons delivered by their peers.

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.)*

While selecting the schools for practice teaching the following process is adopted:

- **Identification of schools for practice teaching: -**

First of all school are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools:-

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition / affiliation of school with the government.
- Medium of instructions at the school.

On the basis of above mentioned criteria the detail survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

- **Getting consent from authorities: -**

After selecting the school for teaching practice the consent of the concerned authorities is taken for availability of schools for teaching practice. For taking consent to conduct practice teaching in government school proper channel is followed and consent from higher authorities' such as District Education Officers & Block Education Officer of the concerned district is taken. Then with the permission letter for D.E.O. or B.E.O., teaching practice committee meets the head of the concerned school and gets permission to conduct practice teaching.

- **Division of group & mentor teacher:-**
After selecting the school for teaching practice and getting their consent, the various student-teachers are assigned to different groups and school. While assigning the schools to student- teachers, various needs & requirements of the student-teachers are kept in mind. Every care has been taken to provide nearby school to the student-teachers. A group comprises of almost 20 student- teachers and one teacher educator as supervisor.
- **Completion of teaching practice:-**
Teaching practice session at the schools lasts for 40 day in which student-teachers deliver 40 lessons in all and observe 10 lessons of their peers. Before the commencement of practice teaching, they are also well oriented about the school environment.
- **Monitoring & Supervision by Teaching Practice committee & Director Principal:**
The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teaching practice committee and the Principal himself. He regularly visits various schools randomly and observes the conditions at the school. During their visit, he meets the head of the school, staff members, and student-teachers and also observes some practice teaching lessons and provides feedback accordingly. He also observe the difficulties faced by the student-teachers at the school and make necessary arrangements to remove/reduce them. Necessary guidance is also provided to the student-teachers and teacher incharge as per need.

Process of Practice Teaching

- **Orientation**

Before the commencement of the actual practice teaching at the schools all the student-teachers are well oriented about the rules & regulations of the school, school infrastructure, teaching faculty, school time table , school curriculum & environment etc. so that, they feel themselves as a part as a part of that particular school the teaching practice days.

- **Number of Lessons Delivered by each Student-Teacher:**

At practice teaching in schools every student-teacher delivers (presents) 20 lesson in each methodology course. It means total 40 lessons and two (2) discussion lessons are delivered by each student-teacher at practice teaching. The teaching practice session

goes for at least 40 days. Therefore, one lessons per day are delivered by each student-teacher.

Number of Lessons Observed by Mentor teacher:

For every practice teaching school one teacher educator is assigned the work as supervisor. A supervisor/mentor teacher is assigned a group of almost 20 student-teachers. At practice teaching, a supervisor or mentor teacher observes almost 20 lessons per day.

- Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans
- Each student-teacher observes 20 lessons in the both methodology courses delivered by their peer and also provide feedback to them.
- At the time of the observation of discussion lesson, all the student- teachers, mentor teacher and school teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student- teacher. Appropriate suggestions are provided to him/her by peers, mentor teacher & school teachers accordingly.
- Mentor teacher regularly check the lesson plan & observe the practice teaching. He/She writes his/her comment & suggestions about the lesson in the lesson plan note-book of the student- teachers.
- School teachers are encouraged to observe the lessons delivered by each student-teacher and provide necessary feedback.

Thus, the process of practice teaching runs smoothly with the active participation of every student-teacher, teacher-educator, schools staff and higher authorities including Principal and Head of the schools.

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

A group of students are attach with the particular school which was selected by the institution. In that school students are acquire knowledge about the system of school. They acquire knowledge about admission procedure, accounts, and preparation of time table, debits, and competitions. During Block Teaching period student-teachers participates in daily morning assembly of the school, organize various activities in morning assembly, keep the record of students' attendance, learn how to manage funds & other material of the school and also actively participate in the cultural event of the

school. They participate in co curricular activities also. In this block teaching student teachers organize morning assembly, sports activities, celebration of important days, various competitions etc. On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of school teacher. Total time for block teaching is 10 days.

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.*

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school.

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

The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

- Training in Micro-teaching skills.
- Training in lesson planning and formulating objectives in behavioral terms.
- Enabling them to apply different methods of teaching.
- Provide training in the use of chalk board, use of teaching aids and modern technologies to make lessons more effective.
- Provide knowledge about Child Psychology and individual differences.

- Enabling them to be familiar and well oriented with the process of conducting action research, case study, psychological testing etc. By conducting these activities the student-teachers become able to know the diverse needs of the students in the schools.
- Student-teachers are also trained in organizing morning assembly and other various cultural & academic activities at the college. During practice teaching student-teachers apply this training in actual situations.
- Student-teachers are also well oriented about the time-table construction, managing human & material resources at the school and writing report on school plant. All this knowledge is applied during the practice teaching.
- Various social & life skills are developed through community participation and games & sports activities, among the student- teachers which help them throughout the practice teaching period.

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

Student-teachers are well trained to use modern technological equipments such as computers, OHP, slide projector, T.V., LCD projector etc. for making teaching-learning process more effective. This training has been provided to them in the paper-VII (b) of the B.Ed. course. In this paper, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments.

Student-teachers are encouraged to use various ICT devices in their practice teaching lesson and in annual skill in teaching examinations.

Before asking student-teachers to use various technological devices in their teaching, teacher-educator demonstrates and use of these devices in his/her lesson and in classroom teaching also. Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipments and make their lesson an effective one.

2.4 TEACHER QUALITY

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

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections & classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student- teachers are also asked to plan their lessons as per the requirement & syllabi given by the concerned school teacher. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provide help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. On behalf of student-teachers it is the responsibility of the mentor teacher to maintain the discipline at the practice teaching. Student-teachers are motivated to work within conducive, co-operative & self disciplined environment. The student teachers also write a report of the school plant in which they discuss almost all the aspects of the school

The student teachers of the institution acquire all the essential teaching skills in classes before they go for practice teaching. Model lessons are demonstrated by the concerned teaching subject incharges, who have an exclusive comprehension and experience in the subject. Mentor teachers integrate the ICT by using OHP, -LCD Projector, power point presentations in orientation classes and demo lessons.

Orientation classes for microteaching and practice teaching have been an integral part of our institution's training process. The student teachers observe, learn and practice through various practice sessions in the institution. They are trained in various skills including preparing lesson plans, formulating behavioral objectives, selection, preparation and handling of appropriate instructional aids and evaluation techniques, reinforcement skills, chalkboard writing, set-induction, questioning, explaining, illustration with examples and stimulus variation. The mentor teachers also impart the knowledge and skill of observation and feedback mechanism.

The mentor teacher involves all the student teachers in preparation of lesson plans in a positive and constructive environment. After successful completion of their orientation, micro teaching and simulated teaching (With discussion lessons), student teachers are sent to the teaching practice schools. Every group is accompanied by a mentor teacher,

who has thorough knowledge about the functioning of practice teaching school. The mentor teacher and student teachers visit the practice teaching school before their practice. During this visit, mentor teacher facilitates the school teachers and student teachers both, to get acquainted with what to do, from where to begin, and the nature, need and the problems of concerned classes. On the basis of interaction, between school teacher and student teachers, the course of action means practice teaching plans are developed. The head of the school, staff & mentor teacher discuss, direct and guide the student teachers. Considering the needs, problems and nature of school classes, the student teachers prepare their lesson plan and decide behavioral objectives, do pedagogical analysis, prepare teaching aids, decide teaching - learning activities and evaluation techniques in partnership with school staff and mentor teacher.

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 ratio of student teacher to the identified practice teaching school is 40:1 in general. First of all school are identified for the practice teaching of the student-teachers. Following criteria are kept in mind while identifying the schools:-

- School should be near to the college.
- It should be in easy access of the student-teachers.
- Number of students' strength in the schools.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition / affiliation of school with the government.
- Medium of instructions at the school.

