

SECTION B
SELF-APPRAISAL REPORT

PART I: INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution: Devarajan College of Education
Main Road,
Kariyapattinam-614 806,
Vedaranyam-T.k,
Nagapattinam –D.t,
2. Website URL : www.devarajanbed.org
3. For communication : devarajanbedkpm@yahoo.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Mr. M.Saminathan	04369 - 248452	04369 - 248452	saminathannvpt@gmail.com
Self - appraisal Co-ordinator Miss. S.Magalakshmi	04369 - 248452	04369 - 248452	magagandhi@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Mr. M.Saminathan	-	9965695802
Self – appraisal Co-ordinator Miss. S.Magalakshmi	04369-278616	8098319836

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate) -

5. Campus area in acres:

5 acres

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
02	2009

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

TamilNadu Teacher Education University

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

Month & Year

2f	MM	YYYY
	-	-

Month & Year

12B	MM	YYYY
	-	-

10. Type of Institution

- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specify and indicate)
- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education
- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College
 - v. Constituent College

vi. Dept. of Education of Composite College

vii. CTE

viii. Any other (specify and

Indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed	APS09385	Permanent	100

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
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Objectives

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

Yes	✓	No	
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If yes,

a) How many programmes?

1

b) Fee charged per programme

Rs. 41,500/-

3. Are there programmes with semester system

No

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

Yes		No	✓
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

NA

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

D.Ed.	<input type="text"/>
B.Ed.	<input type="text" value="04"/>
B.Ed. (Full Time)	<input type="text"/>
B.Ed. (Part Time)	<input type="text"/>
Any other (specify and indicate)	<input type="text"/>

6. Are there Programmes offered in modular form

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Number	<input type="text" value="-"/>
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	<input type="text" value="1"/>
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Number	<input type="text" value="-"/>
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

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

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

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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10. How long does it take for the institution to introduce a new programme within the existing system?

1 Year

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Number	NA		

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Number	1		

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

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

- a) Date of start of the academic year - 01.08.2012
- b) Date of last admission - 17.08.2012
- c) Date of closing of the academic year - 25.05.2013
- d) Total teaching days - 170
- e) Total working days - 210

3. Total number of students admitted

Programme	Number of students			Reserved (SC/ST)			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	17	83	100	-	12	12	17	71	88

4. Are there any overseas students?

Yes		No	√
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If yes, how many?

NA

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

a) Unit cost excluding salary component

Rs.17,432/-

b) Unit cost including salary component

Rs.31,352/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session(2012-13)

Programmes	Open		Reserved (SC/ST)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	79 %	43%	68 %	40 %

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	60 %	19.16 %	20.83 %

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	7
---	---

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

0	7
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

3	5
---	---

b) Total number of practice teaching days

4	0
---	---

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

4	0
---	---

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

No. of Lessons In simulation

No. 7

No. of Lessons Pre-practice teaching

No. 7

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

a) Number of sessional tests held for each paper

0	6
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b) Number of assignments for each paper

0	5
---	---

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	01
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19. Does the institution offer computer science as a subject?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	1	10%	
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2. Does the Institution have ongoing research projects?

Yes	✓	No	
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If yes, provide the following details on the ongoing research projects

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

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

2

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

(Mark ✓ for positive response and X for negative response)

- | | | |
|---|--|-------------------------------------|
| ○ | Teachers are given study leave | <input checked="" type="checkbox"/> |
| ○ | Teachers are provided with seed money | <input checked="" type="checkbox"/> |
| ○ | Adjustment in teaching schedule | <input checked="" type="checkbox"/> |
| ○ | Providing secretarial support and other facilities | <input checked="" type="checkbox"/> |
| ○ | Any other specify and indicate | <input type="checkbox"/> |

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	Yes	No	Number
International journals	-	-	-
National journals – referred papers			
Non referred papers	✓	-	1
Academic articles in reputed magazines/news papers	-	-	-
Books	✓	-	3
Any other (specify and indicate)	-	-	-

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	05
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students		
National seminars	<table border="1"><tr><td>15</td></tr></table>	15	<table border="1"><tr><td>10</td></tr></table>	10
15				
10				
International seminars	<table border="1"><tr><td>6</td></tr></table>	6	<table border="1"><tr><td>3</td></tr></table>	3
6				
3				
Any other academic forum	<table border="1"><tr><td>-</td></tr></table>	-	<table border="1"><tr><td>-</td></tr></table>	-
-				
-				

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

Yes No

16. Does the institution provide consultancy services?

Yes No

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

Free consultancy is provided

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

Local level	✓
State level	✓

Criterion IV: Infrastructure and Learning Resources

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

2787.1 sq.mts.

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

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

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

35

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

Rs.1,10,000/-

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

Rs.15,000/-

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

Rs.1,13,000/-

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

Rs.1,00,000/-

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

Yes No

9. Total number of posts sanctioned

Open Reserved

Teaching

M	F	M	F
4	2	1	-
-		-	-

Non-teaching

10. Total number of posts vacant

Open Reserved

Teaching

M	F	M	F
-	-	-	-
-	-	-	-

Non-teaching

11. a. Number of regular and permanent teachers

	Open		Reserved(Gender-wise)	
	M	F	M	F
Lecturers	4	2	1	-

Readers	M	F	M	F
	-	-	-	-

Professors	M	F	M	F
	-	-	-	-

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

Lecturers	Open		Reserved	
	M	F	M	F
	-	-	-	-

Readers	M	F	M	F
	-	-	-	-

Professors	M	F	M	F
	-	-	-	-

c. Number of teachers from same state

7

Other states

-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	7 : 100

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
3	2	1	1

Temporary

M	F	M	F
-	-	-	-

b. Technical Assistants

Permanent

M	F	M	F
-	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

7:7

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

28%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days

8.30 AM – 4.30 PM

On holidays

-

During examinations

8.30 AM – 4.30 PM

18. Does the library have an Open access facility

Yes	✓	No	
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19. Total collection of the following in the library

a. Books

8120

- Textbooks

6534

- Reference books

1586

b. Magazines

15

e. Journals subscribed

13

- Indian journals

12

- Foreign journals

01

f. Peer reviewed journals

-

g. Back volumes of journals

02

h. E-information resources

- Online journals/e-journals

-

- CDs/ DVDs

50

- Databases

20

- Video Cassettes

10

- Audio Cassettes

25

20. Mention the

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

65 Sq.mts

Seating capacity of the Reading room

25

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
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24. Furnish information on the following

Average number of books issued/returned per day

30

Maximum number of days books are permitted to be retained

by students

7 Days

by faculty

2 months

Maximum number of books permitted for issue

for students

2

for faculty

5

Average number of users who visited/consulted per month

560

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

22:1

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

6.1 %

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

	I(2010-11)		II(2011-12)		III(2012-13)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	235	14,549	370	32,258	535	56,663
Magazines	-	-	6	7,240	7	5,568
Journals/ Periodicals	4	23,890	5	17,347	5	19,325

Criterion V: Student Support and Progression

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

Programmes	(2010-2011)	(2011 -2012)	(2012 - 2013)
B.Ed.	Nil	Nil	Nil

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

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

14

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	UG		
	I(2010-11)	II(2011-12)	III(2012-13)
Pass percentage	100%	100%	96%
Number of first classes	84	85	78
Number of distinctions	10	10	15
Exemplary performances (Gold Medal and university ranks)	-	-	-

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

NET	I	II	III
	-	-	-
SLET/SET	I	II	III
	-	-	-
Any other (specify and indicate)			

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

Financial Aid	I(2010-2011)	II(2011-12)	III(2012-13)
Merit Scholarship	-	-	-
Merit-cum-means scholarship	31	25	11
Fee concession	-	-	-
Loan facilities	35	38	40
Any other specify and indicate			

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

Yes	✓	No	
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9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓
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Non-teaching staff

Yes		No	✓
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10. Does the institution provide Hostel facility for its students?

