

**PURATCHI THALAIVAR DR. M.G.R COLLEGE OF EDUCATION,
RAMNAD DISTRICT, TAMILNADU**

Introduction :

Puratchi Thalaivar Dr. M.G.R College of Education is founded by Puratchi Thalaivar Dr. M.G.R Education and Welfare Trust. The Trust registered under Indian Trust Registration Act. It has a long proud record of progressive activities in the field of Education, Art, Culture, Sports and Social Service.

To improve the standard in teaching in the society by producing professional Teachers, the Trust has come up with a commitment to give an opportunity to the talented ambitious candidates to join the B.Ed Course. This will be a great change for the young teachers to create and guide the next generation of the nation in the high direction. The College offers an excellent arena for the teachers to be professionally trained and uphold the ethical values with the moral conviction. These cultural values will be imported to the students along with commitment in the academy.

Location:

Our Puratchi Thalaivar Dr. M.G.R College of Education is situated at Kalkinatravalasai, Keelanagatchi Post, Uchipuli – 623534, Ramanathapuram District, Tamilnadu. The campus is on the National Highway 49. It is 30 km from Rameshwaram, 20 km from Ramanathapuram (Ramnad) Railway Station and 125 km from Madurai Airport.

College Campus :

On entering the campus one would be enthralled by the beautiful lawns, flowering plants and huge multi - storied buildings. The natural atmosphere maintained in the campus provides a calm and serene atmosphere that is pleasant, healthy and stimulating in every sense. The safety and security for Students is given 100% assurance by the management. Comfortable classrooms, well established laboratories equipped with modern instruments, rich experienced faculty members as per NCTE and Tamil Nadu Teachers Education University norms are the boons to our institution.

Effective guidance helps the B.Ed students to get appointment in reputed schools and train them for TET and TRB conducted by Government of Tamilnadu and other competitive examinations.

VISION :

To become a premier institution of higher education and to serve the community and the nation.

MISSION:

To provide need - based quality education, enhance the teaching skills, competitiveness and employability of students, shape their character and make them responsible citizen of india.

OBJECTIVES:

- To develop knowledge and skills among students, according to their abilities, potential and interests.
- To develop power of appreciation of art and creative expression.

- To develop an adequate sense of social relations among the students, so that they may adjust well in society, home and school. Also to develop vocational skills for productivity to support themselves and to contribute to the economic stability of the society.

Part – II The Evaluative Report

1. Executive Summary

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guide the next generation of the nation in the high direction. The College offers an excellent arena for the teachers to be professionally trained and uphold the ethical values with the moral conviction. These cultural values will be imparted to the students along with commitment in the academy.

Regulatory Bodies

Mr. A. ANWHAR RAAJHAA.,B.Sc.,
Chairman & Correspondent

Mr. A. MOHAMED GANU RAJA.,
Secretary

Mr. A. ZAHIR HUSSAIN.,
Treasurer

Dr. G. Jailakumari.,
Principal

Mr. B. Nagarajan.,
Admin. Officer

Relationship with parents

Parents teachers meeting were conducted and their opinion is collected, about their ward's performance. If the mentors find that the performance of the students is not upto the mark, the students are called to give reason for amelioration. If the students find the subject tough, steps are taken to make them enter the comfort zone.

We also get good guidelines from the employers of campus requirement about the feed back of the students and steps are taken to suit their requirements.

RELATIONSHIP WITH SCHOOLS:

We have cordial relationship with the following schools:

1. Govt. Hr. Sec. School, Alagankulam.
2. Govt. Hr. Sec. School, Kadukkavalasai.
3. Govt. High School, Kottaimedu (Kamuthi)
4. Govt. High School, Kalkinattruvalasai.
5. Govt. Hr. Sec. School (Boys), Panaikulam.
6. Govt. Hr. Sec. School (Boys), Mandapam Camp.
7. Govt. Hr. Sec. School, Nayanarkoil.
8. Govt. Hr. Sec. School (Boys), Rameshwaram.
9. SPA Hr. Sec. School (Girls), Rameshwaram.
10. Govt. High School (Girls), Panaikulam.
11. Govt. Hr. Sec. School, Regunathapuram.
12. Govt. Hr. Sec. School, Rettaiyurani.
13. Municipal Hr. Sec. School, Ramanathapuram
14. Govt. Hr. Sec. School (Girls), R.S. Mangalam.
15. Govt. Hr. Sec. School, Valantharavai.
16. Govt. Hr. Sec. School, Pampan.
17. Govt. Hr. Sec. School, Puthumadam.
18. Govt. Hr. Sec. School, Kavanoor.
19. Govt. High. School, Thamaraikulam.
20. Govt. High School, Thangachimadam.
21. Govt. High School, Palanivalasai.
22. Govt. Hr. Sec. School, Thiruvadanaai.
23. Govt. Hr. Sec. School, Vedhalai.
24. Govt. Hr. Sec. School, Uchipuli.
25. Govt. High. School, Perungulam.
26. Govt. High. School. Vannangundu.

RELATIONSHIP WITH SOCIETY:

The needs of the society is also taken into consideration and awareness given to the people

1. Dengue Fever Awareness
2. Free Medical Camp
3. Women Education and Child Education Awareness
4. Free Eye checkup camp

CHALLENGES FACED BY THE INSTITUTIONS IN BUILDING THE QUALITY EDUCATION:

Quality education is provided, women empowerment is stressed and proper security is maintained in the entrance 90% of the students come from Tamil medium, keeping in mind that they may be appointed in matriculation and CBSC school language development bridge courses are conducted.

Personality development camps are arranged in order to improve their intra extra personality. In some cases when need arises students are given fee concession. Bank loan is arranged for financially backward students.

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 develop knowledge and skills among students, according to their abilities, potential and interests.
- To develop power of appreciation of art and creative expression.
- To develop an adequate sense of social relations among the students, so that they may adjust well in society, home and school. Also to develop vocational skills for productivity to support themselves and to contribute to the economic stability of the society.

Puratchi Thalaivar Dr. M.G.R College of Education was started in the year 2006 with the strength of 100 students. Its growth has been gradual and steady and now it has strength of 100 students. The vision, mission, goals quality policy 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.

The Tamilnadu teachers education university had designed the curriculum in such a way that it has great impact on the teachers society at the national level with employment potential in certain discipline like educational technology, psychology, sociology, mathematics, languages, physical science, biological science, history, geography, commerce and computer science. The students are given focus on ICT training. The language lab has been established to improve the communication skills among the students, to help them competing global market.

The goal set by the college are also achieved through curricular and co-curricular activities like organizing the national and international seminars, workshop, personality development programme and citizenship training camp. Training programme such as first aid camp, department fests and students extension activities are also inculcated.

Computer literacy and computer skills are important to the students to regular curriculum. Huge investment is made by the college in establishing computer labs with internet facilities. Library is the collection of rich resource of documents, references, Video and Audio CDs which can be easily accessed by the teachers.

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).

Curriculum Development process:

We follow Tamilnadu Teachers Education University and accordingly 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, pretest, models and revision exams are conducted and the evaluation is recorded.
- Workshops and seminars are conducted regarding curriculum.
- Feedback from the students, faculty, alumni and academic peer group are communicated to the academic bodies.
- The curriculum is revised once in three years by the university and suggestions are submitted then and there.
- Principal on behalf of staff and students regarding tough areas in the syllabus writes letters and discusses with other principals.

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

As the curriculum and syllabi is framed by the university, the board of studies and other academic experts take into consideration the global trends in teacher education and modifying the curriculum and to prepare the students to be employed in the national level and global level.

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.

1. Moral science class and yoga class.
2. Communication skill is developed.
3. Classes are allocated for Basic Computer Training and ICT programme

4. Yoga training is imparted.

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?

Staff members are roll model for the students through their demonstration classes. They train the students in a systematic way, so that students became a replica of the subject teachers. Alumni feedback and their experience is also considered.

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

The management does all the facilities for the smooth curriculum transaction.

- All necessary tools and equipments are provided.
- Student and staff request regarding curriculum is full filled.
- Out campus programmes like camps, environment project and field trips are arranged by the management to compliment the knowledge and to develop the service mind of the students.

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

The Communication Skill, Yoga and Social Responsibility are delivered to the students by means of guest lecturers inviting from public and other academic institutions. The ICT Skill is imparted to the students in all the subjects in the curriculum.

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

Interdisciplinary/Multidisciplinary:

The faculty is encouraged to participate in seminars, workshops which not only focus on education but also literature, science and IT related seminars and workshops. The eminent educationists are welcomed by the institution to disseminate their knowledge.

In this way institution has interactive guest lecture to augment the skills of lecturer and students.

Multi-Skill Development:

Today we are going through an era of globalization asking for multi talented labor across all the industries. Thus institution includes variety of activities and events for the all round development of the students like Seminars, Workshops, Debate Competitions, Dancing and Singing Competitions, Rangoli Competition, Essay and Creative Writing Competition, Plays, Computer Classes, etc.

Life Skills like Health, Value and Environmental Education programmes, Awareness programme on pollution. Consultancy and extension services programmes.

Inclusive Education:

Inclusive Education seeks to address the learning needs of all students with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all students with or without disabilities being able to learn together through access to common educational setting with an appropriate network of support services. The institution lay attention that all students irrespective of their strengths the feeling of belongingness among other students, teachers and support staff.

- The institution provides indiscriminate congenial teaching and learning atmosphere to all sections and all types of students whether they are under poverty line, physically handicapped and belonging to any religion or caste.
- These types of students are brought forward to lead as trail blazer to performs various activities of the institution and commanding.

Practice Teaching:

The part of a student teacher's training that consists of placement in a school where classroom teaching is undertaken by the student under the supervision of a certified teacher. The institution also focuses on innovative way for teaching practice by providing them technology lab, psychology lab, science lab and the other resources required for the better practice teaching.