On the basis of above mentioned criteria the detail survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching.

The decision of allotment of practice teaching schools to the student- teachers and ratio of student teachers to the identified practice teaching school is based upon the following facts.

- The total number of students or strength of the practice teaching school available for teaching practice.
- The infrastructure - classrooms, chalkboards & other facilities available for student teachers.
- The attitude of head & school staff towards practice teaching.
- The distance of practice teaching school from college and student teacher's locality or residence.
- Whether the school is primary or middle or secondary?
- Whether the school is girls school or co-educational?
- The transport facility available to the practice teaching school.

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

The mechanism of giving feedback to the students is manual. During micro teaching sessions conducted in simulations, the teacher-educator and the peers provide feedback about the lesson presented by the student-teacher. And also during the practice teaching session, mentor teacher involves head and teachers of practice teaching schools, peer group of student teachers with him for manual observation and to give feedback. From Session 2011-2012 the institution also plans for adopting mechanical mechanism for providing feed back to student teacher. In this mechanism audio and video recording of the practice teaching lessons are done.

The mechanism adopted by the mentor teacher depends on the subject and nature of the practice lesson. All practice lessons are supplemented with immediate feedback to make the student-teachers aware of the mistakes. The mentor teacher himself observes each lesson and arranges a "discussion session" after practice teaching every day. The student teachers also make observations of their peer group members. In discussion session, mentor teacher encourages the student teachers to discuss their observations of practice lessons one by one. He creates a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.

Principal of the institution and head of the school also provide their dynamic feedback during practice teaching to student teachers. The mentor teacher educates and guides the student teachers about what to observe, how to observe and how to give feedback to

their peer. The desired classroom interaction and teacher behavior and teaching-learning activities to be organized are enlisted and distributed to all the student teachers to help them in observation and give feedback.

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

The institution's Principal involves mentor teachers, school heads and teachers of practice teaching schools, school students and student teachers to ensure that the student teachers are updated on the policy directions and Educational needs of the schools. The Principal facilitates the mentor teachers by arranging a prior meeting of heads and staff of the practice teaching school with student teachers. He also seeks for the permission of D.E.O. and B.E.O. for the practice teaching.

In the meeting, mentor teacher establishes the interaction between both sides. He ensures that all practice school teachers and staff gets introduced with student teachers and all the student teachers develop a perspective about the vision, methodology, schedules and functioning of the practice school. Mentor teacher come across all the important policies of practice teaching school through discussion with head and staff of the school and makes clear to all the student teachers.

The institution arranges meetings with heads of all practice teaching schools time to time. Heads of these schools are invited in different institutional cultural events as guest of honour and judges. They are given a prime place for making aware the student teachers about different issues, problems and policies in school education.

The policy updates and educational needs of the schools are the main focus of wall magazine, morning assemblies, debate and discussion in our institution. The institution ensures that all its mentor teachers are updated themselves regarding educational policies like EDUSAT, Mid-day meal, recording of funds and documents on school education. The Mentor teachers provide the updates to all student teachers. A school plant report also provides reflection of the policies and need of that practice teaching school.

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

The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies. The recent development in school education like grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with student through wall magazine, morning assembly and discussion.

As the annual examination system has been converted to semester system in the schools, the student teachers are guided to change their lesson plans and methodology. The books in different school subject were made available to the student teachers and faculty. The members of the faculty are in direct contact with the teachers of different practice teaching schools to get acquainted with the change in school education system through meetings and personal interaction.

The faculty members are given opportunities to attend and participate in seminar, conferences, workshops and extension lecturer in colleges and Department of Education, MDU to keep pace with the recent developments in the school subjects and teaching methodology. They develop their own teaching methods module for teaching, teaching aids and make use of relevant tools and techniques.

The student teachers and faculty members use ICT tools like OHP, LCD Projector, power point presentation, slide projector, tape-recorder, television, models, charts, flashcards and other audio visual aids for their teaching learning process to keep pace with the recent developments in school subjects.

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

The institution believes in quality teacher education, for which quality teachers are fundamental requirement and the following major initiatives have been taken by the institution to ensure the personal and professional development of the teaching staff:

- Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. & Ph.D. in Education and other school subjects.
- Teachers are provided with personal computer, internet access facility, library facility and guidance from dynamic educationist, Principal. The faculty can avail optimum academic leaves for their research work.
- Teachers are sponsored to attend the various seminars, workshops, conferences and registration fees, T.A. & D.A. are paid by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate & enrich the institutional academic excellence.

The details about seminar, conference, workshops etc. attend / organized by the faculty members / institutions are given in criterion III.

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

The Institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are a family with a single vision - to get acknowledged as a premier institution for teacher education with a difference. This difference can be created by motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. The administrator, Principal and managing committee recognize and reward the staff members by following mechanisms:

- Increments and incentives for better results in annual university examinations in concerned subjects are given to the staff members.
- Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellence.
- The faculty members are involved in decision making and they have liberty to share, suggest and introduce novel innovative, constructive, creative ideas in teaching learning process and other co-curricular activities.
- The institution has a provision for its good performing teachers that they can obtain academic leave for research and studies.
- The institution recognizes the catalytic role of active and dedicated teachers and motivates them by conferring upon them the special roles as staff secretary, student advisor, and controller of examinations and convener of different college committees.

- The institution provides desirable facilities to its good performing staff members i.e. PC for personal use, internet and fax for their teaching, training, academic and research work.
- The institution has a brand new transport facility for convenient and comfort travel of its staff members. Almost all staff members used to commute for their duties.
- The Principal and managing committee have personal equations with its faculty members. This cordial bond ensures the intrinsic motivation among staff members for better results.
- Incentives, facilities, recognition and personal care and concern of faculty members restore their faith and devotion to the institution.

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.)*

The institution has a strong commitment for quality teacher education and every challenging situation encountered on this path is properly defined and all necessary measures are taken. The barriers to student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. The group incharges and tutors are motivated and devoted for the welfare of student teachers. The Student advisor incharges have a keen watch to make them feel comfortable and contended in terms of learning outcomes. Their class room problems and campus experiences are invited to share by the tutors and all student-teacher incharges. Their requirements, suggestions, needs and problems related to the sitting arrangement, books, transport, canteen facilities, medical facilities, learning barriers, peer group disturbances or any other personal problems are properly identified and addressed. These problems are solved with the help of teachers, Principal, managing committee. The faculty members walk an extra mile for solving the learning problems of student teachers. Teachers' personal attention and care facilitates the student teachers to share his/her learning problems. Teachers provide remedial teaching, repeat or modify the instructions delivered already and make changes in their lesson plans and teaching aids and teaching methodology. The provision of 'Think tank' and 'suggestion box' also provide an extra space to student teachers to share their views on different learning barriers in the campus.

2.5.2. Provide details of different assessment/evaluation processes (internal assessment, mid- term assessment, term end evaluation and external evaluation ?

The institution practice following assessment/evaluation mechanisms:

- Class tests, assignment and report writing are general classroom tools for the assessment in routine teaching sessions.
- Project work, practical, class tests and practical are designed and executed for the mid term evaluation.
- Internal assessment is conducted and finalised on the basis of student teachers performance in two house examinations, quality of their project reports, viva-voce and their participation in different curricular and co-curricular activities.
- The work education, work experience, community participation are supervised and recorded by the respective teacher incharges in terms of skills and attitude of the student teachers in these areas for internal assessment.
- Skill in teaching are observed & evaluated in a conducive environment in micro teaching session groups & real practice teaching group by the teacher in charge.
- External and term end evaluation is done by the university annual exams in theory and practical.

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

The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in concerned subjects. The teaching methodology and other class room activities are modified accordingly to meet the problems and needs of student teachers identified. Every year college announces the merit in each subject and the student are awarded certificate of merit and prize in annual get together.