Yes		No	✓
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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"/>
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Indoor sports facilities

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

Gymnasium

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	-	-	3
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

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

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

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2010

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%) 2010-11	Year 2 (%) 2011-12	Year 3 (%) 2012-13
Higher studies	20	25	22
Employment (Total)	20	30	35
Teaching	15	23	30
Non teaching	05	07	05

23. Is there a placement cell in the institution?

Yes No

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

2010-11	2011-12	2012-13
10	15	20

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 No

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

Governing Body/management	1
Staff council	2
IQAC/or any other similar body/committee	1
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	2

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

Loan facility

Yes	✓	No	
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Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes		No	✓
-----	--	----	---

Other (specify and indicate)

Yes	-	No	-
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4. Number of career development programmes made available for non-teaching staff during the last three years

1	2	4
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5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized organization

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

National

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International

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

0	2	6
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d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution

0	1	2
---	---	---

e. Research development programmes attended by the faculty

1	1	3
---	---	---

f. Invited/endowment lectures at the institution

1	2	3
---	---	---

Any other area (specifies the programme and indicates)

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	v	No	
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If yes, give the number of hours spent by the faculty per week

4 hrs

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

Grant-in-aid

-

Fees

Rs.41,50,500/-

Donation

-

Self-funded courses

-

Any other (specify and indicate)

-

9. Expenditure statement (for last two years)

	2011-12	2012-13
Total sanctioned Budget	40,50,000	41,50,000
% spent on the salary of faculty	27%	28%
% spent on the salary of non-teaching employees	5%	4%
% spent on books and journals	0.7%	6.1%
% spent on developmental activities (expansion of building)	30%	35%
% spent on telephone, electricity and water	1.6%	1.5%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.05%	2.7%
% spent on maintenance of equipment, teaching aids, contingency etc.	11.55%	9.75
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	6.7%	8.8%
% spent on travel	0.8%	0.9%
Any other (specify and indicate)	15%	8%
Total expenditure incurred	41,06,700	43,47,125

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

	Surplus in Rs.	Deficit in Rs.
2011-12	-----	56,700
2012-13	-----	1,97,125

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes No

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

Yes No

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

Yes

No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	-		12	12%
b	ST	-		-	
c	OBC	17	17%	71	71%
d	Physically challenged	-		-	
e	General Category	-		-	
f	Rural	16	16%	74	74%
g	Urban	01	01%	09	09%
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	10	-	-
b	ST	-	-	-	-
c	OBC	6	60	-	-
e	Women	2	20	-	-
f	Physically challenged	-	-	-	-
g	General Category	-	-	-	-
h	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I (2011-12)	Batch II (2012-13)	Batch I (2011-12)	Batch II (2012-13)
SC	68 %	68 %	80.7%	76.9 %
ST	54 %	-	78.9%	-
OBC	81 %	79 %	81.1 %	74.3%
Physically challenged	-	-	-	-
General Category	68 %	-	73 %	-
Rural	77 %	79 %	83.8 %	74.3%
Urban	81 %	75 %	81.1%	79.6 %
Any other (specify)				

Executive Summary

LOCATION:

Devarajan College of Education was established in the year 2009 under the S.D.Vijayalakshmi 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 Kariyapattinam village in Nagapattinam District of Tamil Nadu. The college is situated in a very ideal and lush green atmosphere away from noise and pollution of city life.

Devarajan College of Education offers full-time programmes in **B.Ed.,courses**. This is affiliated at **Tamil Nadu Teachers Education University** in sep, 2009 and recognized by NCTE in feb, 2009 .

The main aspiration of our beloved Chairman is to eradicate Illiteracy and elevation of socially and economically weaker sections of people by educating their children through our products of well trained teachers with all talents and dedication for service to the entire humanity without any reservation.

With our clearly stated vision, mission and values we initiate our programmes that are relevant to regional and national needs in line with emerging trends. With effective implementation of the curriculum as an affiliated institution, we offer ample scope for innovations and inclusion of need based activities both at the institution and on the field. Along with flexibility and diversity to suit different levels of learners, we work for carrier orientation and multi skill development.

We serve the students of different backgrounds and abilities through effective teaching-learning practices.

With a transparent admission process and a defined admission criterion the student teachers are prepared through interactive, instructional techniques for higher order of thinking and investigation through interviews, group discussions, debates, projects, presentations, experiments, practical sessions, internship and e-sources. The comprehensive and integrated evaluation measures, monitor students' performance for quality enhancement in teaching-learning processes.

The student-teachers are motivated and encouraged in co-curricular and extra-curricular activities. They are provided with personal and career guidance and an effective placement cell. Our Institution supports professional development activities and encourages faculty members to develop instructional and other teaching learning materials. Our institution has a strong institute-school-community networking.

Devarajan College of Education is situated in rural area and surrounded by rural area and it is in the most backward area denoted by the Government. Most of the students are belongs to Backward, Most Backward, Scheduled Caste and Scheduled Tribe. Most of them are economically backward persons.

Mostly all the Scheduled Caste and Scheduled Tribe students are giving education by the S.D.Vijalakshmi Educational Trust. Only from the Scholarship amount given by the Government.

We have adequate physical infrastructural facilities to run our programmes efficiently and effectively. Our regular maintenance, optimal use of infrastructure Pave the way for environmental issues associated with the institutional infrastructure. We have library, computer facilities and other learning resources for optimum learning.

Our Institution provides necessary support to students facilitating good campus experiences for their holistic development. Our campus environment promotes motivation, development and performance improvement of students. The curricular, extracurricular and co-curricular activities provide intellectual, social, spiritual and personality development to students. Our off campus activities provide positive social interaction and self-motivation for the harmonious, well adjusted, integrated and holistic development of the student teachers.

Our academic and administrative planning with good resource management practices, regular and standardized budgeting and auditing procedures support and encourage performance improvement, planning and implementation. The institution caters to inclusive practices, adopts quality management strategies and strives to promote value based education, social justice, social - upliftment and good citizenry amongst student community.

The play ground with its size and quality is a special feature of the campus. The very grand Conference Hall and the well equipped Physical, Biological, Computer and Psychology Laboratories with the full –fledged Library are the asset to this institution in addition to the comfortable class rooms.

FUTURE PLANS:

There are ample opportunities open for conducting M.Ed and M.Phil research courses with the status of NAAC assessment and Accreditation.

2. 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.)

Objectives:

- To be the leading college of teacher education.
- To develop competency of teachers-trainees in teaching techniques.
- To ensure the all round development of teacher.
- To sensitize the B.Ed. students on environmental and community problems.
- To prepare the ICT friendly teachers.
- To develop linkages at local, state, national and international levels for quality assurance in teacher education.

Devarajan College of Education was started the B.Ed Course in the year 2008 with the strength of 100 students. The vision, mission, goals and student charter of the institution are communicated to the students, teachers and stake holders through the college prospects, college website, calendar and advertisement. At the time of admission norms, policy, rules and regulations are explained to the students.

The students are free to choose any elective subjects of the choice. High quality with best infrastructure and facilities and modern educational technology is provided.

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

The curriculum for B.Ed course is developed by Tamilnadu Teachers Education University and same is circulated to the affiliated colleges by the University.

We plan our curriculum and syllabi:

- Teaching learning process is planned before the commencement of the academic year.
- School visits are arranged for teaching practice.
- Test, models and revision exams are conducted and the evaluation is recorded.
- Seminars are conducted regarding curriculum.
- Feedback from the students, faculty, alumni and academic peer group are communicated to the academic bodies.

- On behalf of staff and students the principal writes letters and discusses with other institution principals regarding tough portion in the syllabus.

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

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

The programme is with a theory component and a practical component. The theory component consists of three core courses, one elective course and two optional courses with (lecture, tutorial, practical or project work).

- To meet the global challenges, we have a core paper titled “Education in the Emerging Indian Society”.
- To cope up with the children of today, we have a core paper titled “Psychology of Learning and Human Development”.
- To practice and to prepare new innovative techniques, we have a core paper titled “Educational Innovations and Management”.
- For environmental awareness, there is an elective paper titled “Environmental Education”.
- To cope up with the cyber world, we have another elective paper, “Computers in Education”.
- For personal, professional and social adjustment, we have “Guidance and Counseling” paper.
- To keep a healthy mind in a healthy body, there is “Physical and Health Education”.

Thus, the student-teachers are exposed to the global trends in teacher education to meet the emerging needs in the field of education.

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

Yes, the value education is imparted to the students during the training period. There is a provision for ICT Lab in the syllabus and subjects are taught using ICT.

- Moral science class is successfully carried out
- Communication skill is developed.
- Classes are allocated for ICT programme
- Spoken English coaching is given to the candidates.

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

The institution makes use of ICT for curricular planning and teaching. We have a ICT center in which we have LCD Projector, OHP and Interactive Board with adequate system for effective teaching and training to the students.

1.2 Academic Flexibility

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

The trainee teachers in B. Ed Program is provided training with the help of audio-visual aids, group discussion in classes, seminar presentations, class room quiz, team teaching etc. The teachers make use of teaching aids while imparting experiences to the students in the classroom. In addition to this, the students of B. Ed. course are provided training in various teaching skills as well as classroom management skills by the techniques of micro-teaching, simulation, practice teaching in schools. The first hand experiences to the students are provided with the help of demonstrations and practice in different laboratories.

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

To provide varied learning experiences to the students both in the campus and in the field, we frame our time-table, as such in our monthly and yearly plan.

In the campus:

- Curricular transaction through core, elective and optional.
- Club activities.
- Cultural programmes
- Bridge courses

- Seminars, guest lectures
- Assembly activities
- Celebrations.