School Experience/Internship:

The institution is committed to provide rigorous and relevant coursework and field experience that challenge students to develop critical thinking and problem solving skills. The students go to the schools for observation session and teaching practice session. First is the session of one day in which they have to acquire a thorough knowledge of finding out the syllabus that is being covered at school and the units to be covered by them during Internship. This is followed by observations and practice teaching classes.

Work Experience/SUPW:

The part of a student teacher's training involves model building and preparing various socially useful things from the wastage or unused material. It also covers the usage of different types of laboratories at the institution. The students are facilitated and guided to make Teaching Learning materials, edible items, Art and Craft items etc., Pottery making, Collage, Bookbinding, Spiral Binding, Igloo Cutting and photocopying are some of the work experience subjects that are taught.

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?

We have a curriculum development cell to encourage feedback and communication from the students, Alumni, Community, Academic peers and other members. The Curriculum Development Cell consists of members from Alumni, Students, Employers, Academic Peers and Community. The Curriculum Development Cell will have two meetings in an academic year. Suggestion boxes are placed in corners of the corridor.

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.

Institution collects all feedbacks and communication in the form of questionnaires and forms those then analyzed by different committees of the institution carefully, and develop areas of improvement from it. The feedbacks are discussed in the staff council meeting and their views are further discussed with experts in the field of education.

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

The institution takes part in the curriculum development process through appropriate analysis of feedback given by the various stakeholders from time to time and forwarding the suggestions to the affiliated university. The institution also developed the curriculum in academics and in training as per the diverse needs of the various students through co-curricular and extra-curricular activities.

1.4 Curriculum Update

1.5

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).

The curriculum has been revised in 2009-2010 by making modification in the syllabus of conducting citizenship training camp, changes in Elective subject and internal and external assessment marks. Definitely these changes have contributed to the quality of the syllabus.

B.Ed., theory, Three year Syllabus enclosed.

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

We are sending some of the suggestions made by our Curriculum Development Cell to the University for modifying the syllabus then and there but there are only limited provision for revision and updating the curriculum.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

- Feedback and its analysis from students, teachers and other stake holders.
- Thrust to ICT enabled courses, ICT competence, and Multi-skill development, flexibility to slow learners and challenges to advanced learners.
- Project work and implant training for students.
- Continuous evaluation of students through internal assessments.
- Introduction of professional courses having interdisciplinary / multidisciplinary approach.

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

- Election of office bearers for association meetings
- Inviting guest lectures to deliver lectures on thrust areas
- Arranging educational field trips
- Motivating the students to participate in co curricular and extra curricular activities.
- Organizing sports meet.
- Yoga and meditation programmes are arranged

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. For most of the subjects seminar method of teaching and group discussion are adopted to create interest among the students. Moreover seminars are organized, placement training, Yoga 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?

When the admission process opens up, a wide publicity is given to the courses offered in the college and the applications are invited from eligible candidate. The filled in applications are

sorted out in the admission office, the eligible candidates are admitted after verifying the certificates as shown below

Candidates should have passed U.G. degree examination with 10+2+3 stream, with the same main subject in part III, for which he/she is seeking admission to the B.Ed., Course.

Candidates who have taken more than one main subject in Part III (Double or Triple major) of the U.G. degree have to choose only one of the main subject and apply for that optional in B.Ed.,

Candidates who have done their U.G. degree in Applied Chemistry, Bio-Chemistry or Applied Physics can apply for Physical science as optional in B.Ed., those who have done Environmental Science and Microbiology can apply for Biological science as optional in B.Ed.,

In the case of candidates belonging to SC and ST communities, a pass in the relevant UG degree course is enough (or) eligible.

No Age Limit (Details of admission refer the University regulations)

Equity is ensured at the time of admission by considering disadvantaged, financially oppressed, educationally backward, differently abled students and students with outstanding records in sports and games. The management extends support to the needy students from the trust funds.

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 and personal interview.

The eligible candidates are admitted through entrance test on merit basis. The ranking list is displayed on the notice board of the admission department, and registration is made accordingly.

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?

In addition to the advertisement in the news papers the advertisement will be done by exhibiting, hoarding banners in the prominent places of the city and neighboring towns. The prospectus of our institution will be supplied through the college and stalls in the educational expo.

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

B.Ed., course offered by the college is self funded and eligible students are admitted based on the marks obtained in the qualifying examination. Equal opportunity is provided without bias, the admission committee monitors the process and the institution is monitoring the admission by appointing admission committee to ensure the admission are done as per the norms.

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

- The admission strategies are adopted as per the norms.
- In case of candidates belong to SC and ST community, a pass in the relevant UG degree courses is enough for admission.
- No age limit
- Concession is given for physically handicapped and financially backward students.
- Language is no bar
- Bilingual teaching methodology is adopted.

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 over all environment conducive to learning and development of the students”

The teaching and learning process are programmed in a systematic way so that students feel comfortable and so listening and learning is done effectively. Most of the modern subjects are computer-based. The library and information services are upgraded to provide the current technology developments to students through on-line facility, audio-visual aids and CD. The college has a very resourceful library.

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

In addition to the regular curriculum guest lecture and seminars are given to the students as per the diverse needs of the students over and above the curriculum. Such as

- Lab facilities and Library facilities are provided
- Computer facilities is sufficient

- Del Net Facility Available
- Language Lab and Educational Technology Lab are provided
- Teaching practice is given by sending them to various schools
- Staff Members visit to these schools to help them to clarify their doubts
- INTERNET facility is provided
- Curricular and Co-Curricular Activities.

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

In addition to the core subject and the elective subject offered in the emerging areas for improving the teaching learning process we have various process like

- Co-curricular activities
- Seminars, workshops and training programme
- They are also given challenging assignments
- Asked to handle seminars in their class.
- They are advised to apply for the minor projects to various funding agencies.
- They are also advised to write competitive examinations

4. How does the institution ensure that the teacher educators are knowledge 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 ICT method. All staff members know to use LCD, Interactive Board and OHP. Staff members' attend various seminars and workshop. 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 to lot of reference books, journals and browse the internet, use the Del Net and to teach the students and to impart extra knowledge and skills related to diversity. They use ICT technique to make the lecture attractive. A detailed course plan for each department is prepared. Students are advised on learning processes. They are encouraged to know subjects before hand and about system of examination too. They are inculcated to the habit of lifelong learning, organizing skill and management skill.

2.3. Teaching – Learning Process

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

The institution provides instructional materials to the students for easy follow-up/understanding of the course curriculum. Lecturing, discussion, group discussion, question answers, role plays and special lectures are being used to engage students in active learning. The quality and quantum of the lecture methods and learning strategies depend upon the topics being dealt with. Fully equipped library is available with the students with wide range of books. Individual projects been given to all students in organization of the events such as cultural programmes, workshops, seminars, competitions of different competency, quiz competitions. Team work is encouraged among the students by giving a particular responsibility to a certain group of students mentioning individual duties. Group and individual projects are assigned to students in their respective optional subjects.

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

The teaching learning process is actually student centered. The following is the list of the participatory learning activities adopted by the institutions . A detail course plan for each department is prepared in consultation with the teachers and it is given to the students. They are also given advice on learning processes and use of reference text books, journals, and internet. They are also encouraged to know the subject before hand which will help them to understand the subject better and inculcate the habit of life long reading and learning and also knowledge management skills.

- a). **Seminar method of teaching:** the students will be given some topics and the references including the internet websites and journals. The seminar paper will be corrected and the students will be presenting the paper in the class.
 - b). **Quiz Programme:** Quiz programme in the subject and allied subjects beyond curriculum is conducted.
 - c). **Co-Curricular Activities:** Formation of association in each subject area and inviting guest lectures.
 - d). **Cultural Activities:** By conducting these programmes the students are having knowledge in organizing capacity and leadership.
 - e). **Personality development:** Guest is invited to give programme and conduct workshop to develop the personality.
 - f). **Educational trips:** Students are taken to educational trips.
 - g). Citizenship training camp gives students exciting learning experience.
 - h). Health camp helps students to get their doubts cleared regarding the health problem.
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 are the various models of teaching:

- Chalk and talk method

- Using LCD – Power point presentation
- Using OHP Projector
- Audio/Video Presentation
- Video feed back teaching: An innovative method developed by our institute for our teachers.
- Interactive method
- Program learning
- Computer learning
- Experimental learning
- Seminar/workshop
- Discussion

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

Yes, The students are provided with additional training. The video feed back is used in optional subjects. In-service training, Special class, Micro teaching class, observation class and demonstration class is provided.

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 Introduction
2. Skill of Questioning
3. Skill of using Black board
4. Skill of Explaining
5. Skill of Illustration
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 students before macro teaching class.

6. Detail the process of practice teaching in schools (Lessons a students gives per day , lessons observed by the teacher educator, peers/schools 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 feed back form will be filed up by the school teachers and sent to the institute for monitoring. In the feed back 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 is analyzed. The teaching objectives and the weightage are also determined in terms of time allotted to them.

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

Block Teaching is the reorganization of the academic year into working hours.

After one month from the commencement of the classes the student teacher will be given some training in teaching the school students. Then the students will be sent to various schools for about 45 days of block teaching / internship (40 days for teaching and 5 days for observation). It develops their future career and offers glimpses into issues. We have 5 schools run by our management.

B.Ed.,

1. Total number of working days = 180 days

- | | |
|--|--------------|
| 2. Total number of hours | = 1060 hours |
| 3. Number of hours for Theory | = 820 hours |
| 4. Number of hours for Teaching Practice | = 240 hours |

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, career counseling and video feedback teaching is given. We given them exposure to national level seminar also.

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

The student teachers are encouraged to use the latest ICT method of teaching including the interactive board. Library and information services are upgraded to provide current knowledge. The college has a very resourceful library with a large number of latest books. In order to manage the extended hours, additional staff is being employed by the management.

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 teacher 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.