The results of house examinations and annual examinations are played on college notice board also to acknowledge the achievements students. Prospectus and advertising media also exhibit the results in brief and top meritorious students in general. This recognition stimulates 3 learner to perform their best. Specific needs of low performing, average and excellent performing learner are identified through above mentioned assessment tools and then teaching faculty arrange extra asses for low performing student teachers and special tasks for extra ordinary students for curriculum transaction.

2.5.4. *How is ICT used in assessment and evaluation processes?*

Computers are used for the question paper setting, result recording and analysis. LCD projector, O.H.P., audio-visual recorder with T.V. and Tape-Recorder are used for seminar presentation and skill in teaching lesson plans. Tape recorder is used for analyzing and making corrections in linguistic skills.

BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

At the beginning of the academic year Principal's address is arranged to give general instructions and academic plan of the college to the students. Methods of evaluation, code of conduct are communicated to the students. The printed prospectus gives all the necessary information. Periodic tests, pre-annual examination are conducted for traditional courses. Students also prepare project wherever it is necessary. Final examination is conducted by the University. Performance of students in co-curricular and extra-curricular activities is also assessed.

Before the commencement of academic year, a diary is given to all the teachers, it is mandatory for all the teachers to prepare an annual teaching plan. It is communicated to the students. Annual teaching plan is implemented by all the teachers. The progress is checked by Principal on the last day of every month. Shortcomings / suggestions, if any, are discussed in Faculty-wise co-ordination committee meetings. A copy of individual time-table is also submitted to the office. The syllabus is unitized according to the teaching schedule.

Lecture method of teaching is supplemented with other methods. In these methods there is greater involvement of teachers and students in the teaching learning process. This is done through drilling method, demonstration method, and use of maps, charts and models. On line teaching method is also used with the help of LCD projector in audio-visual unit. The college is well equipped with media facility. Teachers are taking benefit of these to make their lecture more meaningful and interesting.

The students after admission are assessed through periodic test, quiz programme, seminar, workshops, terminal examination, viva-voce examination, project work evaluation and University's Theory / Practical examination(s). Examination system is annual

Extra periods are conducted by teachers for educationally disadvantaged students. Personal attention is also given to slow learners.

Advanced learners are challenged to work ahead of the rest by different means such as

- Additional borrower's ticket is given to them.
- Cash prizes are given to them.
- Financial help from donors is given to them.
- Extra borrower's cards are also given to those who excel in co-curricular and extracurricular activities.
- Students are also encouraged to take part in different activities organized by their associations and to appear for various competitive / entrance examinations.
- Personal guidance is given to the students.
- Progress of the students is communicated to the parents from time to time.

The college has introduced evaluation of teacher by students. College also has a method of evaluation of teacher on the basis of teacher's self appraisal report, which is submitted at the end of every academic year. Principal goes through this appraisal report and suggestions, if any, are communicated to the concerned teacher. Every month Principal visits every class in order to obtain feedback from the students.

Innovative programmes are discussed in the coordination committee meetings. In the college good relations are maintained amongst teachers, administrative staff, technical staff and students. The college authority sees to it that harmony is maintained among all the units (teaching and non-teaching). All post of teaching staff is filled.

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

The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The faculty members are skilled in delivering their

instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector or O.H.P. They have a depth knowledge and vast experience of developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction and teaching methodology. They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, story telling, problem solving, project method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The Faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field.

CRITERION III

CRITERIA 3 – RESEARCH CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

Institute always instigate the teacher to research as under-

- Study leaves are provided to the teachers
- Adjustments in teaching schedule are done for attending any research program.
- Financial helps are provided to the teacher.
- Typing, photo copying, internet facilities are available to their cabins.
- Special increments provision to the staff members to attend any national / international seminar/ workshop etc.

Transportation facility to the staff to attending the program.

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

The college gives main priority to qualitative research studies especially which are of contemporary significance, like SSA, in-service training programmes, mid day meals, pre-service teacher training etc. This is done by encouraging M. Ed. students to review the journals and other resources.

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

Yes, institution has the action research practice to sort out day to day education concern problems. Action research has been done on the problems less attendance, less discipline , lack of subject interest as a result all the aspects under gone the result has been improved satisfactorily.

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

The staff members are encouraged to attend the Seminar and Workshops. The staffs are being paid TA and DA from the college for attending the Seminars and Workshops.

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The institution has a tradition of acquainting the student teachers of programmes with the development of various types of teaching aids and teaching-learning materials. The institution has developed various charts, models, improvised materials for enhancing quality of teaching-learning process..

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

All the laboratories/facilities are well-equipped with every sort of materials and equipments for developing various types of instructional materials and conducting experiments. The students are provided certain necessary materials

and articles from the laboratories and some materials are brought by the students themselves for developing various types of instructional materials.

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

Yes, but the college has developed OHP transparencies, number of charts, models on various topics of school subjects and power point presentations for making their use in teaching-learning and training process.

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

- a. Organized by the institution
- b. Attended by the staff
- c. Training provided to the staff

The college organizes different workshops for the students of B.Ed. programmes on formulation of instructional objectives, lesson plans and teaching aids/TLM. These workshops are organized by the college as per the requirements.

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

Efforts have been made by several faculty members to write articles in the journals and other magazines. The papers are yet to be published in the journals.

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

Not applicable.

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

During past four years, four of our faculty members have completed M.Phil., Three faculty members cleared UGC – NET Exam, Two in Education and one in Tamil subject. Other lecturers are also motivated to take up Higher Education and NET / SLET examinations regularly.

3.3 CONSULTANCY

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

Yes – few staff members provide consultancy services to the different school as per the requirements at free of cost.

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

Yes- Areas of competency

- Teacher training & interactive.
- Learning disabilities.
- Guidance & counseling.
- School administrative & discipline.

Consultancy is provided through personal interaction and college school

level relationship

- 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?*

Free consultancy is provided for the welfare being of the organization & society as a whole

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

Not Applicable

3.4 EXTENSION ACTIVITIES

- 1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)*

- Through the various types of awareness camp, rallies associated with social in personal seminars.
- Health care camp, blood donation camp with government organization.
- Yoga, sports and meditation programmes for surrounding communities.
- Social education service programme as adult education child education, women education etc.

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

etc.)

Due to the whole hearted efforts of the institution and organization of various extension activities, the college has received recognition and acceptance in the local community. The students are given better private residential accommodation by the local people in the form of PGs which is a great contribution for the college from the local people. The institution also donates teaching-aids and teaching-learning materials to the nearby schools and provides academic and vocational guidance to the senior secondary school students. The college also provides academic help and guidance to school teachers who approach the college.

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

- One week teaching to the weaker section of the society
- Community reform works.
- General awareness camps (Aids, polio etc.)

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

Yes – Education medical awareness, Blood Donation camp awareness rallies for environment protection etc.

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

Through the cultural activities, games and sports, community works, participation in other college activities interactive session with guest faculties morning assembly social speech, scout guide camp.

3.5 COLLABORATIONS

1. *Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.*

NA

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.*

No such linkages could be established.

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

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension

- Publication
- Student Placement

The college has benefited through debate discussions, participation, consultancy guidance, etc. in all above aspects.

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

College has good linkages with a number of schools in the surrounding to accomplish the different activities as teaching practice, functions, games & sports etc and also has good networking with community personal for community developments.

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

Yes: All the faculty members are actively participate in teaching practice supervision to find out and correct the mistakes and design a perfect system of practice teaching for the student

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

Institution collaborate with the school on the behalf of inter action approach and to the other college of the university to full fill the need of curricular examinations and expertise.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

Library with digital sections, internet facility, E- learning facility, a number of good journals available at college. Special provisions for the research work academic leave provision for the extension of research work, special increment policy for financial incumbent and recognition.