In the Field:

- Sports activities
- Field trips
- Educational tour
- Extension activities
- Plantations by ECO club activities.

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.,

2010 – 2011:

- ✓ A bridge course was organized at the beginning of the course for ten days to develop communication skill (Verbal/written)
- ✓ Computers in Education, Elective and Educational Technology practical classes for ICT skills.
- ✓ Psychology practical and Camp activities for life skills and Community orientations.
- ✓ YRC (Youth Red Cross) programme for to develop social responsibilities among student-teachers.

2011 – 2012:

- ✓ Bridge course for communication skills.
- ✓ Computers in Education, Educational technology practical classes for ICT skills.
- ✓ Psychology practical's and Camp activities for life skills and Community orientations.
- ✓ YRC programmes for social responsibilities.
- ✓ Eye check-up for the student-teachers freely.

2012 – 2013:

- ✓ Bridge course for communication skills.
- ✓ Computers in Education, Educational Technology practical classes for ICT skills.
- ✓ Psychology practical and Camp activities for life skills and Community orientations.
- ✓ YRC programmes for social responsibilities.
- ✓ First aid training.
- ✓ Fire safety measures / use of extinguisher.
- ✓ Awareness survey.
- ✓ Conducted Eye camp

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

Inter-Disciplinary:

All methodology optional classes reveal the importance of interdisciplinary aspects such as that without understanding the facts and figures in the core papers like Challenges in Education, Psychology of Learning and Human Development and Innovations in Education and Management, we cannot learn any method of teaching of any subject in concreteness and may not appeal to the level of the students in different social strata with confidence and conviction.

Multi-Skill Development:

Co-curricular activities like

- ✓ Club activities.
- ✓ Camp activities.
- ✓ Cultural programme / competitions.
- ✓ Assembly activities.
- ✓ Celebrations.

All these activities lead to develop multi-skill developments and the harmonious well-adjusted wholesome development of the integrated personality of the student-teachers at large.

Practice Teaching:

We have the following sessions

- ✚ Demonstration classes by Faculty members.
- ✚ Micro – teaching sessions by faculty.
- ✚ Principal is personal observation of each student's demonstration with the presence of all the students and the faculty for approval to send for teaching practice.
- ✚ Practice teaching in both optional.
- ✚ Macro-teaching practice in both optional.

Work Experience / Socially Useful Productive Work(SUPW)

The student teachers have to submit SUPW (Socially Useful Productive Work) record for their practicum component. They learn to make

- ✚ Few decorative items
- ✚ Few productive items like Phenyl, Agarbathi, Soap powder and ink.

Five days citizenship training camp provides ample work experience to learn and produce socially useful and productive products. It enriches the dignity of labour and the work consciousness in the part of the student-teachers to value the need of work at hand to lead their life in steady and peace with all confidence and courage.

1.3 Feedback on Curriculum

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

- From students by giving them a questionnaire at the end of the academic year.
- From Alumni by giving them a questionnaire when they come for their convocation.
- From employers- at the time of campus recruitment and placement.
- From community - through parent teacher association
- From academic peer group through discussions and interactions.

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.

Feedback related to curriculum from the all the sources are collected and transmitted to the management, which involved and implement to supplementing the curricula for the college.

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

There is no provision as such for the participation of self financed teacher educator colleges in curriculum development at university level .It is regulated by the governing university.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last three 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).

Changes have been made in TLP (Teaching Learning Process) and additions have been made in Models of Teaching and micro skills by the University, according to the emerging needs and trends of Teaching Learning Process for quality improvement. Such changes in the syllabus make the students aware of recent advancements in Educational Technology and thus result in student satisfaction. Board of studies has also introduced some changes in division of Internal & External marks of B.Ed. courses.

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

- Since ours is an affiliated institution curriculum review and updates are carried out only by the university concerned.
- Through student input and feedback from practicing schools, we send the suggestions to the university whenever we are asked for the suggestions and changes to be made by the university connected to the institution, more particularly regarding the physically impaired student-teachers.

1.4 Best practices in curricular aspects

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

For providing quality training to the prospective teachers, a number of additional academic and co-academic activities other than those prescribed in the curriculum, are being organized. These academic and co-academic activities mainly include support to nearby schools by academic help to school teachers, academic and vocational guidance to students of practicing schools, feedback from teachers and students regarding curriculum and its transactional aspects, feedback from school teacher improvement of practice teaching etc.

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

- ✓ Election of office bearers for association meetings
- ✓ Inviting guest lecturers to deliver lectures on thrust areas
- ✓ Arranging educational field trips
- ✓ Motivating the students to participate in co curricular and extracurricular activities.
- ✓ First Aid programme, Personality Development and citizenship training Camp are some of the best, curriculum practices.

- ✓ A course file is maintained for each subject by all faculties. It contains Syllabus, Lesson Plan, Model Question Paper, Question Bank and evaluation record. Seminar method of teaching and group discussion are adopted to create interest among the students. Moreover seminars are organized, placement training and campus interview is also provided.
- ✓ Training in use of interactive board, OHP and LCD is an additional criteria.

CRITERION – II

TEACHING – LEARNING AND EVALUATION

2.1. ADMISSION PROCESS AND STUDENTS PROFILE

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

Under the rules and regulations of National Council for Teacher Education (NCTE), Higher Education Council and Tamil Nadu Teachers Education University (TNTEU) the following eligibility criteria are followed for the admission of B.Ed course.

Admission Criteria for the B.Ed., Course

- ✓ The candidate should have passed the UG degree examination in the 10+2+3 stream, with the same main subject in part III, for which he is seeking admission in the B.Ed course.
- ✓ Candidates who have taken more than one main subject in part III (double or triple major) of the UG degree have to choose only one of the main subjects and apply for that optional in B.Ed.
- ✓ Candidates with Applied Mathematics and Statistics can apply for Mathematics optional in B.Ed.

- ✓ Candidates who have done their UG degree in Applied Chemistry, Biochemistry or Applied Physics can apply for physical science optional in B.Ed.
- ✓ Candidates who have done their UG degree in Biotechnology, Plant Biology and Plant Biotechnology can apply for Biological Science.
- ✓ Candidates who have done their UG degree in Computer Science, Information Technology and Computer Applications etc., can apply for Computer Science.
- ✓ A candidate should have secured

OC - 50%

BC - 45%

MBC - 43%

SC/ST-40%

of marks in part III of UG degree.

- ✓ In the case of candidates belonging to SC and ST communities, a pass with 40% marks in the relevant UG degree is enough, irrespective of the number of attempts.
- ✓ In the case of handicapped (both physical and visual candidates), a minimum pass with 40% marks in the degree is required.
- ✓ Age no bar.
- ✓ The admission committee arranges the following procedures:
 - ✓ Sale of application
 - ✓ Registration
 - ✓ Verification of certificates
 - ✓ Admission

The eligible candidates are interviewed orally for their communication skill for 100 seats.

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

Applications are invited for the programmes offered by the college through advertisements in leading newspapers. Information regarding the programme, course-content, fee structure, and facilities available in the college for the students is provided in the advertisements as well as the prospectus.

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

The admission committee members take full responsibility of admission. As we follow: First Cum First Served policy, the eligible candidates get chance. We have transparency, equity and criterion based admission. We have the following criteria for admission.

The applicant should have undergone 10+2+3 pattern of education.

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)

Strategies followed to retain the diverse population are:

✚ For individuals of diverse economic background, scholarship facility, bank-loan facility, management sponsorship and fee concession strategies are followed.

✚ For individuals of diverse cultural background, cultural harmony is provided through co-curricular and extra-curricular activities.

✚ First cum first served policy helps both male and female to get admission in a transparent way to have equal representation from gender as well as linguistic backgrounds.

✚ 3% admission policy of Tamilnadu Teachers Education University is followed in case of physically challenged candidates.

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

After admission the institution adopts methods for assessing students' knowledge, needs and skills before the commencement of the program through marks secured by the candidates, group discussion and personal interview. Before the commencement of teaching programmes a knowledge assessment programme is conducted to assess the talent and the skill of the students to be used suitably later. This process helps the teacher to assess the student's potential, academic background and the skill in English. Remedial support is provided to the weak students.

2.2 Catering to Diverse Needs

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

The institution works towards creating an overall environment conducive to learning and development of the students,

- Through good infrastructure
- Through qualified and competent teachers
- Through student amenities like toilets, water, telephone, medical aid and counseling

A questionnaire at the end of the year filled by students on campus experience will throw light on the improvement to be made. Further an overall conducive environment is created by the cordial one to one relationship among the principal and faculty members and students. Through positive attitude and aptitude under the able guidance of the faculty members, we create team spirit.