There is a standard feedback form available and designed by our institute to be filled up by the students for each subject. Based upon the feed back the teacher will be properly advised to improve the performance if necessary. Students are provided updated information on policy decision, change in curriculum and current event knowledge.

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

The institution updated the student teachers on the policy directions and educational needs of the schools through displaying the concerned information on notice board regularly so as to help the student teachers to prepare for the practice teaching accordingly. The institution has its own sources which updates the latest changes and requirement on the schools in terms of their different policy and various educational needs of the course curriculum. Further, the students and the faculty keep pace with the recent development through internet facility, newspapers, magazines and other resources available in the library.

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

The institution ensures that the faculty members and the students are updated with the recent developments in the school subjects and teaching methodologies by conducting various activities within the campus by inviting expert guest faculty in that particular area on regular intervals such as:

- Seminars
- Workshops
- Exhibitions
- Symposium
- Debate Competition
- Quiz Competition
- Presentations on latest development in educational field

The college library has copies of many a number of Text books on the school subjects which are utilized both by the staff and the student – teachers so as to keep abreast with the school subjects.

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

The institution pays special attention for ensuring personal and professional growth of the teaching staff by:

- Regular Training of the staff members by expert guest faculty
- Providing On-duty leaves to participate in seminars, workshops etc.
- Encouraging them for research work and PhD in their respective areas (if they don't carry till now)
- Sponsoring the faculty members for attending Orientation Programmes conducted by UGC with academic colleges of various universities
- Wide range of study material is made available to them to support further study

- Broadband Internet connection is made available for easy access to the e-material for self development

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

The institution is rewarding a cash award for producing state and district ranks for all faculties including the principal. Extra curricular participating teacher will be awarded. Sports activity participant teacher is also honored.

2.5 Evaluation Process and Reforms

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

Students are provided with calm, serene and conducive environment with good infrastructure of playground spacious class rooms, good laborites, internet facilities and above all qualified, dedicated and experience staff members only are recruited. Student learning is identified by test and they are provided special classes and coaching classes based on the needs. Tape recorder, TV, LCD, OHP and interactive board is used to the maximum.

2. Provide details of various assessment / evaluation processes (internal assessment, mid term 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?

The assessment evaluation outcome is communicated through meetings and letters, remedial measures are produced by special classes coaching classes and counseling. Meritorious student marks and names are displayed on the notice board.

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

ICT is used for teaching practice as video feedback teaching practice and through internet for theory doubts, practiced in interactive board and OHP and LCD'S operations. Difficult area is clarified through power point presentation. General class room is permanently fitted with LCD'S.

2.6 Best Practices in Teaching – Learning and Evaluation Process

1. Detail on any significant innovations in teaching / learning/evaluation introduced by the institution?
 - Video feedback teaching is significant innovation for teaching practice.
 - To video shoot the micro teaching.
 - LCD is used for lectures in seminars by both students and staff.
- OHP is used for lectures.
- Website and Internet is used in learning process
- Educational trip is arranged
- Guest lectures by eminent resource person is organized.
- Seminar is organized
- Library is a centre of resource.
- Feedback from students and reviews of faculty performance is considered
- Action plan of the college, department staff helps us
- Review of faculty performance by principal and management
- Review of work in department meeting is held.

- Organizing training programme
 - Teacher-taught interaction is encouraged
 - Life skill is practiced
2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Interactive board, speaker, digital camera, net facility and LCD Projector are used to reflect best practices in the delivery of instruction.

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, Web camera, Scanners and internet facility is used to make the classroom instruction interesting

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?

Planning, Monitoring and Evaluation Board

- The institution has a constituted a body called for Planning, Monitoring and Evaluation Board with an objective to formulate the research and development activities in the institution for the benefit of society and for academic progress of the teachers.

Facility of well equipped library

- The library of the institution is enriched with wide range of books of various national and international publications.

Well equipped Computer Lab

- Internet access is available for the teachers and students to search for the supporting materials from the internet.

Paid leaves for Research

- On duty paid leaves have been given to the faculty members for the development and participation for the research work and the events and activities which support research for their skill development.

Encouragement of faculty members

- The institution encourages its faculty members to attend research related workshop, seminars, etc.
- The institution also organized a workshop on Action Research for betterment of its faculty members and students.

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

- Research is a foremost mandatory activity of the institution along with regular teaching. All the faculty members are actively engaged in research projects to facilitate manpower, skill and knowledge development, to serve the society in general and for academic excellence in particular.
- The faculty is encouraged to submit new research proposals, to participate in national and international conferences/symposia, to undergo special research oriented training programs, workshops.
- The faculty is regularly deputed to undergo advance training and collaborate with national or international research laboratories.

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.

Action research is focused on the immediate application and not on the development of theory, or upon general application. The emphasis in action research is on a problem here and now, in a local setting. Its findings are evaluated in terms of local applicability, not in terms of universal validity. Our purpose is to improve school practices and at the same time, to improve those who try to improve the practices.

The goal of our institution is

- Identification of a problem
- Defining the problem
- Listing of probable causes
- Testing of hypothesis
- Action programme
- Conclusion
- Follow up

Outcomes and impact:

Action Research is made by the staff members and the students for the purpose of rectifying critical problems and to give suggestions for the improvement of the quality of our institution.

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

ORGANIZED The details of the Conference/Seminars/Workshop attended by the faculty members in last five years are as follows:

Conferences	2
National Seminars	1
International Seminars	-
Workshops	1

The details of the Conferences/Seminars/Workshops organized by the faculty members in last five years are as follows:

Conferences	2
--------------------	----------

National Seminars	7
International Seminars	1
Symposium	6
Workshops	10

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 student teachers prepare low cost teaching learning materials and use them during the teaching practice in schools. Power Point Presentation has been used in micro teaching by students and by faculties during demonstration class and practice session. Preparation of notes is also done through internet reference and is distributed to the students as CD.

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

Preparation of the notes is done through internet and is distributed to the students.

The facilities available for developing instructional materials are as follows.

- Power point presentation is available
- The college provides technological hardware and software materials, audio visual, multimedia etc.
- Question bank is provided for all the subjects with maximum number of possible expected questions.
- Resource materials are provided from the library.
- Printed materials covering the entire syllabus are issued to the students.
- Current events are updated.
- Interactive Board, LCD Projector and OHP is practiced

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

The institution has developed the following ICT/technological instructional materials during the last five years:

- Self-instructional materials (Notes)
- Printed materials (Transparencies)
- Teaching Aids
- Audio-Visual Material
- Multimedia Material
- Computer aided instructional materials (Power point presentations using LCD Projectors)
- Question Bank

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

The SUPW workshop was conducted on 10.12.2012. Demonstration was made by Mrs. R. Sarala.

TRAINING PROGRAMS/WORKSHOPS ON MATERIAL DEVELOPMENT

ORGANIZED

One day State level seminar on “**ICT of Teaching and Learning**” on 01.02.2013

5. List the journals in which the faculty members have published papers in the last five years.
- a. Research Papers (Original articles)
National Journals - 1
 - b. Popular Articles - 2
 - c. Abstracts of Seminars/
 - d. Symposium - 11
 - e. Books Written - 2

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

The management gives due recognition and awards and incentives to lecturers for their involvement in conducting seminars, symposia, workshops for offering consultancy and research work, organizing placement cell and helping students in getting lucrative employment.

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

No Research project completed in last 5 years.

3.3. Consultancy

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

Consultancy means the practice of giving expert advice within particular field or for a particular work. The institution have experienced and multi talented teachers in different areas and with different competencies which help in the development of students, school sector and society. Institution provides consultancy in two different ways –

1). Internal Consultancy Services – It is been given by the teacher educators to the student teachers within the institution for their enhancement at multi level

- Career Counseling – The expert guidance of the faculty members assure the success of the students in every field.
- Placement Guidance and Assistance – The placement cell of the institution provides job placement assistance to the students after successful completion of the course.

2). External Consultancy Services - The following consultancy services are being provided free of cost by the institution to the villagers around the college, especially to the women self-help groups.

- Amendment of Current time table of schools
- Amendment in Curriculum of Physics/Maths/Chemistry
- Preparation of Art and Craft materials
- Book binding
- Pot making and Pot painting
- Domestic utility items
- Food preparation and preservation
- Preparation of stationery items

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, Institution has the competent faculty and staff members and expertise are also available through visual and print media.

Areas of Competency – Curriculum development, Career guidance and counseling, time table development, Co-curricular activities development, Discipline, Leadership skills, Day to day problems of class, Students classroom problems solving, preparation of art and craft materials, book binding, preparation of stationary items, Consultation to surrounding rural community regarding family planning, pulse polio mission, adult education, literacy, sanitation, benefits of yoga, etc.

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?

It is done free of cost as service. The staff members involved in the consultancy services is honored in meetings during college day by awarding them mementoes. All facilities are provided to them including manpower and are available within the college itself.

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

Consultancy is service orientated therefore minimum revenue is allotted by the management.

3.4 EXTENSION ACTIVITIES

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

The institution contributes the local community through organizing various events for the benefit and awareness of the local community such as:

- Blood Donation Camp (partnering with GO)
- Village adoption
- Campaigns and rallies related to current issues like terrorism, infanticide, girl child education, tobacco, sanitation etc
- Plantation work in local areas
- Visit to Old-Age home
- Adult Education
- Literacy

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

- ⇒ Local schools accommodate our students for teaching practice.
- ⇒ There is good rapport and their suggestions helps us a lot to overcome our difficulties.
- ⇒ Door-Door pamphlets were issue by the students regarding obesity and anemia.

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

- ❖ Computer centre and integrated courses are the future plan.
- ❖ Tailoring and jewel making is also in our plan.

4. How has the institution involved the community in its extension activities?(Community participation in institutional development; institution – community networking etc)

Community members and management members are involved in the planning and implementing many outreach activities.