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

- Preparation of Research Synopsis and Seminar Presentation by M. Ed. students.
- Workshops on development of research tools and data analysis through computers.
- AIDS awareness related activities through red ribbon club.
- Organized environmental awareness programme in nearby local areas to bring awareness among rural women regarding environmental issues and plantation was carried out.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Yes. The Institution has a spacious building with well ventilated ICT enabled classrooms, an AC seminar hall with a seating capacity for 50 students, extensive library and reading room facilities, well equipped laboratories for Education Technology, Science, Psychology and Computer Laboratory, Principal's room, Office room and Staff room.

The total amount that has been invested for developing the infrastructure is Rs. 5.25 crore. The details of infrastructural facilities are given ahead:

- Land area - 6.34 Acre
- Buildup area 15,000 sq.ft
- Class rooms 450 sq.ft
- Labs - 900 sq.ft
- Seminar /conference hall 1800 sq.ft
- Staff rooms - 450 sq.ft
- Common rooms 450 sq.ft
- Library- 900 sq.ft
- Girls & boys facilities- 450 sq.ft

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

Resources have never been lacking with our Educational Trust. The trust has the resources and they will augment the infrastructure to keep up with the academic growth and also in view of the stipulations made by the Regulatory authorities like NCTE and Affiliating University.

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

Multipurpose Hall - First Hall (with LCD facility) covered with transparent sheet where college students gather for morning assembly (news and views delivered by the students), Seminar, Indoor games.

Work Experience - Provided with all kind of materials required to prepare teaching aids, charts, models etc.

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

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

The complete infrastructural facilities are used only for the B.Ed & M.Ed., programme.

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 rooms for boys and girls, extensive sanitary facilities, safe drinking water, a Canteen and a health centre, besides transport facilities and hostel accommodations.

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.

No

4.2 MAINTENANCE OF INFRASTRUCTURE

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

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle
- Infrastructure: Allocation, utilization, Balance.
- Land
- Building
- Furniture
- Equipments
- Transport

Budget is allocated in the beginning of the year optimally for all above items and spends fully. Supplementary budget provisions are made during the year if necessary/required.

The Budget, Income – Expenditure statement of College are enclosed

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

The infrastructure is created as per the norms & requirement of regulatory body which optimally used for all the curricular, co- curricular and extra –curricular purposes for which it is meant. In addition to the infrastructure, facilities are extended to cultural programmes and other community related events.

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

The College is located in an eco-friendly campus.

The campus is maintained with due concern for the environment. The lawns are covered with greenery. The waste water management is overseen by the sanitary staff and the gardeners. Environmental hygiene is given top priority. The trainees are encouraged to keep the campus clean and green.

4.3 LIBRARY AS A LEARNING RESOURCE

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

Yes: - The college has well qualified and efficient librarian along with the assistant librarian and one assistant to help out both of them. One computer, printer, photo copier machine has been provided to the library for technical support.

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.).

No. of volume - 4560
No. of titles - 3300

Journals

National - 11
Magazines : National - 5
No. of CD's available - 25

Details of other ICT tools

Tape Recorder -05
VCD Player -03.
OHP -03
LCD -01

Internet facility is available in Computer Laboratory, Educational Technology Laboratory and Library.

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

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

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

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

Yes: Library is being computerized. Library materials and services and automated with commercial software. All the books and material are properly been coated and numbered for effective use easily accessibility of the material is in practice as Assessing of a E- Journal and E- material.

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 Institution has 25 Computers, Internet and Reprographic facilities in the Library. Teachers have open access to the racks. Students can make use of the OPAC. They can get materials photocopied.

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

These facilities are yet to be established in the Campus.

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

The library is open on all the working days. The working hours are: 9 a.m. to 5.30 p.m. All students and staff can borrow or return books on all working days during the working hours.

However the provision to open the library on Sunday & holiday is made for special circumstances such as examination preparations, seminar, work shop organization etc.

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

All the new arrivals are displayed on the separate display rack and list is also displayed on library Notice Board.

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

Yes: The college library has a book bank facility and students utilize the facilities during the examinations, tests etc.

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

The library is easily accessible to differently-abled persons. To physically challenged persons, the library staff and class mates do all the help to get the books and to return them.

4.4 ICT AS LEARNING RESOURCE

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

ICT facilities:-

- Computer – 25
- Internet Access – Provided
- Television – 1
- Tape Recorder – 5
- Radio – 5
- O.H.P. – 3
- Headphone – 25
- Digital Camera – 2
- Fax machine – 1
- Mike – 5
- Screen – 2
- Transparency – 2
- Slide Projector – 2
- C.D. Player – 3
- C.C.T.V. Camera – 10
- Sound Speaker – 5
- Amplifier – 2
- Automatic Slide Projector – 1
- Micro Phone – 5
- LCD Projector – 1
- Educational C.D. – 25
- D.V.D. Player – 3
- Charts and model are also present.

These hardware and software aids are used in various academic activities, conducting according to the time-table in the college like computer learning, Language Learning, Educational technology practical, Class seminar, Resource lecture, Extension lecture, Seminar, Workshop, co-curricular activities, Teaching by teacher educators and student-teachers.

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. Trainees are given practice in using OHP's, and LCD's. They are trained in the production of computerized materials for Practice Teaching and for seminars. The computer laboratory in the College is well utilized for computer practicum as per the curriculum as well as for developing teaching materials.

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

Whenever necessary, ICT tools are used to supplement lectures. The students use the language laboratory, the internet facilities in the computer laboratory and the Educational Technology Laboratory in the curriculum transactional process. They also interact with the teachers and technicians to get clarifications in using these facilities.

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

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

4.5 OTHER FACILITIES

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

The infrastructure is optimally used. Students and members of staff from peer institutions and community are allowed to use the facilities with necessary permission and whenever needed.

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

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

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

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?

There are various Labs (Resource centres), established in the college. These are:

- Psychological – Yes
- Multimedia – ICT Resource Center
- Language Learning – ICT Resource Center
- Computer Learning – ICT Resource Center
- Sports – Yes
- Work Experience – Yes
- Science Resource Centre – Yes
- Anatomy Resource Centre – No

Lab technicians are appointed in labs. They look after the requirement and maintenance etc. for their labs/resource centres.

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

- **Multipurpose Hall** – It contains LCD projector with screen, O.H.P. and the capacity of 150 chairs.
- **1 Workshop** – It contains long tables and benches for preparing instruction materials for the capacity of 60 students.

- **1 Music Room** - Harmonium, Tabla, Dholak, Ghunghroo, Majira, Dhapli, etc. are available in music room.
- **1 Sports room & Playground** – There are most of the sports items available in this room.
- **Transport** – College Bus

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 multipurpose hall, where latest technology is available, like LCD projector with screen and O.H.P. The teachers use these technologies whenever required. Two class rooms have been facilitated with Overhead Projector and being used in day to day class room activities.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

The faculties try to make the trainees aware of the diverse strategies and tools available and the modalities of using them through giving model lessons especially in optional papers.

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

The exposure to the Language Lab and the practice gained thereby led to a qualitative improvement in the spoken skills of the trainees. They become better speakers and better readers. The facilities in the Education Technology Laboratory and Computer Laboratory used for students also promote their ability.

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

The management is ever eager to invest in additional infra structure. This desire to keep pace with the latest facilities is the best practice in vogue in the campus.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

STUDENT PROGRESSION

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

A detailed study of the students is done during the admission. The student profile is prepared by the teacher-educator to identify the strengths and weaknesses and the areas to be improved. The basic requisite skills for professional growth are identified for providing timely guidance and counselling services. An orientation on the curriculum and campus is conducted at the beginning of the academic year. Their proficiency in English language is assessed by a diagnostic test. Spoken English classes are offered for the students lacking in communication skills. In addition to this orientation, self-awareness, self-acceptance and personality development programmes are offered to strengthen their self-confidence.