The student are divided into different houses and work as a team in activities like assembly programme, various club activities, cultural programmes, celebration, camp activities and field trips to get learner – friendly environment.

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

The institution caters to the diverse learning needs of the students through its planned co-curricular, curricular and extra-curricular activities.

OUR CURRICULAR TRANSACTION ACTIVITIES:

(a) Curricular	(b) Co-Curricular	(c) Extra-curricular
<p>A. Theory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core –(3) <input type="checkbox"/> Elective– (4) <input type="checkbox"/> Optionals –(2) <p>B.PRACTICALS</p> <ol style="list-style-type: none"> 1. Practice-teaching 2. School-internship 3. Records/Albums 	<ol style="list-style-type: none"> 1. Club activities 2.Camp activities 3.Cultural Programmes 4.Sports activities 5.Bridge course 6.Celebrations 7.Seminars/guest Lectures 	<ol style="list-style-type: none"> 1.Field trip 2.Educational tour 3. Sports activities 4.Extension activities 5.Tutor -ward system

- By helping through various committees
- By providing library/computer facility
- By providing various laboratories
- By providing various guidance & counseling services.

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

Through the organization of different activities as cultural programmes, different type of competitions, discipline, code of conduct, equal opportunity system are the activities that college adopts for diversity and equity in teaching learning process.

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

Our faculties are selected by the staff selection committee of the trust and are sufficiently knowledgeable and sensitive to cater to the diverse needs of the students. By getting the needs from the students relevant topic and subjects beyond the curriculum are all imparted to the students in the form of value added courses, guest lectures and practical training and the faculties are well qualified, experience and dedicated. They are transformed from conventional chalk and talk method to tick and click method. All staff members know to use LCD, Interactive Board and OHP. Staff members attend various seminars. Self appraisal formats are filled by the teachers themselves. Reviews are conducted randomly by the management.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

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

2.3. Teaching – Learning Process

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

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

+ **Library:** The library is used as resource and knowledge centre and students are motivated to use the resources on daily basis and spend some time in the library every day without fail.

+ **Internet:** There is a facility of Internet (Broadband) in computer room, where students can use it to prepare seminar, assignments and notes.

+ **Individual Project:** All students are assigned topics for class seminar and Home Assignments.

✚ **Practice Teaching:** All students do micro teaching as well as macro teaching in both the school subjects.

✚ **Practical Work:** Each and every student does the practical works as envisaged in the curriculum.

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

Learning is made student-centered by allotting house system. Being student-teachers almost all activities are centered on them. The following are the lists of participatory learning activities adopted by the institution.

- a. Micro teaching
- b. Macro teaching
- c. Demonstration classes
- d. Simulation lessons
- e. Seminar
- f. Cultural activities
- g. Club activities
- h. Camp activities
- i. Community activities and
- j. Celebrations

Contribute to self-management of knowledge and skill development by the students.

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

The following methods are used for effective learning:

- ✓ Learning cum demonstration method.
- ✓ Experimental method
- ✓ Debate & Discussion Method
- ✓ Project method
- ✓ Presentation of Model Lesson (Micro Teaching & Macro Teaching).

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

The trainees are made aware of various teaching models in the classes of methodology. They are practicing all these models in their pre-practice-teaching sessions in the College and during teaching practice sessions in the school under the guidance and supervision of the staff-in charge in the College and the guide teacher in the schools. Trainees are exposed to simulated classroom teaching by experienced teachers. They learn new methods by observation and discussions that follow such sessions.

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

Yes the student teachers use micro-teaching technique for developing teaching skills. As per the syllabus seven skills are practiced by students before going to the teaching practice.

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

1. Skill of Set Induction
2. Skill of probing question
3. Skill of using Black board
4. Skill of Explaining
5. Skill of Illustration with Examples
6. Skill of Stimulus variation
7. Skill of Reinforcement

All the above skills are used for all the subjects taught. They are insisted to choose model lesson and prepare lesson plan. Microteaching practice is given to the students before macro teaching class.

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

The details of the practice teaching process in schools are as given below

One student is given one lesson per day. For the duration of five hours Lessons will be observed by the school teachers. A prescribed feedback form will be filled up by the school teachers and sent to the institute for monitoring. In the feedback the lesson plan will be also mentioned. The topic is covered within a period of 45 minutes duration and the elements of topic of teaching points are analyzed. The teaching objectives and the weight age are also determined in terms of time allotted to them.

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

Internship to students is in vogue as per the curriculum designed by the University. During practice sessions, the trainees are interneers. They attend school during working hours and get used to the school routine. The programme is finalized with the concurrence of the Head-master and the guide teacher. The programme has two sessions- one for observation and another for practice.

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

The practice teaching sessions are developed in partnership co-operatively involving the college staff and the mentor teachers. The college staff will contact the corresponding mentor staff about the teaching and observation training to be given to students before sending the students to the school. The college staff will visit the school every day. Good rapport is maintained between faculty and the guide teacher.

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

The teachers and students keep pace with the recent developments in their subject by periodically consulting the internet, latest books and journals. State level seminars are organized by the management and eminent personalities are invited to give lectures. Personality development training and career counseling is given to the students.

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

Five teaching aids are mandatory to prepare in Sessional work and one teaching aid is mandatory to use during the practice teaching in each lesson. They are encouraged to use O.H.P. & Power Point presentation through L.C.D.

Projector during their teaching along with charts, models and other teaching aids.

2.4. Teacher Quality

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

The practice teaching sessions are developed in partnership co-operatively involving in the school staff and the mentor teachers. The mentor teachers will contact the corresponding school staff about the teaching and observation training to be given to students before sending the students to the school. The mentor will visit any one of the school every day.

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 in teaching practice school is 1:40 as per State Government norms. We see that it is in close affinity of the students reach.

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

The practice teaching sessions are closely monitored and evaluated during the planning and the execution stages. The lesson plans are carefully scrutinized and improvements suggested. The classroom performance is watched by the guide teacher and suitable feed-back and corrective advice given to the trainees almost as a daily measure.

The college faculty in-charge evaluates the lesson plans at the preparation stage itself and suggests ways of improvement. He interacts with the guide teacher and has joint sittings with the trainees. Similarly the students feed-back is obtained informally by the guide teacher and through informal write-ups by the trainee himself for performance improvement

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

In B.Ed. the trainees take a core paper on Education in Emerging Indian Society. This exposes them to the major issues involved in present day education. They are encouraged to read journals and news-papers to keep track of developments in the field and the cross-currents in educational policies. Special lectures are arranged on vital issues that have a bearing on education. They are also encouraged to interact with practicing teachers and educational administrators and become alive to the needs of schools and learners and what society can do for the cause of education.

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

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies through the technology. The journals, periodicals and dailies update the knowledge. The use of NET and the information circulated from TNTEU show the recent developments in education. The faculty members attend the seminars to update their knowledge and in turn share the information with student-teachers.

The student teachers in turn learn from the peer group, guide-teachers and from ICT. Thus, the use of science and technology makes the world come closer to know more and more about the environment, society and self by organizing seminars/conferences in the college. The student-teachers get an insight into the recent developments in the field of education and teaching-learning process.

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

The college encourages

- Teaching Staff to enhance their academic qualifications.
- To attend and participate in seminars, orientation and refresher programmes.
- To publish educational articles in different educational journals and magazines etc.
- To write books.

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

- The institution gives pay-hikes to staff-members for producing 100% result. Thus hard and sincere works of the faculty members are rewarded.

2.5 Evaluation Process and Reforms

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

The Institution takes all efforts to ensure a smooth teaching-learning process. The library and the laboratories are well equipped. The teachers are always available for consultation and guidance. There is a sound Tutorial System that ensures individual attention to every learner. The management is liberal with funds for the improvement of infrastructure. There is inter institutional resource-sharing and adequate peer group interaction through invited lectures and visits to peer institutions.

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

Internal assessments are the basis for the students scoring sheet therefore we have weekly class tests, monthly assignments and seminars and finally preparatory tests and model examinations for assessing our student learning. Speakers, Micro phone, Digital camera, Scanners and internet facility is used to make the classroom instruction interesting (Syllabus copy is enclosed).

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

Valued answer scripts and assignments are shown to the trainees. Their errors and short comings are pointed out to them and suitable remedial actions are suggested. This contributes to transparency and faith in the system. The students have the option to re-do the assignments and internal test to improve their scores. Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject teacher through communication of outcomes. All the remedial classes and tutorials are arranged as per the requirements.

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

Students are evaluated for the use of ICT in their practice teaching. Since they are trained in the preparation of power point slides etc. They are informed that there is assessment and evaluation in the use of ICT with a model assessment and evaluation for the same.

2.6 Best Practices in Teaching – Learning and Evaluation Process

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

The institution is student friendly in its pattern of instruction and evaluation. The mentor system ensures this student-centric approach. The teachers also demonstrate teaching, learning and evaluation skills in the class.