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

The institution-develop social and citizenship values and skills among its students. By giving them personality development programmes and organizing five day Citizenship Training Camp in various skills and inculcating national integration by celebrating all the festival as far as possible.

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.

Though there are no formal linkages, the Institution keeps track of developments at the national level. But through subscribing to Journals and Periodicals brought out by the NCTE and NCERT, the Institution has developed linkages. This enables the staff to keep national priorities in view in their every day functioning. There are in-house sessions to discuss major reforms contemplated at the national and state level.

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.

Institution is making best of efforts to linkage with one of the Research Organization of Teacher Education

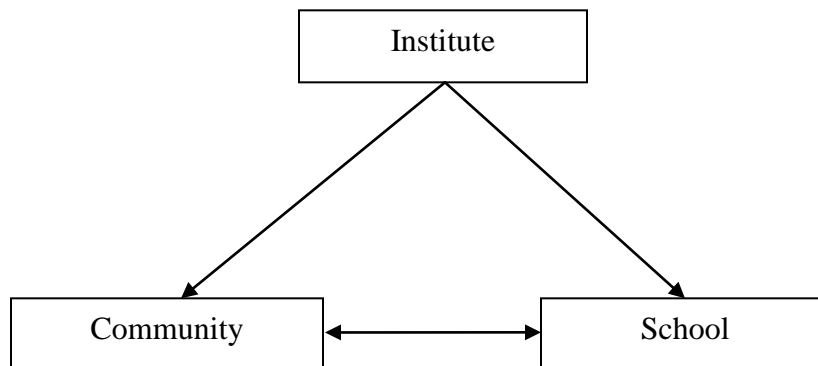
3. How did the linkages if any contribute to the following?

- Linkages- Contributions
 - Curriculum Development and Awareness.
 - Teaching – Guest Lectures are arranged.
 - Training & Practice teaching– Students attend fire safety workshop and first aid training.
 - Consultancy - Staff and students act as consultancies for the needy.
 - Extension – B.Ed., trainees create awareness on use on helmet.
 - Student Placement – Students who actively participate are given first preference in placement.

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

MOU with various institutions for adopting our students for teacher training practice and for inter library facility.

Linkages with School Sector:



Inter Library loan is permitted.

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, faculty actively engage in schools and with teachers there and other school personnel to design, evaluate and deliver practice teaching. Have an effective communicative talk and discuss the changing curriculum and go in for guest lectures.

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

COLLABRATE WITH SCHOOL:

During teaching practice, the trainees, become part and parcel of the school and they participate in their day to day programme and in conducting functions, programmes, shows, the sports day and school day cultural.

COLLABORATE WITH COLLEGE:

Collaborate with other colleges

Our staff members participated in many seminars, workshops and symposium. Our staff members acted as judges in competitions. Our principal was chief guest, honore guest and dignitary of expert committee.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCE 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?

Major measures adopted by the institution to enhance the quality of research, consultancy and extension activities.

☞ Resource materials are provided from the library.

☞ Management is ready to sponsor and grant aids and on duty with TA and DA.

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

SIGNIFICANT INNOVATIONS/GOODPRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION ACTIVITIES.

- Computer Lab facilities
- Availability of internet facility round the clock.
- Video Feed back teaching is a significant innovative practice, hands on interactive board LCD, OHP are other facilities.

1. SIGNIFICANT INNOVATIVE-GOOD PRACTICES FOR EXTENSION ACTIVITIES.

Film shows are screened.

BEST PRACTICES IN EXTENTION

The major measures adopted by the institution to enhance the quality of extension activities.

“Green Clean campus” is our target.

- ☞ Teachers contribution in empowering adolescence learners through guidance and counseling.
- ☞ Teachers are the role model.
- ☞ We can teach our History, and the life of Indian leaders in their own language and develop the patriotic feeling.
- ☞ Educational trips are arranged.

CRITERION IV
INFRASTRUCTURE AND LEARNING RESOURCES

4.1. PHYSICAL FACILITIES

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

We have full fledged physical infrastructure as per NCTE norms.
The facilities and amount invested for developing the infrastructure

Sl. No.	Facilities	Amount (Rs.)
01	Land	15000000
02	Laboratory	250000
03	Building	11500000
04	Furniture	227000
05	Equipments	117400
06	Library	861401
07	Computer	750000
08	Transport charge	17549
09	Sports	33983
10	Miscellaneous	35700

- Master plan of the building is enclosed

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

Additional class rooms are provided, every year repainting work is done and additional computer is purchased. Full-fledge library is available. In-door and out-door games facilities and other than this we the follow:

- LCD projectors fitted permanently in the general class room.
- Well equipped spacious, airy, bright comfortable rooms.
- College office is equipped with computer and laser printer

- 24 hours free internet facilities is available.
- Highly equipped Physical Science and Biological Science labs
- Availability of photocopier and Internet facility in the library
- Sophisticated and good hygiene canteen caters to our need.
- Indoor and outdoor games facilities is provided
- Fully fledged library is available
- Every year renovation and repainting work is done.

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

Auditorium is fully designed and furnished. Volley Ball Court, Foot Ball Court, Throw Ball Court, Basket Ball Court and Ball Bat Minton, Dance and music classes are organized.

Co-curricular activities:

- Field trip/educational trip is organized
- Organization and participation in seminar/workshops
- Organizes and participates in cultural activities
- Department-wise quiz, clubs are organized.

Extracurricular activities and sports

- Provides indoor games like chess, carom
- Dance and music classes or organized.
- Yoga classes are organized.
- Green clean campus is insisted.

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

- ❖ Library facilities are utilized with our sister institution
- ❖ Seminar Hall is Shared with our sister concerns
- ❖ Auditorium is used by DTV channel for shooting their programmes
- ❖ Play ground is used by our school

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

- Separate rest rooms and toilets for men and women are provided.
- Sophisticated and hygiene canteen facilities are running in a good manner
- Health education programme, first aid and fire safety awareness is created

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

Yes, Hostel Facility Available.

4.2. MAINTENANCE OF INFRASTRUCTURE

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

BUDGET ALLOCATION AND UTILIZATION LAST 3 YEARS

		2010-11	2011-12	2012-13
Sl. No.	Facilities			Amount (Rs.)
01	Land	15000000	-	-
02	Laboratory	179550	145790	250000
03	Building	11500000	-	-

04	Furniture	198500	345810	227000
05	Equipments	17850	112485	117400
06	Library	345879	245726	861401
07	Computer	345428	250070	750000
08	Transport charge	12584	27450	17549
09	Sports	9826	10458	33983
10	Miscellaneous	21569	13249	35700

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

- The college auditorium is common for school and college
- Seminar halls are optimally used for conduct of seminars, association meetings, workshops, cultural programs etc.
- Play ground and canteen is open to all
- Semi Computerized library is made available to all our institutions.
- Computer laboratories are maximally utilized for net access by both staff & students

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

Water problem, sanitary problems, deficient of bench , desk and class rooms are noted and submitted, follow up activities are taken by the in-charge and all requirements are done with the permission of the secretary and chairman.

4.3. LIBRARY AS A LEARNING RESOURCES

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

Yes.

Name of the librarian: Mr. S. Senthil Ganesh

Qualification and Experience:

B.B.A., M.L.I.S.,

19. 4.3.2 What are the library resources available to the staff and students?

(Number of books-volumes and titles, journals-national and international, magazines audio-visual teaching learning resources, software, internet.....)Total collection of the following in the library

a. Books	5757
- Textbooks	1250
- Reference books	450
b. Magazines	10
e. Journals subscribed	15
- Indian journals	1
- Foreign journals	-
f. Peer reviewed journals	15
g. Back volumes of journals	15
h. E-information resources	N.A
- Online journals/e-journals	25
- CDs/ DVDs	11
- Databases	15
- Video Cassettes	24
- Audio Cassettes	

AUDIO – VISUALS TEACHING – LEARNING RESOURCES

S.No	Name of the items	Quantity
1.	OHP	2
2.	SLIDE PROJECTOER	1
3.	LCD PROJECTOR	3
4.	TAPE RECORDER	1
5.	VIDEO CASSETTE	25
6.	AUDIO CASSETTE	17
7.	DIGITAL CAMERA	1
8.	COMPUTERS	5
9.	TV	1
10.	DVD	1
11	DISPLAY WHITE SCREEN	3
12.	CHARTS	300
13.	CD's	125
14.	TRANSPARENCY SHEET	500
15.	SLIDE PROJECTOR SLIDES	75
16.	HANDY CAMERA	1
17.	PRINTER	3
18.	INTERACTIVE BOARD	1

COMPUTER AIDED TEACHING LEARNING

Staff member are permitted to use the computers for preparing computer – aided teaching. i.e., power point presentation. General class room is permanently fitted with LCD and periodically classes are being taken using LCD facility. Apart from power – point presentation, OHP and Interactive Board is also used for teaching learning.

4.3.3. 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 Advisory committee consists of the Chairman, secretary, principal, heads of departments and librarian and two students. The committee looks after the following :

- ❖ Purchase of books, journals, magazines and equipments for the necessary measures of the library.
- ❖ Budget preparation for the library
- ❖ Contacting the publishers for purchase of books
- ❖ Periodical checking is done.
- ❖ Stock verification is carried out
- ❖ Assists in preparation of budgets

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

Yes. In progress

- Partially automated
- Library services are partially computerized.

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

Yes.

The facilities of computer, internet and reprographic facilities are available in the library

Reprographic facilities are attached to the library

Browsing facilities is available during the working hours of the library.

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

Yes, Del Net Facility Available.

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

Working days of the library is 280 days.

Working hours of library is 9 AM to 5 PM.

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

New books and journals (new arrivals) are displayed in separate rack for the attention of staff members and students to acquaint themselves with the latest arrivals. Library has a reservation section, other than this a circular is sent to about the new arrivals.

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

No, we are planning.

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

We have no physically challenged students. Separate seats with fan can be provided for physically challenged students. Staff members and the students provide the needed help to them.