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

A free campus climate conducive for teaching-learning is created by the management and the staff. Dissatisfactions among the students regarding the academic and co-curricular programmes are identified by periodical open forum and private interview by the principal. By evaluating every programme organized by the institution, students are motivated towards satisfaction and professional development. During the first month of the academic year Intra-mural cultural competitions are conducted for furthering the mutual understanding, recognising and appreciating each others'

potentials and talents. This helps them develop into a well-knit cohesive group for the formation of competent, compassionate, committed and creative teachers as agents for social change.

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

At the time of admission, if the Admission Committee identifies any cause which might hinder regular studies, the particular student is counselled.

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?

To enhance the self-esteem, self-concept and self-confidence of the student-teachers, the institution provides numerous activities and programmes - Self-awareness, Personality Development, Resume Preparation, Facing Interview Panel, Demo on Mock Interview, Time Management, etc. The Institution provides frequent interactions with alumnae working in reputed institutions in India and abroad to prepare them to compete in the job market. The interaction with student-teachers of Stockholm University, Sweden every year broadens their view on teaching profession. Constant friendly guidance and interactions between the student-teachers and the faculty motivate them to pursue higher studies.

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

An average of 10 percent of students opts for higher studies and the rest take up teaching jobs in schools and colleges. Along with regular jobs, some of them pursue higher studies through distant mode.

DETAILS

Year	Teaching		Higher Studies	
	School	College	Teacher Education	Arts & Science
2008-09	90	2	2	52
2009-10	92	2	10	41
2010-11	93	3	8	62

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

The institution organizes a one-day seminar every year for enriching the alumnae. They are encouraged to make the best use of the resources available in the institution. They also often clarify their doubts with the faculty through different modes of communication. Some of them make use of the library facilities. They also feel free to have face-to-face interactions with the faculty for various needs. A few alumnae have undergone computer training along with the staff.

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.

The LCE placement cell caters to the need of all its students. It conducts campus recruitment (job-fair) by inviting about 30 reputed schools in and around Chennai which offers good perk. The institution has to its credit the data base of every student which helps in placement services.

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

- As the institution produces only hundred teachers every year it is unable to cater to the needs of all the schools.
- In the middle of the academic year it is unable to meet the demands of the schools.

- To overcome the above mentioned difficulties the institution has planned to apply for an additional unit.

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

The Placement Cell maintains good rapport with the Heads and Management of the clubbed schools. As a result, the teachers of this institution are willingly placed in practice teaching schools.

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

The Management provides a fund of Rs.10, 000/- every year for postal and telephone services, conveyance and hospitality for conducting job-fair in the college. Dot Net software is developed for data base maintenance. Two staff are entrusted with the responsibility of co-ordinating the activities of the placement cell.

5.2 STUDENT SUPPORT

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

In accordance with the vision and mission of the college, the curricular and extra-curricular programmes are designed every year. As a preparation for each academic year, a two-day discussion and deliberation among the faculty for planning and decision making helps the effective functioning of the institution. Subsequently, two Assistant professors design the college academic calendar clearly mentioning the proportionate number of hours for teaching, tutorial and practical learning process. The academic and extra-curricular activities of every month are evaluated in the staff meeting for the betterment of the future programmes. For effective communication across the institution the activities of the week and also the monthly schedules are put up on the student's notice board and also announced by the principal in the assembly. Immediately after completion of every programme, the principal and the staff with the students evaluate it for reiterating the gains and for the follow-ups. All the student

enrichment programmes are geared towards the attainment of aims and objectives of the college.

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

The concern of the college for the differently-abled are stated below:

- The classrooms are arranged for orthopaedically handicapped in the ground floor.
- The principal and members of the staff motivate the student-teachers to be as readers for the visually challenged after college hours by taking turns among them.
- The teaching practice schools are allotted within their accessibility.
- Personal guidance and counselling are offered periodically to enhance their self-concept.
- Separate parking slots are provided for them in campus.
- European water closets are provided for them.

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

The Department staff maintains a student profile and thereby guides and encourages meeting the demands of the programme. The principal also interacts with the trainees periodically and offers guidance for their personal and career improvement. Students struggling to face the demands and challenges of life are directed to the college counsellors. The deserving students are offered financial and medical assistance.

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 institution is equipped with Educational Technology, Psychology, Science and Language laboratories, Fixed Magnetic Green Boards in all the classrooms and lounges, PA system with audio mixer recorder, Knowledge Resource Centre and Electronic Gadgets for increasing efficiency in the teaching process.

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

The institution has developed a website of its own which is updated twice a year. The vision, mission and the strategies of the college, history of the institution, infrastructural facilities, faculty profile, admission procedures, optional subjects offered, best practices and academic results of the previous years are posted on its site.

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

At the beginning of the academic year, the students lacking in language skills are identified and trained in communicative English. Remedial classes for the low achievers are conducted throughout the year. Availability of the Staff for consultation after the class hours motivates the low achievers to perform well. Individual feedback is given immediately after every test. Re-tests, Group Study and Peer Teaching for low achievers are organised for improving their performance. The principal also interacts individually with low achievers and suggests suitable study methods for their further improvement.

7. What specific teaching strategies are adopted for teaching?

Advanced Learners

- ICT packages,
- Brain storming sessions,
- Projects,
- Preparation of material for syllabus,
- To serve as peer proctors in spoken English classes and
- Peer teaching for the low achievers.

Slow Learners

- Remedial Teaching,
- Teacher-Tutoring and
- Individual Care.

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

Two professional counsellors are at the service of the students and the staff. Career counselling is offered through Placement Cell and Personal Guidance is being offered by the principal and the staff.

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

The college has a grievance cell consisting of the principal and two staff. So far no major grievance is received because of the free and friendly atmosphere created by the management and the staff. The principal periodically interviews the students and provides an open forum for presenting their grievances.

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

- The student profile is prepared and updated periodically for effective guidance.
- Video assisted feedback is implemented for Micro and Macro Teaching plays a vital role in the development of Teaching Competency.
- The staff monitors and offers feedback during teaching practice in different schools.
- The various records prepared by students are evaluated and offered feedback.
- The teaching competency test is conducted towards the end of the year for the further development of their teaching skills.
- The three term and two revision tests gear the students towards the University Examinations.

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

The students are prepared to gain competency in teaching through Micro Teaching, Demonstration classes and Peer Teaching. During teaching practice, the trainees are expected to observe the senior teacher's classes in their respective disciplines. Video-assisted feedback of their classroom teaching is provided by the teacher educators and peers.

5.3 STUDENT ACTIVITIES**1. Does the institution have an Alumni Association? If yes,****(i) List the current office bearers**

President	- The Chair Person
Vice-President	- The Principal
Secretary	- Shri Jaivinod
Joint Secretary	- Shri. Aruljothi
Treasurer	- Smt. Queen Elizabeth
Members	- Six students

(ii) Give the year of the last election

2010-11

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

- Students Get-together
- Seminars
- Competitions

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

- Many are working as Lecturers in Arts & Science, Engineering, Polytechnics and Educational Colleges, Head of the Schools, in Various responsibilities in Schools & Colleges and Various Private Institutions including IT field

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

- Enrichment of Book Bank.
- Giving special awards to rank holders.
- Financial contribution for Sports day and College day.
- Sponsoring special seminars and workshops for present set of students.

- Inspiring the present student-teachers by detailing the different channels of job opportunity, their experience of taking interviews and working in the schools.
- Effective ambassadors of the college.

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

The management encourages the students to participate in Zonal and State level sports, games and fine-arts competitions. The students are divided into four groups and intra-college sports meet (in-door and out-door) is conducted every year.