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

The students have good response toward these innovative practices. They realize that these programmes are very beneficial for their future. Student-teachers are given individual attention at every stage. Their lesson plans are scrutinized and revised to ensure effectiveness. There is free and frank exchange of views between the trainers and the trained.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Our institution motivates its teachers to take up research in education in the following ways:

- ✓ By giving teachers academic freedom.
- ✓ By creating congenial and conducive environment.
- ✓ By permitting the staff members to attend seminars, workshops and guest lectures related to education
- ✓ By giving them permission for higher studies.
- ✓ Through extended community activities.

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

Staff members are motivated to go in for educational research like

- ✓ Educational Psychology
- ✓ Educational Administration
- ✓ Educational Evaluation
- ✓ Educational Technology

- ✓ Teacher Education and Teaching behavior Curriculum construction and text books
- ✓ Guidance and counseling in any field of their interest.

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

Yes .The institution encourages Action research.

The B.Ed student-teachers are encouraged to submit their action research record in areas of their interest. They choose areas like;

- Infrastructure of the class.
- Time of teaching of subject.
- Late attendance.
- Spelling mistakes/reversals.
- Basic operations in mathematics.
- Creating interest towards subject.
- Locating places in a map.
- To draw neat diagrams and their labeling

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

<i>Details</i>	<i>Organized by the institution</i>	<i>No. of teachers attended</i>	<i>No. of teachers present papers</i>
Regional	-	3	3
State level	2	14	4
National level	1	15	2
International level	-	6	7

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. The teachers and students have also prepared OHP transparencies and power point presentations on various topics which are used by them in regular classes and micro teaching/simulation sessions respectively for enhancing their teaching effectiveness and skills.

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

All the laboratories 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. The students develop the instructional materials either in the laboratory or in the classrooms. Sometimes, they get these prepared in their residences for which the required material is issued to the students.

3. Did the institution develop any ICT/technology related instructional materials during the last Three 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. Training programmes /workshops organized by the institutions:

1. First aid training
2. Fire- safety training

Socially useful and productive material preparation training for

- ✓ Phenyl
- ✓ Soap
- ✓ Powder
- ✓ Rose water
- ✓ Agarpathi

a. Attended by the Staff

- Fire safety
- First aid
- Dental Care
- Nature care and cure

b. Training provided to the staff

- YRC
- SUPW- materials production
- Folk Songs
- Folk dances

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

Efforts have been made by our faculty members namely our Principal Mr.M.Saminathan, Asst. Prof. S.Magalakshmi, Asst. Prof. R.Vimala and Asst. Prof. N.Karthikeyan, Asst. Prof. D.Vinayagamoorthi, Asst. Prof. G.Murugapandyan 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.

The following Asst. Professors were got Best Teachers Award in various Academic Years.

2009 – 2010 – Best Biological Science Teacher Award granted to Thiru.S.Mathivanan.

2010 – 2011 – Best Mathematics Teacher Award granted to Thiru.K.Poonkundan.

2011 – 2012– Best EnglishTeacher Award granted to Miss S.Magalakshmi.

2012 – 2013 – Best Tamil Teacher Award granted to Mrs.R.Vimala.

2011 – 2012 – The Best Principal Award Granted Mr.M.Saminathan

Faculty members are Honoured by cash award by the Management Every year

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

The following faculty members undertook minor research projects in Education:

- Miss.S.Magalakshmi,
- Mrs.R.Vimala.

3.3. Consultancy

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

We have planned, but not implemented.

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 by the institution to publicize the available expertise

Yes, the faculty / staff members of the institution are competent enough to undertake consultancy.

Areas of competency of staff members:

- Career guidance
- Personality development
- Communication skills

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

Basically, the consultancy done by the staff members of the institution is honorary. Even if the revenue is generated, the institution allows the concerned person to utilize the same.

Every teacher- educator acts as a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit.

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

Specific projects are being drawn for the enhancement of community development. The projects envisage a two-fold advantage for the families in the neighboring villages. It helps to increase the resources through candle and soap making. Further, the community will be able to give up its dependence on the open market for the above products and be self reliant.

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.

✚ 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.)

Community participation in institutional development:

The institution is benefited through admission, support from the parents and in the formation of PTA. The people give support for its awareness programmes and supply us with required database.

Institution community networking:

- Both institution and community complement each other and work.
- For Community awareness programmes and national celebrations, they support the institutions.

Institution school networking etc:

- We have a strong network of helping heads of the institutions
- The schools selected for teaching practice support the institution by encouraging our student-trainees.
- The schools ask for required subject teachers and come for placements.

Thus the practice-schools extend their co-operation by extending their placement services.

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 Awareness Programmes, PULS Polio Awareness, Environmental Awareness Programmes, Disaster Management Programmes 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, Human Immunodeficiency Virus (HIV) awareness rally, Disaster Management for environment protection etc.

4. 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 and citizen training camp organized for 5 days.

3.5. COLLABORATION

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.

The institution is planning to become a member of National Level Educational Organizations.

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 linkage

Nil

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

Curriculum Development: Through journals and reference books we can learn about the context.

Teaching: The student-teachers can learn more and more for effective teaching.

Training: First aid training and YRC training will help in their professional development.

Practice Teaching: The library references and journals help in using different methodologies.

Extension: The training received can help in the extended community services.

Student Placement: The additional training and knowledge they get help in the placement of students

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

- The schools we go for teaching practice are selected.
- The student-teachers get internship practice.

- The schools extend their help in placement.
- The student-teachers along with their guide teachers join in the community services extended in their schools.

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?

For quality of research we give motivation, faculty support and library reference.

For extension activities the students are given opportunities to get awareness about social issues and to extend their services.

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

Good practices are:

In research - Action research by B.Ed trainees

In Extension - camp awareness activities and their usage.

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 the physical infrastructure as per NCTE norms.

Facilities available:

- Principal's Room
- Staff Room
- Office Room
- Class Rooms

Laboratories

- i. Biology Lab
- ii. Physical Science Lab
- iii. Computer Lab cum Language Lab
- iv. Educational Technology Lab
- v. Psychology Lab
- vi. Mathematics/Social science Lab

- Lecture Hall
- Auditorium
- Library
- Rest Room
- Play Ground

Amount invested for developing infrastructure

S.No.	Year	Amount Invested
1.	2011-2012	Rs. 2,50,000/-
2.	2010-2011	Rs. 2,00,000/-
3.	2009-2010	Rs.1,20,000/-

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

The institution plans to meet the need for augmenting the infrastructure to keep pace with the academic growth.

- By regular maintenance of class room ,Garden, Laboratories and Equipments
- Regular investment in Books, Equipments and Computers

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

The infrastructure facilities available for co-curricular activities:

- Spacious auditorium
- Ventilated lecture hall
- Library
- Computer room
- Educational technology room

For extracurricular activities including games:

- Spacious open play ground.
- Provides indoor games like chess, carom
- Dance and music classes 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 physical infrastructure of the institution is not shared and is exclusively for B.Ed students only.

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)

To ensure health and hygiene of the staff and the students, we have the following facilities;

1. Rest rooms for men and women
2. Wash rooms
 - Separate urinals and lavatories for men
 - Separate urinals and lavatories for women

3. Health Centre

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.

Infrastructure: Allocation, utilization, Balance.

- Land
- Building
- Furniture
- Equipments
- Transport
- Computers

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

The Budget, Income – Expenditure statement of College is 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 institution considers the environmental issues associated with the infrastructure through the following.

- By keeping the institution under controlled noise.
- Open space around the building
- Regular housekeeping and security services
- Proper ventilated and bright classrooms
- By planting more trees for greenery
- Banning plastics for plastic free zone

4.3. LIBRARY AS LEARNING RESOURCES

1. Does the institution have a qualified librarian and sufficient technical staff to support the library?

Yes, The college has well qualified and efficient librarian . 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.....)

The library resources available to the staff and students are:

S.No	Particulars	Total Collections
1	No. of. Books	8120
2	No. of Titles	6534
3	No. of Journals	13
4	No. of Reference Books	1586

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

Yes, the institution has the mechanism to systematically review the various library resources for adequate access, relevance etc and to make acquisition decision through

- The formation of the library committee
- Members

1. Librarian
2. Co-coordinator/Staff
3. Coordinator/office
4. Student representative

- Submission of list of books by each and every department
- Purchase of books according to the budget allocation.
- Annual library checking
- Annual library maintenance

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

Yes, Library is computerized. Library materials and services are automated with commercial software. All the books and material are properly numbered and indexed for effective use. The ease of accessibility of the material is in practice as seen in the use of an 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 Computers, Internet facilities in the Library. Teachers have open access to the racks. Students can make use of the OPAC. They can get materials Xeroxed.