4.4. ICT AS LEARNING RESOURCES

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

The institution has up to date computer facility and internet connectivity.

Teachers prepare computer – aided teaching i.e., power point presentation, general class room are permanently fitted with LCD and periodically classes are being taken using LCD projector and Interactive Board. Apart from power point presentation, OHP and slide projector is also used for teaching learning process. Interactive board is also used.

Internet connectivity is available during the working hours. Students are permitted to use all the facilities through the day.

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

Yes. The curriculum imparts the computer skills to all the students as follows.

1. LCD power point presentation
2. The students has to go through different websites relating to the prescribed school curriculum
3. The students are allowed to use the internet facilities during their free hours.
4. Included in bridge course curriculum.

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

www.mgredn.org is the college website. The website is updated on the following aspect every year.

❖ Course curriculum

- ❖ Staff members particulars
- ❖ Achievement of students activity
- ❖ Gold medalists
- ❖ Departmental activities
- ❖ Guest lecturers
- ❖ Visitors to the departments
- ❖ Seminars/ workshops
- ❖ Library details
- ❖ Alumni
- ❖ Awards conferred
- ❖ Association events
- ❖ Laboratory facilities
- ❖ Placement details
- ❖ Video feed back teaching, practice section and review of it.
- ❖ Training in using Interactive Board, LCD and OHP

4.4.4. 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.

Classroom transaction

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

b. 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.

c. 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

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

- Computer lab and seminar halls are shared with our sister concern
- Seminars and workshops, guest lecture programmers are engaged within the college
- Inter loan system of books is practiced in library
- Auditorium is used for shooting TV channel programme
- Library resource is used by all our institution

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

AUDIO – VISUAL FACILITIES

S.No	Name of the items	Quantity
1.	OHP	2
2.	SLIDE PROJECTOER	1
3.	LCD PROJECTOR	3
4.	TAPE RECORDER	1

5.	VIDEO CASSETTE	25
6.	AUDIO CASSETTE	17
7.	DIGITAL CAMERA	1
8.	COMPUTERS	5
9.	TV	1
10.	DVD	1
11.	DISPLAY WHITE SCREEN	3
12.	CHARTS	300
13.	CD's	125
14.	TRANSPARENCY SHEET	500
15.	SLIDE PROJECTOR SLIDES	75
16.	HANDY CAMERA	1
17.	PRINTER	3
18.	INTERACTIVE BOARD	1

The students are taught how to use the above audio- visual facilities, practically in teaching – learning process. So that they are encouraged to optimally use them for learning including their teaching practice. Individual assessment of marks is maintained for handling the audio-visual aids in teaching – learning.

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

The various laboratories are:

- Physical science lab
- Biological science lab
- Psychological lab

- Computer lab
- Educational Technology Lab
- Language Lab

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

- Seminar hall: It consists of 250 seating arrangements.
- Workshop: Departmental and general workshops are conducted for the development of the students
- Sports: The sports club is well equipped with all sports kits. A big playground is available to conduct the sports events.

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

Yes, the classroom is equipped for the use of latest technologies for teaching.

They are:

1. LCD
2. Slide projector
3. Video's & CD's
4. Digital camera
5. Handy camera
6. OHP
7. Interactive Board

4.6. BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

The faculty decides to use the teaching aids based on the size of the group of learners or an individual learner for whom they are meant and utilized. For example, In a programmed lesson on a computer – assisted instructional (CAI) programme which is prepared for individual learning. It takes into account the difficulties usually encountered by an individual learner who is learning on her own without any help from others.

Projected aids, like films, film strips, slides, OHP, LCD can be shown to above 80 -100 students at a place. Medias like radio, T.V., newspapers are utilized by the students at a time.

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

The following ICT are very effective and innovative teaching aids for quality enhancement,

- Slides for demonstration
- Educational TV programmes
- Video CD's and DVD's
- Technologies like e-mail, internet.

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

The following are the innovative learning resources and infrastructure adopted by the institution,

- Computerized library
- Well equipped laboratory
- Net access during the working hours
- Updated new magazines and journals, newspapers
- Audio – visual aids for teaching and learning.
- Multipurpose hall
- Seminar hall
- Chalk and talk to Interactive board

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1. STUDENT PROGRESSION

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

During the programme students are prepared for necessary professional and interpersonal skills and knowledge to exhibit the role of an ideal teacher. Students are made aware of various options available for further studies in the respective field and aptitude methods for entrance test of various competitive examinations for the admission to higher study programmes. The institution does assessment test to know the competency level and skills of the students through questionnaires at the commencement of the program as well as after the successful completion of the session and the progress is analyzed by the institution. This is done at least a month before so that

students can be suggested for the improvements and parameters has to work on for the final examinations.

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

The ambience of the campus is highly charming. The college has very spacious and well ventilated classrooms which provide the congenial atmosphere for the students. The generous management which takes particular care to see that the students don't lack any of the comforts, by providing them with fans, lights, mineral water facility for drinking, parking shed for vehicles, hygienic and neat washroom, and clean toilets. There is also a health centre.

The institution conducts orientation classes for a week at the commencement of the program to able to design methods and strategies as per the diverse group of students coming from various urban and rural units. To promote motivation, the institution provides healthy environment. For the students who are late in the course or comparatively weaker students, teachers guide them personally whenever they need any help in any subject or in any topic. Academic, personal and career counseling is provided to the students. For enhancing the effectiveness of the faculty in teaching and monitoring, frequent faculty meetings for evaluation of programmes, and for their professional development programme are conducted.

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

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

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

Coaching classes are provided; additional information is issued through pamphlets none appeared for NET, SLET and Government examination.

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

	2009-10 (%)	2010-11 (%)	2011-12 (%)
Higher studies	30%	45%	42%
Employment (Total)	55%	51%	56%
Teaching	85 %	85 %	82 %
Non teaching	15 %	15 %	18 %

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

Yes, the students are provided training to access to library and also they make use of audiovisual resources like Interactive Board, OHP, slide, multimedia presentation, TV and Tape to make presentation and to take seminars related to their subject areas. Download websites related to their subject. After the inaugural day students are taken to library for training them in using the reference books and to make the maximum use of the library. Classification methodology is informed to them.

Computer skills are also developed.

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

Yes, institution has a placement cell. More than 40% benefits from the cell. Campus interview is also arranged. Career guidance and counseling is given to students. Eligible and willing students were guided properly and they have got appointment in private institutions.

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

Institutional heads often express their inability to visit the college to interview the students. However, institution provides them the conveyance to visit the institution to conduct the interviews. Alternatively, suitable candidates sent to the schools directly for the interview.

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

Yes the practice teaching schools on seeing the efficiency of our student performance reserve and invite our students on their own accord.

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

Human resources are management members, alumni association members and teaching faculties. ICT's and computer LCD are for giving directions and storing data. Minimum amount is allotted by the management as resource.

5.2. STUDENTS SUPPORT

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

Curriculum is planned at the start of the academic year before the arrival of our students. Co-curricular and extracurricular program are planned while preparing our academic calendar. Intercoms helps in communication across the institution objectives are evaluated after revising. The feedback format is given to our students and the outcome is considered.

The institution has developed excellent results in every discipline ever since its inception. The following table shows, the academic performance of the outgoing students over the last three years.

Academic Calendar

	UG			PG			M. Phil		
	11-12	10-11	09-10	I	II	III	I	II	III
Pass percentage	94 %	94 %	92 %	-	-	-	-	-	-
Number of first classes	82	89	81	-	-	-	-	-	-
Number of distinctions	12	5	8	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

5.2.2. 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 to them to overcome their inferiority complex. Special coaching classes can be conducted. Proposed to give them free education.

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

Yes the institution has mentoring arrangements. For every faculty 11 students are given as ward. They give them training and coaching for extracurricular, co-curricular activities, personality development and career guidance and counseling.

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

The provisions in the institution for enhancing and developing the effectiveness of the faculty members and mentoring of the students are:

- Availability of computers with broadband internet connection

- Access to the internet is open for faculty members and students
- On duty leaves have been provided to the faculty members for participating in workshops/seminars/conferences
- Paid leaves have been provided to the faculty members for participating refresher courses and orientation programmes conducted by various universities.
- Financial assistance is also provided to the faculty members if needed.
- Organizing workshops/seminars/conferences and other activities or events which supports development and enrichment of the faculty members
- Student's Council helps in organizing prayer assembly, cultural activities, community oriented programmes and campus development
- The representatives of the student's council are also involved in decision making in institutional functions.

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

Yes we have a website for an institution. Our institution website name : www.mgredn.org
The information such as management details governing bodies, faculty profile, results, admission details, syllabus, curriculum, infrastructure and amenities and courses offered are posted on the site. It is updated yearly ones and as and when necessity arises.

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

Yes the institution has a remedial programme for academically low achievers. Measures are:-

- ☞ Coaching classes,
- ☞ Special classes
- ☞ Additional tests
- ☞ Mark list is sent to the parents

Yes, the institution provides remedial programme for academically low achievers. Extra classes and special classes were conducted by the respective faculty members. Repeated tests and home tests were conducted, the mark lists are sent to their parents.

All faculty members are involved in students counseling both academically and personally. Tutor in-charge of each student gives counseling periodically based on their progress. Their personal problems are also discussed. Peer groups help in the improvement of slow learners.

5.2.7. What specific teaching strategies are adopted for teaching?

Advanced learners:

For advanced learners challenging assignments were given. They were asked to refer library and websites. They were asked to conduct seminar classes in their B.Ed., topics. Team projects were given to the students. Branch wise club activities were conducted by the advanced learners every month. Competitions are conducted.

Slow learners:

For slow learners, interaction classes were conducted. Repeated coaching classes were taken by the faculty members. Demonstration classes were conducted. Many classes' tests were conducted for the academic development. They were motivated to actively participate in all curricular and extra curricular activities.