Year 2009 – 2010

Our students Jayamala and Maria Masilamani had participated in the Drawing and Model making competition in Meston college of Education in December 2009.

Year 2010 – 2011

Our B. Ed., students Padmaja, Dhanlakshmi, Arulselvam and M.Ed., students Pandiyan, Thirunavuarasu and Sathish participated in a One day seminar programme on Counselling and Preventing the Girl children from Exploitation at Saidapet college of Teacher Education in December 2010.

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

- The students form the editorial committee with the guidance of the teacher educators and publish our college annual magazine.
- The Common Bulletin Board and various Departmental Boards are maintained by the students for exhibiting creative work and display materials.
- The institution also conducts intra-mural cultural competitions such as slogan writing, best out of waste, poster preparation, rangoli, painting, etc.
- Projects prepared by our students for school exhibitions during teaching practice in Biology and Commerce have won State Level Prizes.

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

The office bearers of the student council are elected by the students every year.

Role and Responsibilities of College Union Office Bearers

- Cleanliness of the campus
- Welfare of the students
- Overall co-coordinators of different clubs (subject clubs, women cell, environ club....)
- Overall organizers of various functions of the colleges in consultation with staff and students
- Maintenance of male and female lounges
- Proper conduct of weekly assembly

Rules for the College Union Office Bearers

- Candidate must be nominated at least by 2 students
- Voters must vote for only one candidate for all the three categories
 - Chairman
 - Secretary
 - Treasurer
- Candidates are eligible all the three categories
- For the 1st category top ranker will be the chairman and 2nd ranker will be the vice-chairman (different genders must be in the post)

- Same rule will be applicable for the secretary and joint secretary post
- Treasurer post is meant for female
- Nominated candidates are allowed for 2 minutes of addressing the gathering
- Nominated candidates can accept / deny the contest
- Ballot papers must be kept confidential
- Professors will count the votes
- Preceding officer decision is final

Activities of the student council are:

- Citizenship Camp
- Sports Day
- Educational Tour
- Christmas Celebration
- College Day

The funding and contributions are from students and management.

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

The various subject clubs, magazine committee, camp committee, educational tour committee, library committee, placement cell, sports committee, student's council, cultural committee, IQAC, organising committees (seminars, workshops, extension programmes etc.), women's cell and college day committee have student representatives.

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?

- Evaluation is conducted by the institution after each programme organized for the alumnae and feedback cum suggestions are utilised.
- Based on the feedback received from the employers during campus recruitment, our college programmes are modified.
- The valid suggestions given for growth and development of the institution by Heads of the clubbed schools are taken into consideration.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

Give details of institutional best practices in student support and progression?

- The physically and socially disadvantaged students and first generation learners are given preference in admission and financial assistance.
- Communicative English is offered for students who lack in the conversational skills.
- Computer Application Training and Internet Browsing are offered at free of cost.
- Student enrichment programmes such as Resume Preparation, Placement cell, Time Management, Smart Class Management, Soft Skill Development, Special School Visits, Field Trips (Visit to RBI, Legislative Assembly, etc.) Environmental Awareness Tour and Professional Counselling are offered.
- Inter-institutional Collaboration Programmes are offered.
- Video Assisted Feedback for Micro and Macro Teaching.
- The Principal interacts with the students periodically and assess their needs to provide appropriate help and guidance.
- Mid-day meals for the economically poor students.
- Management scholarships for the deserving poor students.

CRITERION VI

ORGANISATIONAL AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

Institute has very clear-cut Aim, Vision and Mission for its academic mobility.

AIMS - institute aims to endeavor, encourage and fulfillment of the student need with latest educational facilities by providing qualitative environment education –industrial partnership to inculcation of the moral and ethical values , promotion of creative spirit and innovation of excellence.

VISION - Institute vision is to put best efforts to provide professional & quantitative education and quality through the leadership to fulfill society needs & aspirations.

MISSION - Institute Mission is to develop skill, dedication commitment orientation humanity , morality ,ethics , and qualitative education for individuals, Institute make known all aims, vision & missions to the people through website , prospectus , annual publication and displaying.

OBJECTIVES - To develop reflective, critical and creative thinking among prospective teachers, inter-personal and social skills along with right attitude and self-motivation for continuous learning among prospective teachers and to bring about physical, emotional, intellectual and ethical integration of student teachers with a view of evolving a 'Complete Teacher' possessing the basic values of secularism, national integration and truthfulness

The vision, mission and objectives of the college are made known to its various stakeholders through display board in the college and through meetings of various

committees. The same is also done through various academic activities, co-curricular activities and annual functions. The faculty members are made aware about the same at the time of their appointment in the college.

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 institute is committed to provide the excellence in education covering its all aims and objective through teaching learning and extension activities based on the society needs. Institute endeavors to impart liberal, modern and sound education in teacher education programme inculcating the sense of humanity, spirit of values national integration, democratic out look to develop multi dimensional personality.

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.)

Chairman:

- Over all supervision.
- To give suggestions to Director, Principal and Head of The Department for organizing academic activities.

Principal:

- Over all supervision: (i) Academic Activities (ii) Non- Academic Activities.
- Give suggestions to Head of The Department.
- Meetings with the teaching staff and Non-teaching staff.

Head of the Department:

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

Teaching Staff:

Faculty:

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

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

The administration follows the committee system. The emphasis is on decentralization and interdependence. Plans and proposals spring from all levels and after active interaction are finalized into programmes. The responsibilities of various functionaries are clearly spelt out through circulars and individual briefing. The Principal and Management Trustee oversee the implementation of all programmes, helping out with suggestions and prompt decisions. The aim is to harmonize good governance and democratic values. In areas like co-curricular and extracurricular activities student representatives too participate in decision making.

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 Trustee is very much a part of the academic exercise and so the Management has no difficulty in getting necessary feedback. Students and teachers can freely meet the members to express their views on programmes, courses and policies under implementation.

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

The vision and mission are prominently displayed in strategic areas in the College. Fresh entrants are oriented through initiation meetings. An all out attempt is made to ensure that every one does his best in the interests of the Institution. The trainee feedback obtained at the end of the academic session shows how they go out imbued with the vision and mission of the college. Everything is done to ensure a healthy learning environment so that the ideals contained in the mission and vision statement flower out quite naturally and contribute to the required ambience.

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

The staff has the freedom to try out new methods and materials. There are frequent interactive meetings of the staff with the Principal and the Management Trustee during which the performance of the Institution is reviewed and plans for improvement are charted out. There is due recognition for good performance.

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

The Principal is the academic and administrative head of the College. The Principal believes in being the first among equals and delegates authority and responsibility to the teaching staff. The College council manages all matters-curricular, co-curricular and extracurricular-through healthy exchange of views and cooperative functioning. The time table, the schedule of unitized teaching, the practice sessions and the evaluation schedules are finalized in advance. The progress made is reviewed once in a month.

The Principal inspects classes, sits through lectures and offers valid hints for improvement and words of advice for better classroom management and time management. The Principal functions through fruitful interactions and gives real leadership without palpably appearing to do so. The Principal ensures smooth inter personal relationship among the staff and this goes far in promoting efficiency.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

The following committees have been constituted though the College Council deliberates on all matters.