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

Yes. We make use of Inflightnet.

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 remains open for all the 180 working days of the academic year. Per day, the library remains open from morning 8.30 a.m. to evening 4.30 p.m. for the students to enrich their teaching-learning processes. The library is closed on all Sundays.

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 institutions library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, The college library has a little 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 back.

4.4. ICT as Learning Resources

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

The ICT facilities available are computer lab, hardware, software, internet connectivity, access, audiovisual, other media and materials.

Number of computers - 35 with 5 printers.

Number of LAN----- 35

The institution ensures the optimum use of the computer and ICT (Information computer Technology)

- By allotting time slot for the students to make use of computer and internet
- By making use of educational technology lab materials for teaching and learning.

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.

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

a. Developing lesson plan

A lesson plan format is designed by using multimedia projector and projected for the whole class, so that the student teachers takes notes for developing lesson plan in the future practice teaching.

b. Classroom transaction

The student teachers prepare particular topics using film strips, transparencies which is difficult for the students and also for proper classroom interaction.

c. Evaluation

The achievement and diagnostic test papers are evaluated by manual, and the marks obtained by the school students are stored in the Excel (Microsoft) by the student teacher like rank correlation, arrangement of marks etc.

d. Preparation of teaching aids

In the class the lectures of the concern department presents the models and preparation of teaching aids using LCD, slide projector etc. so, that the students teachers gets idea regarding the preparation of teaching aids for future teaching practice.

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?

Various audio-visual facilities available are:

- Television
- VCD player
- LCD(Liquid Crystal Display)
- OHP(Over Head Projector)
- Computer

Other materials available are:

- i. Educational CDs
- ii. Educational Audio & Video Cassette

The student teachers are encouraged to use them for practice teaching,

- By instructing them to take model lessons using technology
- By ensuring that they participate in seminars using technology
- By encouraging them to make use of the technology for cultural programmes
- By making them, use technology for their camp activities.
- By making them, use modern technology in preparation of lesson plans, in evaluation and in preparation of teaching aids.

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

The various laboratories are:

- o Physical science lab
- o Biological science lab
- o Psychological lab
- o Computer lab
- o Educational Technology Lab
- o Language Lab

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

The facilities available with the institution are:

- Multi-purpose hall – we have a multipurpose hall for the curricular and co-curricular activities.
- Workshop - we have a common hall for conducting SUPW classes
- Sports room – we have a room for sports equipped with sports kit.
- Transport – we have facility for transportation

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

Yes, the classrooms are equipped for the use of latest technologies for teaching.

- Our classrooms are provided with enough electrical fittings so that we can use any modern equipment.
- Every day's assembly programme is done with the amplifying system.
- Seminars, model teaching, demonstration lessons are done using LCD and OHP.
- We can use DVD player to screen in the classrooms.

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?

By utilizing the available resources and the use of technology, our faculty members make teaching-learning process a successful and effective one.

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

The innovative practices related to the use of ICT that contributed to quality enhancement are:

- Power-point presentations
- Useful print –outs
- OHP presentations

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

The best practices in Infrastructure and learning resources‘adopted by the institution are:

- Need-based purchase of learning equipments
- Suitable classrooms to use teaching equipments
- Well-maintained infrastructure in all laboratories for teaching-learning processes
- Proper utilization of laboratory materials by the faculty for effective teaching.
- Support of the management in supply and maintenance of learning resources.

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1. Student Progression

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

Tutorial Classes, Fine Arts programme, Sports Activities, Talent test, Quiz programmes, Bridge courses, Placement, Personality Development Programme, and Career guidance programmes conducted by the institution to create the preparedness in students for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme.

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

For making the environment of the campus motivate, healthy and student-friendly, the college ensures participant-centre approach for providing varied learning experiences to the students through organization of various academic, co-curricular and extension activities.

The college promotes active learning among students. Different committees have been framed in which the students have been given due representation to ensure student-centre approach. These committees are responsible for organizing various types of activities in the college.

The students are encouraged and involved in planning and organizing various activities. The role of students in enhancing the quality of teacher training in the college is give importance. For this, the students have been given due representation in various committees for smooth and adequate management of college affairs. For ensuring the quality of various aspects of teacher training in the college, the faculty members monitor various activities in the college in joint manner and provide necessary help and guidance to the students.

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

There are no drop outs after the admission in the last 3 years.

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 years?

For enabling the students to compete for the jobs and progress to higher education,

- We provide books for reference from the library.

- The guidance and counseling committee gives tips for placement and higher education.
- The placement service committee helps the local placement of students
- Tutor – ward system (optional- based) also helps the students to go for jobs or for progress in higher education.
- Nearly ten students appeared for SLET/NET.

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

These estimates are based on available data.

	2010-11	2011-12	2012-13
	%	%	%
Higher studies	20	25	22
Employment (total)	20	30	35
Teaching	15	23	30
Non teaching	05	07	05

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

Yes, the institution provides training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other sources available to the student teachers after graduating from the institution, whenever they are in need.

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

Yes, we provide placement services.

- Under the able guidance of placement committee, the teacher trainees are shaped as excellent and dedicated teachers.
- Explain the activities of the placement cell like training for interview, preparation of Curriculum Vitae(CV)
- Some of our teacher trainees are working as PTA teachers, in schools where they had gone for their teaching practice

The details of last two years placement details:

2011-12	2012-13
15	20

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

Mostly English medium schools visit us for campus – placement. The difficulty faced is lack of English medium teachers. Generally students prefer mother-tongue as their medium of instruction.

- To overcome the difficulty we advise the students to go for —Teaching of General English in optional II
- To make the student teachers communicative and confident, we organize bridge course to train Spoken English skills and personality development skills.

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

Yes, the institution has arrangements with practice teaching schools for placement of the student-teachers.

The practice teaching schools visit, interview and select the students. Some Government schools ask for part-time PTA teachers and select our student teachers.

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

The placement cell is given budgetary allocation to provide transport, hospitality and miscellaneous expenditure to conduct campus recruitment.

- The placement committee takes keen interest to make arrangements for the interview, testing etc with the help of office members.
- The placement committee also gives technical support to the visiting team.

5.2. STUDENTS SUPPORT

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

The curricular programmes are planned as per the instructions of the Tamil Nadu Teachers Education University. The subject allotment time table and year-plan are decided in the staff meeting.

The Co-Curricular activities are planned with the help of the members of the cultural committee and students-council

The extra-curricular activities are planned with the help of committees in charge of extension and community activities Eco club, Library committee and students council.

For smooth running of the curricular activities,

□ Academic calendar is framed with the consent of the Management after discussion with the staff members.

To communicate across the institution we send circulars through office and some times over telephone for emergency cases.

We get feedback from parent- teacher Association through PTA meetings. From Alumni association when they come for their convocation. From Internal Quality Assurance cell from time to time and from the community through our extension services.

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

Based on the physical deformities optional classroom can be shifted. Motivation can be given them to overcome their inferiority complex. Special coaching classes should be conducted. Proposed to give them free education.

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

Yes, Institution has a system through which the students are mentor specially test and assignment procedure is adopted to find out the weak students. After finding the students are divided into groups to mentor by the subject teacher. All the students are provided proper guidance and help to overcome the weakness.

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

To support and enhance the effectiveness of the faculty in teaching and mentoring of students,

- We have academic freedom for faculty members.
- We motivate the faculty members through incentives and appreciation
- The conducive working environment is created/ provided to faculty members.

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

Yes, it has its website. Details of Website: www.devarajanbed.org. The information posted is about its vision, mission objectives and academic plan and achievements, details of the faculty Co-curricular and Extra-curricular activities. It is updated yearly ones and as and when necessity arises.

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

Yes, the college offers remedial instruction to academically low achievers. The students' performance in class and house examinations is considered as a base for providing additional academic help and guidance.

This remedial programme (remedial classes) is organized during preparatory vacations before the commencement of final examinations. The teachers identify the needs of students in concerned subjects where they are facing difficulties and individualized support (depending on the nature and extent) in the form of remedial programme to the low achievers is provided. Remedial help in the form of individual guidance is also provided to the students by the faculty members during the period when the classes are in function, especially during lunch break hours.

7. What specific teaching strategies are adopted for teaching?

(a)Advanced learners and (b) slow learners

Specific teaching strategies adopted for teaching advanced learners are:

- Extra reference
- Mind mapping or concept mapping
- Assignment method (web analysis)
- Peer presentation

For slow – learners:

- Additional teaching-practice
- Programmed learning system
- Extra notes
- Special tests

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

The various guidance and counseling services available to the students are:

- Academic guidance: The concerned optional faculty in-charge gives proper guidance for their academic enrichment as well as remedial improvement.
- Personal guidance: Individual attention is given for advising and guiding them for their personal day to day problems by our faculty members.
- Social guidance: The students are guided for their social behavior and social adjustment
- Career guidance: Guidance and counseling services and placement committee take initiative to guide and to make them choose the right career for their bright future.