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

The welfare measures are decided by the college council. The suggestions are welcome through suggestion box, feed back forms and through complaint cell or in the staff meeting organized by the principal where all suggestions are pooled up and a final decision is taken, by the apex body in the administration consisting of the Secretary, Principal and Vice – Principal. Recently the following activities were carried out.

- Water purifier
- Indoor recreation facility (Indoor games)

- Canteen facility
- Extra coaching outside the college hours for slow learners
- Yoga classes for staff and students.
- Teachers give guidance and counseling to the students and in delicate situation principal takes up the lead role being a psychologist.

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

Suggestion boxes are hooked at the end of each corridor to drop their grievance so far students are highly satisfied with the amenities.

The management in consultation with the principal and student representatives analyzes the grievances and takes appropriate actions.

5.2.10. 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 three months once 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, paper presentation and video feed back review is redone.

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

The institution ensures the students competency to begin practice teaching. The students are advised and helped to take their lesson in institution's class room so confidence can be increased. They are advised to do black board work in their own class to improve their hand writing skills. Separate practice lessons are taken at institution level to for the pre-practice preparation for school lessons.

The students are provided with micro teaching classes during which micro teaching skills are imparted and practiced. Then they undergo the practice of simulation classes. Pre-practice preparation details are briefed and the teacher educators ensure that the students gain confidence as well as good teaching experience.

During the school visit the teacher educators observe the classes taken by the student teachers and give their feedback in the form of record the faculties also discuss with the guide teachers in the school about the performance level of the student teachers and take necessary steps for transition. Demonstration classes are given by staff and simulation classes are then taken by the students

5.3. STUDENT ACTIVITIES:

Observing, learning, experimenting, competing, participating, appearing for test and preparing for placement.

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

Yes

1. List the current office bearers

President : G. Srinivasan
Vice-President : M. Muthukumar
Secretary : R. Jegajothipriya
Joint Secretary : S. Muthulakshmi
Treasurer : P. Sathiya

Give the year of the last election 10.09.2012

2. List Alumni Association activities of last two years.

- a. Book donation to our juniors
- b. Acts as an ambassador for admission
- c. Donation to schools (fan, clock, steel bureau)
- d. Blood Donation
- e. Book donation to the college library

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

S.No.	Student Name	Occupation
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1	G. Srinivasan	P G Asst, MGR Matric School, Uchipuli.
2	R. Ramapriya	P G Asst, Govt. Hr. Sec., School, Uchipuli
3	G. Velammal	P G Asst, Govt. Hr. Sec., School, Nagamalai
4	R. Kathirmani	B T Asst, Govt. Hr. Sec., School, Pamban
5	M. Muthukumar	Police Constable, Pudukkottai.
6	P. Tamirabarani Sahu	P G Asst, Govt. Hr. Sec., School, Odisha
7	R. Jegajothipriya	Lecturer in Puratchi Thalaivar Dr. M G R College of Education, Uchipuli.
8	P. Sathiya	Lecturer in Puratchi Thalaivar Dr. M G R College of Education, Uchipuli.
9	N. Nambu Easwaran	Police Constable, Chennai
10	S. Muthulakshmi	P G Asst, Govt. Hr. Sec. School, Villupuram.

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

The alumni contribute generously to the development of the institution. The alumni also contributed reading literature and technical inputs to the departments so as to improve the infrastructure and learning resources. They also provide the feedback to the institution to reshape the present teaching and learning programmes to suit the new job requirements

5.3.2. 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. (Institution level / inter collegiate / inter university)

Students proficient in sports and extra curricular activities are identified at the time of admission itself and circular to this effect is issued to the classes and interested students are motivated to practice in different events for 45 minutes in the evening after the college hour. Based on the interest and talent they are selected to represent the college in the inter collegiate sports and cultural activities. The selected students are given intensive practice by the coach / physical director in the morning and evening hours. They are given good nourishment by the college. The winning students are honoured by the college on sports day with special prizes and compliments.

We conduct sports and games for a week or ten days in the last session of the programme in order to ensure that all the students and staff participate. Staff members help in the conduct of sports events with the help of physical directors. The winning students are given prizes, cups, trophies, championship cups and certificates on the celebration of the sports day.

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

The institution encourages students to publish different materials by

- Giving information about the publication process
- It is part of the research work and research has been a constant encouragement for the students of the institution
- Special sessions have been organized to brief the latest developments in concerned areas
- Respective teacher guardian supports students individually for writing and publishing their research work.

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

Yes, the institution has a student council body. Each section of B.Ed., course elect their representative. They focus the problems, anxieties and interest of the students to the knowledge of tutor – in - charge and the Principal, conduct association meeting and elect office bearers like President, Vice – President, Secretary and Treasurer. They are totally responsible for organizing various programmes through out the year which provide a platform for students, community for exhibiting their talents.

Guest lecturers are also organized by inviting eminent persons. The funds for these activities is managed by the management.

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

The various bodies and their activities which have student representation on it are:

- Discipline Committee
- NAAC Committee
- Examination Committee
- Internal Quality Assurance Cell
- Library Committee
- Grievances Redressal Cell
- Sports Committee
- Placement Cell
- Guidance and counseling cell
- Environment Awareness Committee
- Alumni Association
- Cultural Committee
- Magazine
- Sports Committee.

5.3.6. 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. Regular feedback on teaching, course facilities are taken from the students and faculty members are individually briefed on the outcome of the finding. Each mentor obtains feedback from the students. Outgoing students also provide feedback on the courses. Alumni are asked to leave their feedback. Personal interaction of teachers with parents and a general meeting organized often involving them to help us to collect feedback. Placement coordinator collects an analysis feedback from prospective employers.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The institution has the following best practices towards students support and progression.

- Sports students are given first preference.
- Feedback from students on campus is given due consideration.
- Feedback on teachers is also considered for improving the quality of teachers.
- Feedback on course content also helps in revamping the syllabus.
- Journals are procured for the library.
- Conduct of Bridge courses and talent search for the fresher's.
- Encouraging the students to take part in inter-collegiate cultural events.
- Advanced learners are encouraged to take up the competitive examinations.
- Establishment of tutorial systems for the benefit of students on academic and personal counseling.
- There is an established Alumni Association
- Parents are informed about the students progress.
- Counseling is given to parents and students.
- Students dropout is nil - 100 % complete the course.
- Parents teachers meeting is conducted twice in year.
- Management council meeting is held every month
- Staff members meet every month
- Emergency meeting is held during inspections and celebrations.
- Students are involved in students association, library committee, sports committee and discipline committee
- Review of video feed back of the teaching practice is given
- Almost all functions of our country is celebrated to inculcate the integrity of our nation.

**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?

VISION :

To become a premier institution of higher education and to serve the community and the nation.

MISSION:

To provide need - based quality education, enhance the teaching skills, competitiveness and employability of students, shape their character and make them responsible citizen of india.

OBJECTIVES:

- To develop knowledge and skills among students, according to their abilities, potential and interests.
- To develop power of appreciation of art and creative expression.
- To develop an adequate sense of social relations among the students, so that they may adjust well in society, home and school. Also to develop vocational skills for productivity to support themselves and to contribute to the economic stability of the society.

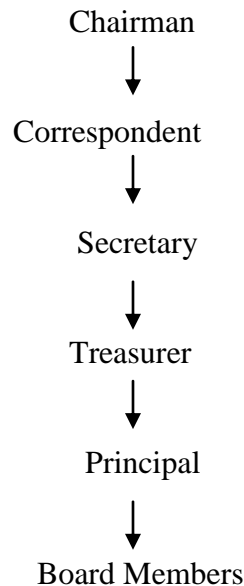
2. Does the mission include institutions goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, educational institutions traditions and value orientations?

Yes,

Goal: To encourage, nurture and develop a sense of internal strength and confidence to face life, capacity to build and contribute towards national development. Our goal is framed in a way to the attainment of our college motto, “ Love of God and service to human kind”.

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)

Board of Management



Committees

- Grievance cell
- Placement Cell
- Library Advisory Committee
- Cultural Committee
- Staff Council
- English Club

- Quiz Club
- Science Club
- Fine Arts Club
- Sports Club

The management is committed to provide high quality academic programmes, training activities and research facilities in higher education.

Proper infrastructure and modern technology is given by the institution to achieve the higher grades in teaching learning process. Sufficient buildings and well equipped classrooms, recent innovative teaching aids, library and laboratory facilities, play grounds are provided for students.

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

During the time of appointment, the management explains the nature of the job; prevailing rules and responsibilities are defined. The members of the staff are assigned various duties of the curriculum and co-curricular and extra curricular activities only by the Principal. The Chairman will assign some additional responsibilities to the faculties regarding admission and placement. It will be intimated through circulars and telephone calls. Office orders at council meetings. Duty allotment and circulars are counter signed by concerned staff members.

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 concentrates on all activities of the institution. The activities of the institution are reviewed by the management with the Principal periodically. Necessary

guidance and valuable suggestions are given for effective functioning of the institution. The feedback of the students and that of the stakeholders from personal contacts are considered for development. Feedback and personal contacts are also checked through unofficial secret squad committee.

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

Feedback given by the students about the staff members, the Principal of the institution helps in identifying the barriers. Barriers are eliminated by love as love and service is itself the goal of vision and mission. The students can directly contact with the chairman through the suggestion box and a times over phone and in person as the urgency demands. From the letters and feedback given by students, Secretary and the managing board will give necessary solution accordingly.

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

The management encourages and supports the following to improve the efficiency of the staff

- Gives full freedom to plan and execute curricular and co-curricular activities.
- Encourages the staff members to qualify themselves and update their knowledge by participating in various programmes like seminars, workshops, conferences etc. On duty and full expenditure is sponsored by the management.
- Periodical review meetings to have a glance over their performance.
- A glimpse at the recommendation of meeting minutes.

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.