- College Council – Principal and all the members of the teaching staff.
 - Staff Selection Committee – Principal, Management representative, Senior faculty as expert in the concerned subject
 - Admission Committee – Principal and two senior faculty members and a co-opted SC faculty member
 - Sports Committee – Principal, Physical Director, one from faculty and two student representatives.
 - Library Advisory Committee – Librarian and two members of the faculty and two student representation.
 - Grievance-Redressal Cell – The College Council itself functions as Grievance – Redressal Cell
 - Student Council – One Chairman, One Secretary, One Joint Secretary, Four executive committee members
 - The Anti-Ragging Committee – Principal, three staff members, three students representatives
 - Internal Quality Assurance Cell (IQAC)
 - The Principal - Chairman
 - Management Representative
 - Two senior faculty members
 - Librarian
 - Two from Peer Institutions
 - One from Alumni Associations
 - One from Public
 - Two student representatives
- One Coordinator

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

Chairman

Secretary

Principal

H. O. D. ----- Teaching Staff

Librarian ----- Asstt. Librarian

Office Supdt. ----- Non-Teaching Staff ----- Sub staff

Committee In-Charges

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

The institution has provision of decentralization of powers to accomplish the task. Powers are decentralized in hierarchical way to all the heads, co-coordinators and committees. On behalf of given power they all performed their duties.

The College office, the departments and its faculty, the computer section and the library section function independently under the control of the Principal

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

The College collaborates with the schools, which are selected for teaching practice. The Principals of the schools give feedback to the concerned Incharge of Practice teaching, regarding student – teachers' performance and Incharge of Practice teaching give suggestions to student teachers to improve their teaching.

Besides it the college organizes science and social science exhibition in the concerned schools, where the student teachers go for teaching practice.

The College also provides models, charts and required teaching material to the concerned schools.

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

Feedback is obtained from all stakeholders and the views gathered are given due weightage in modifying patterns and strategies of instruction and administration. In matters relating to curriculum and course content the University is duly informed about the perceptions of the stakeholders.

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

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

- **Co-operation and sharing of knowledge:** through Extension Lectures, Resource Lecture, Seminar, Workshop and Orientation programmes.
 - **Innovation:** Language learning, Paper Analysis, Book Review, Computer Learning, Guidance Bureau, News letter, Alumni and Placement Cell.
- Empowerment of faculty:** Participation in Seminar, Workshop, Refresher and Orientation programme, Publication of articles in Educational magazine

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

Yes:- The institution has a procedure of MIS for academic and administrative mobility and up-gradation . Staff members participation in various programmes, seminar, workshops is a good source of collection of the data information which able the institute to execute the latest up gradation.

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

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

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

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

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

To achieve mission and goals, an academic calendar is made. On the basis of academic calendar, various activities are conducted in the college. These activities and programme not only include universities' prescribed syllabus, but more activities. To conduct these activities, human and financial resources are needed. Required qualified persons are appointed to run the college smoothly.

The management allocates annual budget for the college to run smoothly, whenever the financial need is felt, it is fulfilled accordingly.

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

The academic plan is prepared at the beginning of the year after detailed discussions by the College Council in which all teachers are members. The plan is further discussed in the IQAC and after fine tuning, the same is accepted for implementation. The practice teaching sessions are dovetailed into the programme after consultations with the Headmasters and the guide teachers. The lessons to be taught by the trainees and the dates for observation / practice and the preparation of the trainees for practice teaching are discussed and finalized.

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

The employees are oriented to institutional goals and objectives through personal interactions with the Principal, senior faculty and the Management Trustee. However, adequate care is exercised to see that no one is overloaded. Whenever necessary, additional personnel are deputed, the senior faculty help out the juniors when they seem to perceive difficulties. The aim is to bring out the best in every employee through a synchronization of individual and institutional goals.

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

Institute has constituted various committees for fulfillment and implementation of institutions aim, vision & mission. Heads of different committees monitor the progress of work and ensure its successful monitoring by the provision weekly / monthly meetings.

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

The Institution is eager to deploy new technologies in education. The IQAC suggests the adoption of such schemes. The management provides the fund. The teachers are deputed when necessary for short-term training in the use of such technologies. Alternately the suppliers of equipment arrange for technical personnel to train the teachers. The language laboratory and the use of CD's in classroom teaching are examples of such adoption of innovative technology.

6.4 HUMAN RESOURCE MANAGEMENT

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

Personal interaction that the Principal has with the staff helps to identify the staff, who are desirous of taking up research. They are encouraged to attend refresher courses, publish articles in research journals, apply for minor projects, undertake case studies and try out new strategies of instruction. The management motivates them with suitable incentives. They are permitted to make use of the facilities available in the college. For achievements in research they are sanctioned lump sum grants. The Institution facilitates the career progression of the staff through better pay scale, additional academic and remunerative assignments and facilitating consultancy work outside.

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?

Teachers' performance is assessed by self-appraisal Performa (Teachers) and Comprehensive evaluation Proforma by the students. The college analyses these Proformas and use information (feedback) to improve teaching.

Other staff –The performance of non-teaching is evaluated time to time.

The weak areas are found through the feedback from students, alumni, parents, pre-institution, practice teaching schools and teacher of the institute.

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

The staffs are provided excellent infrastructural facilities to promote efficiency. They have loan facilities like festival advance, vehicle advance and emergency advance. The salary structure is performance oriented and is also a motivator. Additional cash awards are given for acquiring higher qualifications and for research performance. Above all these the campus atmosphere guarantees self-fulfillment. The health care system in the campus is an additional factor for the well-being of staff and students.

Apart from the above :-

- Group insurance.
- Interest free loan facility.
- Medical assistance (free checkups, medical test etc.)
- Transport facility in emergency.

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.

The college has already qualified & skilled staff. However, for more skill development of staff, the college offers various linkages with other educational bodies to allow them to upgrade their skills by inducing themselves. Non-teaching staff is also provided different working environment to upgrade / update themselves with administrative works and adding technical knowledge to them.

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 faculty positions falling vacant are notified in news papers. The applications received are processed and an interview conducted by the Staff Selection Committee, headed by the Principal and containing representatives from the Board of Management and senior faculty from Peer Institutions. The selected candidates are issued appointment orders. The salary is commensurate with qualifications and experience. Retired faculty is also inducted in order to impart a fair amount of experience into the staff profile. Every effort is made to meet the UGC and NCTE regulations.

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

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

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

Staff are encouraged to take up research leading to M.Phil./Ph.D., They can apply for study leave if they undertake full-time programmes. Publications by faculty and their participation in seminars, conferences etc., are encouraged with suitable incentives, like publication grants, leave on other duty, reimbursement of registration fees and travel expenses etc. Staffs are motivated to apply for minor and major projects to funding agencies and are offered cash incentives when they succeed in getting them. They are advised to become members in professional associations

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

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

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

Faculty can get information from the Head, the Principal and the Director or Office. Faculty can complain them personally and discuss his/her problems.

The students can get information through class incharge or Head of The Department. They can make complaints to the member of grievance committee. Parents of the students could seek information and make complaint through Alumni & Placement Cell (Alumni is in the process)

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 teaching work load in the Institution is as per the University and Government norms. Other community related work like community service etc. is distributed among the staff by rotations so that everyone gets the exposure. Due care is taken to avoid overloading any one

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

Staff members are encouraged to participate in seminars, workshops, orientation and refresher programmes and at least two articles published in educational magazine/journals. If any staff member participates in any four programmes and publishes two articles in a year he is liable for one extra increment.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

The College is under self-financed scheme thus, it does not get any financial support from the government.

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

No donations are collected.

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

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

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

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

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

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

Internal Audit system constitutes of:-

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

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

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

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

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

- Democratic governance
- Decentralization of authority and responsibility
- Creative and employee friendly supervision
- Mutual accountability
- A work culture that emphasizes the creativity and cooperation

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.

The Internal Quality Assurance Cell (IQAC) has been established in the College in February 2010 with a view to ascertain and sustain quality of Teacher Education through cooperative efforts of the participative organs/constituents of the institution.

Year of Establishment - 2010

Composition:

1. Chairman
2. Secretary
3. Principal
4. Members of Academic & Administrative staff. (4 members)
5. Representatives of Parents/Guardian of the students. (4 members)

The objectives of the IQAC are:

- To ensure quality improvement in the entire activities and programmes of the institution.
- To ensure stakeholders participation in planning, management and development of different programmes.