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

Mechanism: - A suggestion box is kept in the college for students as well as faculty of the college, which is opened fortnightly by the Principal. Various problems listed, are solved by the Principal or referred to the management for solution, as per the nature of the problem. Students also interact freely with the tutors in the tutorial groups to discuss and solve their general, personal, educational and vocational problems.

The main problem encountered during the last two years has been the tremendous workload on the students. Due to the long admission process less time is left to work out the curriculum framed by the university and the students have to bear the load due to shortage of time.

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

In the initial stage we have bridge course and talent test. Every one year feedback form is collected from the students and this is supported by class test, assignment and monthly test. Demo classes and micro-teaching classes are given in the beginning. After school teaching practice, seminars and paper presentation is redone.

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

The institution ensures the students competency to begin practice teaching through pre-practice preparations like

- Micro teaching practice session
- Demonstration classes by faculty members
- Link lesson practices by each student
- Macro teaching practices by every student

During practice teaching in schools the students are provided the following support,

- Weekly observation by the optional faculty members to observe their teaching, to help in preparing teaching aids and to guide them for proper execution.

Mainly the students get moral support and academic assistance.

5.3.Student Activities

1. Does the institution have an Alumni Association?

Yes, the institution has an Alumni Association the alumni association established in the year 2010-2011 academic years. Its office bearers are:-

President : Mr.D.Rajasingam

Secretary : Mrs.G.Mutharasi

Joint secretary : Mrs.H.Salamathbegam

Alumni conduct the following activities.

- Formation of core committees
- Arrangement of alumni's meets
- Maintaining the profile and records of the alumni, arrangements counseling for students.

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

The institution encourages students to participate in extracurricular activities including sports and games by organizing various weekly competitions, athletic meet, annual day function and also by motivating the students to participate in various inter-college competitions. In the session 2011-12 our students participated in various activities.

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

To encourage the extracurricular activities of the candidates our college conducts Physical education classes.

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

The institution involves and encourages students to publish through club activities, camp activities and in extension, community activities and in house activities.

Major Publications:

- | | | |
|----------------------|---|---------------------|
| 1. College magazine | } | Under consideration |
| 2. Optional booklets | | |

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

Yes, the institution has a student council.

Details on constitution:

- President is elected through open voting system.
- Vice-president is also elected through open voting system.
- Secretary is also elected through open voting system.

Members: One representative from each optional – 9 members are nominated by the class Major activities:

- Year plan for co-curricular activities
- Year plan for extra-curricular activities
- Helping in library committee
- Assisting alumni services
- Community and extension work
- Club activities

The major funding for the student council is through sponsorship.

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

- Discipline committee
- Cultural committee
- Infrastructure committee
- Library Advisory committee
- Admission committee
- Extension Activities committee
- Placement committee
- Examination committee.
- Admission Committee
- Alumni Association Committee
- PTA
- Grievance & Redressal Committee

All the committees are responsible to ensure for their field work.

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

Yes, the institution has a mechanism to seek and use data and feedback from its graduates and from employers.

- Giving the students questionnaires at the end of the academic year.
- From employers at the time of campus recruitment and placement.

The data collected are used to improve the preparation of the programme and the growth and development of the institution.

5.4 Best Practices In Student Support And Progression

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

Best practices in student support and progression are:-

- Pre-practice teaching encouragement
- Practice - teaching support
- Effective co-curricular/club/camp activities
- Active alumni/placement services
- Useful assembly programmes
- Meaningful tutor ward system for guidance and counseling.

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1. Institutional Vision and Leadership:

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

The institution's stated purpose, vision, mission and values are made known to the various stakeholders in different ways. They are college prospectus, calendar, magazine and advertisement in newspaper as well as local channels. Further and also during the admission, opening day, PTA meeting, Alumni Association and Camp programmes the management and staff clearly give adequate information about our purpose, vision, mission and goals.

Vision

Vision of this institution is "Transformation of Society through Human Resources"

Mission

"Excellence in Value based Education and Research for the Development of Human Resources" is the mission of this institution.

Goals

The college fixes its own goals. They are

- (i) To impart quality education through innovative learning environment.
- (ii) To develop individual potential through participatory teaching and learning strategies.
- (iii) To stimulate an interest towards Research and technology developments and their application in Education.
- (iv) To establish a network between the related fields of Education and Society.

They are made known to the stakeholders by:

- Public announcement at the time of admission
- Prospectus
- P T A meetings
- Alumni Association
- Camp Programmes
- College calendar

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

Needs of the society are fulfilled by the following activities viz.

- ◆ Bridge course
- ◆ Talents day
- ◆ Computer training
- ◆ Spoken English classes
- ◆ Writing five new words and their usage daily
- ◆ Value Education
- ◆ SUPW
- ◆ Awareness programmes relating to sustainable development, fighting alcoholism, child abuse and other for promoting gender justice,
- ◆ Specific projects for the enhancement of community development by initiating necessary training in the making of soaps, detergents, candles, and pain-balms etc.
- ◆ Programmes for educating the village community on self reliance and for popularizing the slogan “clean and green environment” and for fighting the evils of alcoholism and child abuse. s
- ◆ In view of the growing need for the promotion of gender justice, the institution has begun an awareness programme for the purpose.

The vision, mission, goals and objectives of the institution are reflected in the curricula through the following activities:

- Knowledge and skill imparted and translated in to action by means of clubbing research with these to fulfill the needs of the community.

- Students visit different houses in the neighboring village and give awareness talk on Health and Sanitation, Adult Education etc.
- Teach the village students the usage of dictionary and how to keep their surrounding clean.
- Students visit neighboring schools and guide the slow learners.

Value added topics are discussed to prepare students to know global demands. New trend - based topics are provided. Then the papers are published in the form of a book.

The methods adapted to teaching-learning and evaluations are based on the students' academic performance. This is assessed through the entry behavior test and students assessment profile.

In order to ensure the effective teaching learning practice, more efforts are taken to build up capacity and train students by using modern and student friendly teaching aids and techniques such as,

- OHP
- LCD
- Computer
- Green board
- Audio visual aids
- Internet
- Chart preparation
- Guest lectures
- Library References

- Seminar
- Assignment
- Group discussion
- Debates
- Quiz

3. Enumerate the top managements commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes(functioning and composition of various committees and boarding of management, BOG, etc)

Our management takes active role for transaction of effective teaching and learning processes through their following activities.

- Supporting all committees by extending their help.
- Academic freedom for faculty members
- Supporting and encouraging innovative practices.
- Board of Governance meetings takes place in term wise to check up the academic progress.
- Board of Governance conducts meetings to get feedback from the students, from parents and from community for the betterment of the institution.

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

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 to participate in decision making.

5. How do the management/ head of the institutions 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 missions/vision and goals?

Through the actions and reports of IQAC and grievance cell the institution identifies and addresses the barriers in achieving the vision/mission and goals.

7. How does the management encourage and support involvement of the effectiveness and efficiency of the institutional process?

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 interpersonal 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 managements of different institutional activities? Give details of the meetings held and the decisions made regarding academic managements, finance, infrastructure, faculty research, extensions and linkages and examinations during the last year.

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

- Alumni Association Committee – yearly once
- Admission committee – yearly once
- Cultural Committee – yearly once
- Extension Activities Committee – Yearly Once
- Students association – as and when required
- Grievance Cell – Yearly Twice
- Discipline Committee – Yearly Once
- ECO Club – Yearly Once
- Examination Committee – Yearly Once
- Career Guidance and counseling cell–yearly twice

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

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

Within the frame work of college administration work is divided among all members of the faculty and by the principal. Decentralization is done in such a way is to involve every one and make everyone feel important.

Supervision by the principal

Assigning departmental and college responsibilities to every faculty member apart from teaching.

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 In charge of Practice teaching, regarding student – teachers” performance and In charge of Practice teaching give suggestions to student teachers to improve their teaching.

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.

Yes, the institution uses the various data and information obtained from the feedback and letters from suggestion box in decision-making and performance improvement.

Data's are discussed in meeting and the best decisions are incorporated and recommended for adaptation.

6. What are the institutions 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 and Orientation programmes.
- **Innovation:** Language learning, Paper Analysis, Book Review, Computer Learning, 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 on MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution.

The database stored in master computer helps to select, collect, align and integrate on academic and administrative aspects.

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

The institution allocates resources like appointing faculty members on vacancies before the academic session, improving the campus amenities, enhancing the facilities of the faculty and allocating fund for different departments and library.