Head of the institution as a leader plays vital role in governance and management of the staff members and available resources to ensure the following:

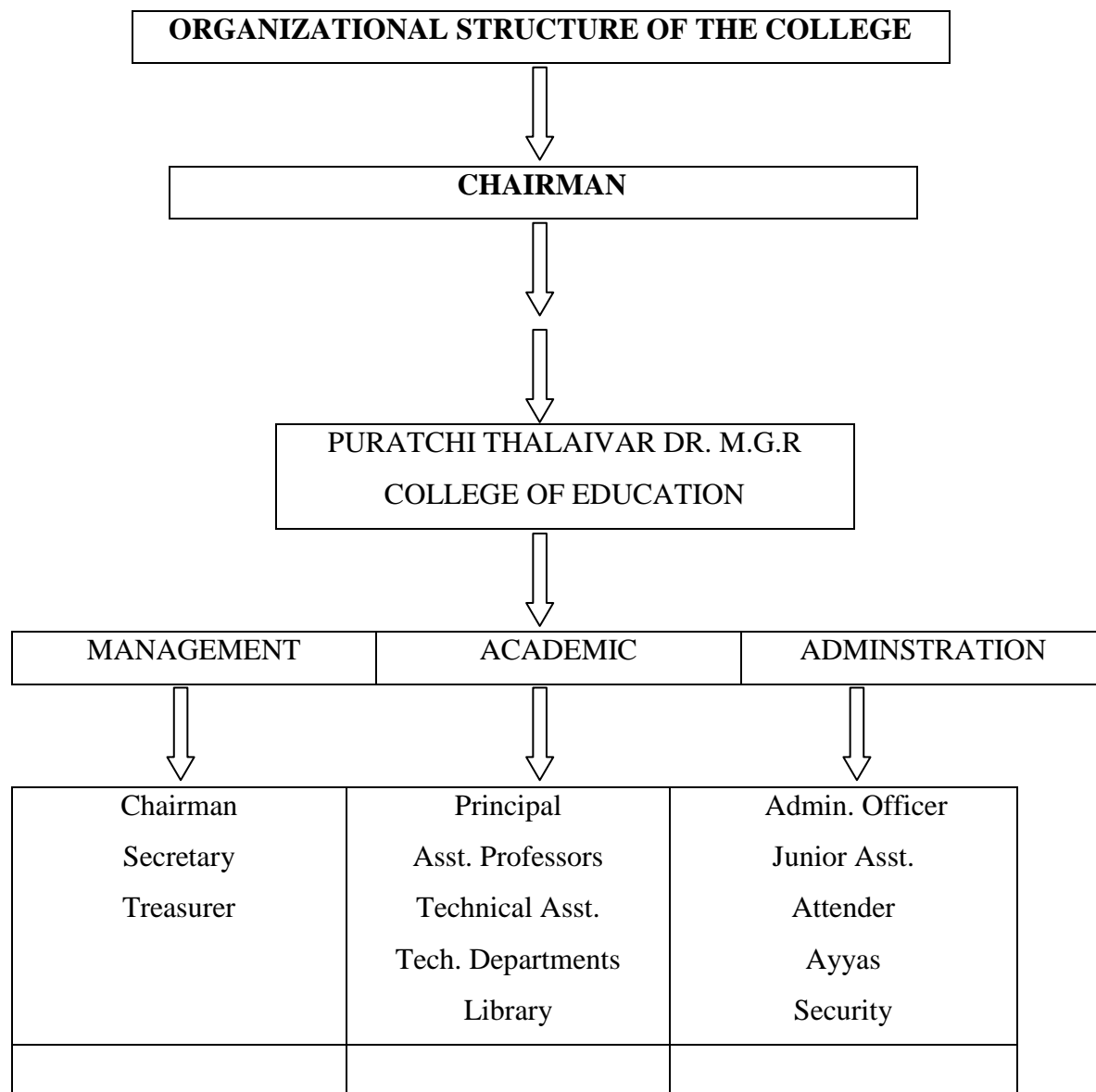
- Strong curricular structure to ensure effective teaching-learning process.
- Co-curricular and Extra-curricular activities for all round development of the students.
- Effective Practice teaching sessions as per the curriculum and present standards of the teacher education. It includes micro, macro and simulated teaching.
- Ensure proper utilization of the available resources to ensure preparation of the ideal teachers. To make good teachers by good collection of books, internet facility.
- Coordinating among the academic and administrative bodies of the institution.
- Coordinating between the management and staff members of the institution.
- Welfare of the staff members

2. ORGANISATIONAL 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.

- Alumni Association Committee – yearly Twice
- Admission committee – yearly twice
- Staff Council – Monthly Once
- Sports Committee – Monthly Once
- Students association – as and when required
- Grievance Cell – Monthly once
- Discipline Committee – Monthly Once
- English Club – once in a quarterly

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 (Refer 6.21)

The Chairman of the college is the Head of the Management. The Secretary and Principal and the management members take care of the infrastructure and maintenance, financial support and creation of assets. The academic programmes are carried out by the Secretary and Principal, as decided and directed by the University and state government education Department.

Every one obeys the orders, understands their responsibilities and paves way in the smooth functioning of the college.

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

Institution has a healthy interactions, tele-talk and exchange of faculty members to enhance the quality of education. We conduct seminars, workshops, Group discussion; there will be a chance for students and staff members of different departments to share their knowledge. During Teaching practice their starts a tie between the institute and various schools. Exchange of faculties as guest lecturers improves the co ordination.

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)

Faculty from each department solve the problem by inviting a faculty from the other department to take over a particular topic, like statistics is taken by a faculty for all the department, classrooms are spacious, well furnished, airy and ventilated in a conducive environment. Computer is taken by a computer faculty to face the problems of particular area. Multimedia facility and training for faculty also come in hand.

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.

The institution has Management Information System (MIS) which includes office assistants and other staff members. This system is responsible for the collection of data in coordination with the faculty members, integration and reformation of data as per the requirement of head of the institution and finally compilation of data for particular presentation as instructed and then it is supplied to the head of the institution, management, academic and administrative bodies of the institution as and whenever required. It helps to analyze the actual problems and to plan actual solutions to them. It is a very important and scientific tool for curriculum design, improvement of teaching-learning process, identifying developmental needs of students as well as of staff members, availability of adequate physical infrastructure including ICT resources and learning resources, assessment of students growth and welfare, and to generate new ideas and innovative methods for the quality development of the educational standard of the institution.

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

Requirement of Human Resource is recruited by the interview panel and financial resource is drawn out of tuition fees. Recommendation of the meeting minutes is taken into consideration for allocating human and financial resources. Resources are from tuition fees and management sponsors.

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

Sufficient human resource and equally balanced financial resource support the implementation of the mission and goals, which are planned and obtained. Through advertisement and call letters candidates are called for interview, selection panel promptly selects the experienced, qualified and educated staff members and the vacancies is filled. Fees structure is intimated during admission time and the balance amount due by the

students is intimated through letters and phone calls. The circular from the management is counter signed by the principal and the accounts department. Different committee in the institution monitors the different activities. Staff members are allotted different work like admission work, cultural work; sports work etc., depending upon the potential.

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

The principal develops the academic plan in consultation with the management. This plan is intimated to the staff and students. Academic plan is planned well in advanced even before the closing of the present academic year. The report and feedback gathered from practice teaching school teachers are also considered. Faculty is given full freedom to discuss on all issues and similarly the administrative staff members are given opportunities to interact with everybody. Audit is made now and then.

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

Every individual has responsibility and he/she is accountable for institutional development. The objectives are communicated through notice board and circular. Contributions of ideas by any individual is welcome in this regard. Opinions are accepted in board meetings and suggestions are made in staff meetings.

6. How and with what frequency are the vision, mission and implementation, 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 as and when required and also as per the feasibility of its introduction within the allotted budget are done after:

- Consultation and recommendation of the various academic and administrative bodies.
- Recommendation by the head of the institution.
- Need development of student teachers as per the global standards.
- Feedbacks from the staff members on acceptance of the new technology.
- Consultation and recommendation of the various stakeholders.

6.4 HUMAN RESOURCE MANAGEMENT

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

Faculty is given self appraisal form, peer appraisal form and finally the principal's comment helps in identification. Performance of the staff member is shown in the management review, helps in identifying the faculty's development and needs. The principal arranges development programs for the staff members. Principal recommends staff members to attend workshop and seminar that are fully sponsored by the management.

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 management recognizes the values of teachers and gives almost importance to the needs of the teaching community of the college. The following welfare measures are provided to attract and retain the best minds in teaching.

Some of the welfare measures provided by the college are:

- Wards of staff are given fee concession in education.
- Sponsorship and on duty(OD) is allotted for all staff members who present papers in seminars,
- Marriage leave for 10 days with salary and Rs. 1000/- is given as complement.
- The female staff members are given maternity leave and after 6 months they can rejoin

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.
- Orientation programmes are attended by the principal and the staff members.

5. 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.,)

They are appointed by the management after being scanned by a panel of experts including the chairman, executives, principal, and subject expert. Rules and regulations are given as handout (printed material) as per norms of the institution.

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, Specialization)

Part-time and ad-hoc faculty are recruited when regular faculty proceeds on study leave or avails long leave on health grounds

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).

Every year a particular amount is allocated in the budget towards staff members development, sponsorship for advanced studies, a sort of package is allotted for research and for participating in seminars, conferences and workshop and towards any professional activities. Leave allotment and class arrangements is altered if necessary. First aid and fire safety workshop and orientation programme is conducted.

8. What are the physical facilities provided to faculty? (Well –maintained and functional office, instructional and other space to carryout their work effectively?
 - Staff room,
 - Library facility
 - Banking facility,
 - Award and rewards for the achievement,
 - Maternity leave,

- Marriage leave
- Study leave
- Comfortable chair and table
- Intercom
- Interactive boards
- Computer and Internet facility
- Fee concession for wards

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

Often meetings are conducted for stake holders by the faculty. Suggestion boxes are link between the management / institution and the stake holders for redressing the grievances. Notice Board is placed at the end of all the corridors.