Major activities of the IQAC are:

- To design and implement the annual plan of the institution for quality enhancement.

- To develop the mechanism of feedback from all stakeholders.
- Development and application of quality parameters for various academic and administrative activities of the institution.
- Collection of information on various quality parameters of education and best practices followed by other institutions.
- Organizing seminars, workshops and training programmes on quality related subjects and promotion and dissemination of such activities of information.
- Development and application of innovative practices in various activities leading to quality enhancement with a futuristic perspective.
- Creation of student-centric classroom learning environment, conducive to quality education.
- Preparation of Annual Quality Assurance Report (AQAR) for review and reflections.

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

The Board of Governors, Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching schools, alumni members, parents of the student-teachers, well informed community members and faculty members.

All the suggestions, feedback, self appraisal of the teacher educators and over all achievements of the institution per year provide a complete picture of accomplishment status of goals and objectives.

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

The institution ensures the quality of its academic programmes through developments and application of quality benchmarks for the various academic and administrative activities of the institution. In order to ensure the quality of its academic programmes, the institution makes following arrangements:

- Highly qualified and experienced staff is appointed by the institution according to the norms of TamilNadu Teachers Education University/ NCTE.
- Up-to-date infrastructure is made available by the institution.

- Academic calendar is made before the commencement of the session and action plan is also drafted and followed.
- Curriculum of B.Ed. Programme as prescribed by the TamilNadu Teachers Education University is divided into the units (monthly) by the curriculum committee.
- Extra classes and notes facility is given to the slow learners.

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 and financial management by making the process more transparent and accountable to the stakeholders. The institution has well-qualified and experienced administrative staff. The quality initiatives on financial management are like,

- Preparation of annual statement of accounts by the management.
- Auditing by a registered chartered accountant.
- By constituting the Finance Committee
- The institution has categorized human resources into two categories teaching and non-teaching (administrative staff members, account section and fourth-grade employees).

The administration is a totally decentralized one, where teaching, non-teaching, student-teachers, the management of the institution as well as members of the community participate.

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

The institution is running two courses i.e. B.Ed. and M.Ed Programme. The institution has two academic constituents, one is B.Ed and another is M.Ed. In order to identify and share good practices with all constituents, the institution has made proper co-ordination by organizing periodical joint meetings of administrative and academic constituents. The institution has constituted some committees consisting of teacher educator, management members and student representatives to critically evaluate the growth and efficiency of the institution and its stakeholders. Student-teachers participations is also encouraged especially in academic and administrative matters.

7.2 INCLUSIVE PRACTICES

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

This institution encourages focusing on design and development of pedagogic activities which will promote inclusion in the institution. The teacher are being exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as - classroom organization, seating arrangement, evaluation process, etc. The teachers are being given orientation on different disabilities. Discussion sessions are organized for the teachers and students on –

- The different types of disabilities, identification, causes and prevention.
- How to help the children with disabilities in classroom and at home.
- Various government facilities available to the students with disabilities etc.

As and when possible teachers are allowed to attend seminars, workshop and training programmes and undergo training to appraise themselves with the direct application of their knowledge and skill to teach students in inclusive setting. In this regard, the institution provides an integrated institutional setting by providing equal opportunities to students with special abilities, varied social backgrounds and diverse learning needs. The emphasis is on providing equal opportunities to all students. The teachers who teach and manage the classroom in the institution are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that institution has to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the special needs of all learners as they are already professionally competent and studied this concept while completing B. Ed. courses.

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 institution follows TamilNadu State Government's Merit cum Reservation Policy in matters of admissions. In the syllabi the B.Ed. courses there are some subjects especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing

with the problems arising out of gender differences and inequalities and their impact on learning.

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

In the curriculum of B.Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self - motivation are:

- Projects are designed and surveys conducted related to the interaction with the community are provisioned. Role of education in women empowerment, Education and socio-economic status, Education and Income pattern of the society etc.
- Building strong link between the school and community.
- To identify and mobilize community resources for overall improvement of school and vice-versa.
- Joining the community in planning the various school programmes and planning steps for preventing environmental degradation through Village Education Committee.
- To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
- To manage and organize 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.
- Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.
- Making proper arrangement for the use of library, teaching aids, field's visits, play ground etc.
- To identify and focus special attention on the content enrichment needs of the pupil.
- Action researches are conducted by every student-teacher and they get self motivated to solve their day to day classroom problems.
- In B.Ed. courses various activities are provisioned in the curriculum such as community services, maintaining records of the schools, preparing TLM, organizing various extension activities etc.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

- Making the student-teachers aware of the characteristics of children with diverse background.
- Student-teachers are made proficient in handling and counseling of the children with diverse background through guidance and counseling.
- Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- Conducting case studies of children with special needs belonging to diverse backgrounds.
- Conducting action research by the student-teachers.
- Observing and reporting about some behavioral aspects of an exceptional child.

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

The institution provides wheelchair facility and ramp for easy access for physically challenged students. Teaching faculty is also acquainted to address the individual needs of physically challenged and differently disabled students enrolled in the institution. They provide special attention to students with partial sightedness and low hearing. All the laboratories, resources room, classrooms and library are provisioned on ground floor of the building.

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

The institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike. Special care is taken to avoid the any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also. Sufficient number of women teachers is employed.

Some of the activities of the Women Cell are -

- (a) Orient teachers to become aware of gender issues.
- (b) Making teaching - learning process gender responsive.
- (c) Providing insights into the social construction of gender roles for assigning different responsibilities to men and women.

International Women's Day is being celebrated every year on 8th March. The active and inspiring women from the community are invited on this occasion. The inter house competitions of poster making, slogan writing, poem recitation, speech and drama are held on the theme of women empowerment. Each group is accompanied by a female teacher and a female student-teacher representative.

All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues.

The female teacher and student-teachers of the institution attends and participate in the workshop and competition organized by TamilNadu Teachers Education University on issues related to gender sensitization.

This institution gives priority to promote social responsibilities and citizenship roles among the students.

7.3 STAKEHOLDERS RELATIONSHIP***7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?***

The institution ensures the access to the information on organizational academic performance during meetings of the academic council. Maintaining confidence of the stakeholders in the institution is a top priority of the institution. The institution displays its achievement pursuits and excellence of its students in information brochure, college magazine, during teaching practice, meetings of community members, national and local newspapers, through SMS group and on its website also. The URL is updated from time to time about the new developments in the 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 institution involves stakeholders through institution community- parents' participation and Alumni Association. In different meetings organized by the institution, various issues are being discussed about the academic and administration aspects with stakeholders periodically. The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time. Students are involved directly in the academic activities as far as content analysis, evaluation methods, and extension activities are concerned. Tutorial groups and group incharge ensures the participation of students in cultural and social activities and competitions. Student-teachers' suggestions are also invited through suggestion box. Student representative of each group communicate the information, problems and suggestions of the student-teachers to the respective teacher incharge.

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

The institution has devised certain performs to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation. Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website.

The institution undertakes regular assessment of the ICT' tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.

The institution also the allow students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available in one central location. Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same. In this way the institution manages to maintain the quality in its administration and academic activities.



MAPPING OF THE INSTITUTION

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Admission and Orientation	█	█																										
Theory			█	█	█	█		█	█			█	█				█	█	█	█								
Tutorials/Seminars							█																					
Sessional Work - Tests & Assignments										█				█							█							
Practical Work																												
Preparation of Observation of lessons/ micro teaching/																							█	█				
Practice Teaching/																									█	█	█	█
Co-curricular Activities															█	█												
Working with community/ project work											█																	
End-Term Examination																												



DECLARATION BY THE INSTITUTION

WILL BE ENCLOSED IN THE HARD COPY



ANNEXURES

WILL BE ENCLOSED IN THE HARD COPY