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

To support, the implementation of the mission and goals planned and obtained we need dedicated and devoted faculty members and special care is taken in selecting candidates with merit and aptitude.

As for the finances, apart from the fee income the Management also contributes to all the developmental activities of the institution.

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

The academic plan is prepared at the beginning of the year after detailed discussions by the principal and all faculties. 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 the vision, mission and implementation are, plans, monitored, evaluated and revised?

Review will be conducted for the staff periodically by the management to ensure and improve their efficiency in teaching. Academic achievements of the students will be monitored by the Principal, and the staff members by periodical tests, competitions etc., vision, mission and implementation of plan are monitored evaluated and revised periodically.

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

The institution plans and deploys the new technology in teaching, learning, administration and in evaluation with the support of the faculty through trial and error.

6.4 Human Resource Management

1. How will 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 the teaching research and service of the faculty and other staff?

The institution uses evaluation of performance assessment of teaching, research and extension service for improving the teaching and research in faculty. Feedback from students and self appraisal report from the staff members and the principal commands to the same are processed, assessed statistically through the principal.

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 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.

Apart from the above: -

- Transport facility in emergency.
- Maternity Leaves.
- Festival Advance.
- Free Transport facility
- Incentives for acquiring additional degrees
- Facility for leave on duty

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

Yes,

- Staff development programmes are conducted every year by the Principal and resource persons in the beginning of the year.
- Staff members are encouraged to participate in in-service programme conducted by the Government, DIET, etc.
- Orientation programmes are attended by the principal and the staff members.

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

On the basis of required qualifications and experience the management recruits the faculty members by advertising in the papers.

Salary structure in accordance with university.

From either side three months notice should be given for leaving the job.

The academic freedom, competitive salary, conducive work atmosphere, and timely increment of the institution retain diverse faculty members with qualifications, knowledge and skills.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (eg; Salary structure, Workload, Specialisation)

The College has part-time or Adhoc faculty for SUPW, Art and Work Experience. The college is providing hourly Basis salary for them. As per the Time Table the workload is given to them.

7. What are the policies, resources and practices of the institutions that support and ensure the professional development of the faculty? (eg. 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).

Staffs are encouraged to take up research leading to M.Phil. and 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 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?)

The physical facilities provided to faculty are:

- Staff- room
- Spacious optional rooms
- Needed Laboratories to carry out the Practical works effectively
- Seminar – hall
- Educational technology room

9. What are the major mechanisms in place of faculty and other stake holders 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 incharges 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 Association.

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

- Various committees, cells and clubs are organized that encourage faculty for professional and administrative activities including, teaching, and research, assessment, mentoring, and working with school and community engagement.
- Through admission committee and examination committee the faculty members learn administrative procedures and get placements as examiners
- Alumni association and placement cell helps the faculty members to have public relations.
- Grievance cell and students counseling enrich the faculty members as friends, philosophers and guides.

□ Community extension services and working with schools help them to have aptitude towards research activities, social adjustment and civic sense.

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

Yes, the institution has mechanism to reward and motivate staff members. District toppers were awarded cash prize similarly all the staff members were rewarded with cash award.

A staff member who participates in maximum number of seminar is appreciated. Centum result producing staff is honored.

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 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 years.

No donation is collected.

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

Yes, the operational budget is adequate to cover the day to-day expenses.

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

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 reputed (Financial Advisor, Stake Owners) altogether formulates the Annual Budget of the college. Almost the operational budget is met out with day to day expenses, if any variations / deficit budget arise during this, then deficiency is borne by the trust.

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

The accounts are audited regularly. Details of internal and external audit procedures:

The auditing assistants and auditors of our institution audit regularly and submit it to the management.

The management in turn submits the details for external auditing.

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

Yes.

Institution is using both Manual and Computerized finance management system. 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.

6.6 Best Practices in Governance And Leadership

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

Best Practices in Governance and Leadership:

- Follow up of vision, mission and objectives.
- Academic freedom for innovative methods.
- Academic planning and execution
- Faculty development programmes
- Management support for activities of professional associations
- Motivation and support to faculty by management.

CRITERION VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

Internal quality assurance cell consists of Secretary, Principal, subject expert and academic development officer. Faculty development program is organized every year. Every staff members activity is evaluated by questionnaire method. Their ability and skills are analyzed by the answers. Student feedback system is considered. All the staff members co-ordinate with the principal. Stock-verification is carried out every year.

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

Monitored by the management, supervision by the principal, inspection by the peer group help in achieving goals and objectives. Citizenship Training camp brings to limelight the leadership quality and develop the personality there by students are trained to stand on their own legs.

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

- The qualities of academic programmes are ensured by the first classes and ranks we receive as well as the past percentage
- The Placement of our passed-out students is another indicator of our quality
- The quality is ensured by the external examiners who conduct the practical examination and test the teaching-ability.
- Above all the brand image that our institution enjoys in the academic circle is yet another determinant

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

Monthly meeting is held by the management and the governing bodies set the things right. The Principal monitors and acts as bridge between management and staff members. Staff members in turn act as a link between students and the Principal. Feedback is collected from the students and the staff members. Document growth and progression of the students is assessed throughout the education period. Self appraisal report is submitted by the staff members. Faculties contribute their valuable skills and ability through participating in academic activity. Career advancement of teachers is directly correlated with performance appraisal. All the resources are utilized to the maximum. Students are made to involve in all activities of the college. Student's feedback of course content is received every year. Student's election is conducted. Defects are rectified from the student's evaluation report.

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

The institute identifies various types of needs through feedback from students, teacher educators, non-teaching staff, alumni etc. Through direct Observation of the heads, principal, director and management. Needs of the institution are fulfilled on the advice and suggestions of different committees.

7.2. Inclusive Practices

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

The institution sensitizes teachers to issues of inclusion and the focus on national policies and the school curriculum,

- By sending them to attend seminars and conferences
- By collecting and keeping paper cuttings in the library from dailies
- By supplying the sources like various journals and university news
- Through interactive academic committee meetings

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?

In B. Ed. curriculum, following some of the major topics have been incorporated that provide opportunities for student teachers to learn about exceptional children, inclusive education and special teaching-learning strategies that can be adopted for various kinds of exceptional children:

- Concept of Exceptional children, types and characteristics.
- Individual differences: Nature of accommodating individual differences in classroom.
- Learner-centered techniques for teaching exceptional children.
- Means and measures taken for equality of educational opportunities in terms of caste, tribes, disabled, gender and minorities.

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.

Following activities have been included in the curriculum for creating healthy learning environment and promote active learning and self-motivation:

- Micro teaching
- Simulation Teaching

- Demonstration lessons
- Macro teaching
- Observation lessons
- Assignments
- Practical works.
- Morning Assembly
- Different co-curricular activities
- Cultural Activities.
- Annual Day Celebration
- Women’s Day Celebration
- Teachers Day Celebration

The college has a provision of mentoring, training in modern electronic gadgets, team teaching, group discussions, class quizzes, seminars, various extension activities, students’ representation in various committees and organization of various activities and functions by the students on their own. This all helps the college in building a healthy and conducive environment for motivating the students and involving them actively in learning.

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

The institution wishes to give fee concession for the physically challenged like fees concession and counseling to get rid of their inferiority complex and encourage the students to improve in all walks of life.

Differently – able students are given all possible support, guidance and help. Personal and academic counseling will be given when needed.

5. 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 institute has special arrangements as Grievance redressal cell to meet out the needs related to different gender.

7.3. Stakeholder Relationships

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

The information regarding academic and administrative aspects of the college is maintained well which is made available to various stakeholders as and when needed by them. The information about results of house examinations and annual examinations as well as internal assessment of students is displayed on the notice boards.

The college prepares annual report and is submitted to the employers for verification and analysis. The annual report contains information regarding activities conducted during the academic session, successes achieved and failures encountered during the session and future plans to improve the college functioning.

The information regarding annual results of different programmes is submitted to the employers after the declaration of annual results.

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?

For bringing qualitative improvement the institution,

- Shares the information/data with the families (parents or students)
- Shares the information/data with the management
- Uses the information/data for improving infrastructure and campus amenities
- Uses the information/data for future academic plans and administrative procedures
- Necessary rectification /modification of teaching methodologies

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

The feed -back mechanism used are:

- Feedback questionnaires from students on course content.
- Feedback questionnaires on teachers.

- Feedback questionnaires on campus amenities
- Evaluation ratings by students on performance and teaching
- Self appraisal form from teachers.
- performance appraisal form from peer groups /higher authorities
- Feedback form from practice teaching school.
- Feedback form from Alumni

The institution uses the information/feedback for quality improvement,

- By improving teaching methodology and making it more effective
- By improving the campus amenities
- By enhancing the professional aptitude of faculty members
- By creating learner-friendly environment for teaching-learning
- By developing all round personality of student-teachers