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

Based on the qualification, experience and the inborn skills along with the work schedule of time table and mentors job, staff members are involved in other curriculum work too. Staff members visit the teaching practice schools. Tutor in-charge gives the required guidance and counseling to the students under the care.

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. Sports/ games prizes are given to the winners.

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.

No, institution does not get financial support from the government. Source of income is from bank loan and revenue is from collection of tuition fees. No donations are collected.

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, there is an adequate budget 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, a depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

Expenditure statement is enclosed.

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 pares. Objectives raised and dropped)

The accounts are regularly audited. The internal audit is done annually and external audit is done by the auditor. The audit reports will be kept for perusal when the peer team visits the campus

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

No, except for the fee collection.

6.6 BEST PRACTICES IN GOVERNANCE AND LEARDERSHIP

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

Scholarship, loan facility, free education to the wards, PF facility and gratuity facility is made available to the staff. All functions and organization are carried out through small committee which is headed by the staff members convener and convener working under a coordinator. Coordinator is guided by the principal. Governing bodies function freely. Self appraisal report submitted by the staff is evaluated. Students' evaluation on teachers is considered. The prospectus contains all the details of the college. Suggestion box suggest suggestion. Workshop and training programmes is organized for the teachers.

**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 Chairman, 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 and 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?
 - Student's representatives are involved in IQAC representatives.
 - Suggestions (both formal and informal measures) from student forums are accepted based on their feasibility to improve the academic programmes.
 - Initiatives by students are encouraged and channelized.
 - Student forums and students participations are encouraged and ensured.
 - Invariably students including physically disabled are taken as members of various committees.
 - Student Welfare Office is proactive in ensuring participation of students in cultural and social activities and competitions. Student's talents are nurtured. Coaching and training sessions with all financial help are in place including certificate courses to develop multi-skills.
 - Award-reward-incentive initiatives are being practiced. Extra classes for weak students.
 - Exhibitions, fairs and festivals for harnessing the talents and participation of students particularly during National festivals and Science, Environment and other days of National and International importance.
 - Student feedback on course, subject, syllabus, grievance redressal and expectations are considered in right earnestness for quality sustenance.
 - Periodic workshops for students are arranged by the institution using both external and internal resources on-orientation, learning-evaluation methods, library reference, ICT and employability, HRD through competence development, career guidance and counseling and leadership qualities.

4. How does the institution ensure the quality of its administration and financial management processes?
 - Institution follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations, ICT, Leadership, governance and

strategic perspective planning. It collects, maintains and analyzes documents and document evidences.

- Institution prepares the Annual Quality Assurance Report (AQAR).
- It analyzes the feedback received from all stakeholders and informs the concerned about its outcome for correction and amelioration. It also sends appreciation letters to the well deserved staff for this performance.
- The IQAC established several cells and centers and constituted committees to initiate activities both academic and governance.
- IQAC has been channelizing the efforts and measures of the institution towards academic excellence.
- Periodic annual review by IQAC has been done on curriculum, syllabus, teachings-learning-evaluation process, student's performance and overall development including initiation for establishment of innovative activities.
- Preparation of budget and its approval by management committee of the institution.
- Preparation of statement of Annual Accounts by finance section.
- Internal Audit.
- Compliance to audit objections and observations.

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

Institution identify and share good practices with various constituents of the institution. Innovations are manipulated by the management, principal and various department by continuous exploring ways.

Individual faculty members are encouraged to do intensive practice and new ideas and practices are introduced in teaching skills and teaching learning process and also the valuable effect of institution is its initiative to explore in the departments to enhance the overall quality of the educational process. Seminar/Workshop is conducted every year. Training programme like model preparation, teaching aids preparation and SUPW is important. Guest lecturer is arranged. Whenever a staff member attends a seminar the information is shared with other staff members of our institution.

7.2. INCLUSIVE PRACTICES

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

- The institution consciously makes efforts to recruit staff members from disadvantaged community for security and maintenance of premises and garden and the college as a whole in general.
- Value education is incorporated in our teacher education system according to NPE1986. Life long learning is encouraged by engaging the students to utilize the library resource to the maximum.
- Quality education is ensured to develop the essential skills in pupils to lead a successful life and also make them morally conscious.
- Self esteem is encouraged
- A systematic education is provided which suits the needs of today and tomorrow for the generation.
- Periodical update and innovative practices are implemented now and then. Instead of stuffing the mind of the students the habit of enquiring and reasoning is taught.
- Good environment with all physical facilities is provided. So classroom interaction is made to the convenience and satisfaction.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The role of the general curriculum with special education students continues to grow of the individuals with disabilities. This reauthorization required increased access to the general curriculum for all students with disabilities. This statutory requirement and the growth of technology allowing for specialized dissemination and engagement of instructional materials offers a host of opportunities and challenges for today's educators, especially those serving students with

moderate to severe disabilities. The institution has inclusion and exceptionalities as well as gender differences in the academic plan through

- Counseling of the students from backward areas
- Counseling of the students from backward castes
- Counseling of the women students
- Counseling of the disabled students
- Counseling of the students those are weak in study.

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

Various activities are envisioned in the curriculum.

- Self esteem is encouraged and good habits and moral values are inculcated.
- Good environment with all physical facilities is provided. Classroom interaction is made with students.
- Self esteem is encouraged in order to improve the self motivation. Students reasoning ability is encouraged through the habit of investigating on lessons which also helps to uplift their self motivation.
- Periodical update and innovative practices are implemented now and then. A systematic education is provided which suits the needs of the hour.
- Field trip, educational tour, excursion at different places makes the student teachers to have cordial relationship with the society.
- Environmental education is taught to gain the knowledge about the society and the surroundings.
- Micro, Macro teaching session enables the student teacher to learn the methodology and techniques of teaching.
- Various club activities, citizenship training camp, leadership training camp and community service helps them to have good communal interaction.

- Different psychological procedure like attitude test, personality growth, behavioral modification, diagnostic test, aptitude test, proficiency test, interest test and achievement motivation test stimulate the learning of teaching methods.

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

The institution follows many activities to develop the proficiency for student teachers for working with children from diverse back grounds and exceptionalities. We celebrate almost all the festivals of our country.

- Citizenship Training camps: The student teachers attended a citizenship camp and through this they develop a good relationship with all types of people from different back grounds. And they were trained to serve for the people in villages.
- The student teacher participate in several programs and develop a cordial association with all kinds of people from various backgrounds. They also trained to meet the needs of the village people.

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

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.

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

There is no eve teasing in the campus. The management and staff members are taking intensive care for the girls students. They keep a lasting vigil. Lister Metro Polish conducted a programme on obesity and anemia.

7.3. STAKEHOLDER RELATIONSHIPS

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

Everything is displayed on the notice board and at times informed through telephone talk. Advertisement is made to create public awareness about the program. School headmaster is contacted through controller of educational officer and district educational officer. Circular are received from the university in the name of register and vice-chancellor. Examination intimation and doubts regarding theory and practical examination is clarified by the controller of examination. Parents' teacher meeting is conducted and their opinion is collected. Steps are taken to bring the students to the comfort zone through guidance and counseling.

RELATIONSHIP WITH SCHOOLS:

We have cordial relationship with the following schools:

1. Govt. Hr. Sec. School, Alagankulam.
2. Govt. Hr. Sec. School, Kadukkavalasai.
3. Govt. High School, Kottaimedu (Kamuthi)
4. Govt. High School, Kalkinatrualasai.
5. Govt. Hr. Sec. School (Boys), Panaikulam.
6. Govt. Hr. Sec. School (Boys), Mandapam Camp.
7. Govt. Hr. Sec. School, Nayanarkoil.
8. Govt. Hr. Sec. School (Boys), Rameshwaram.
9. SPA Hr. Sec. School (Girls), Rameshwaram.

10. Govt. High School (Girls), Panaikulam.
11. Govt. Hr. Sec. School, Regunathapuram.
12. Govt. Hr. Sec. School, Rettaiyurani.
13. Municipal Hr. Sec. School, Ramanathapuram
14. Govt. Hr. Sec. School (Girls), R.S. Mangalam.
15. Govt. Hr. Sec. School, Valantharavai.
16. Govt. Hr. Sec. School, Pampan.
17. Govt. Hr. Sec. School, Puthumadam.
18. Govt. Hr. Sec. School, Kavanoor,
19. Govt. High. School, Thamaraikulam..
20. Govt. High School, Thangachimadam.
21. Govt. High School, Palanivalasai..
22. Govt. Hr. Sec. School, Thiruvadana..
23. Govt. Hr. Sec. School, Vedhalai.
24. Govt. Hr. Sec. School, Uchipuli.
25. Govt. High. School, Perungulam.
26. Govt. High. School. Vannangundu.

RELATIONSHIP WITH SOCIETY:

The needs of the society is also taken into consideration and awareness given to the people

1. Dengue Fever Awareness
2. Free Medical Camp
3. Women Education and Child Education Awareness
4. Free Eye checkup camp

RELATIONSHIP WITH PARENTS.

Parents teachers meeting were conducted and their opinion is collected regarding their ward's performance. Mentors call the students to give reasons for the low performance. If the students find the subject tough, steps are taken to make them enter the comfort zone.

We also get good guidelines from the employers of campus requirement about the feed back of the students and steps are taken to suit their requirements.

7. 3.2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Satisfaction of the students and stakeholders:

- Best infrastructural facilities are made
- Campus can be seen healthy and clean
- Gardens are well maintained
- Strict discipline system is followed
- Competent faculty and cordial students teacher relationship is found.
- Safety and security in the college is ensured.
- Reputation of the institution with good academic performance and academic achievement gives more satisfaction for the students.
- Well equipped library and Internet facilities are available.
- Good organization of seminars, workshops and guest lectures are to their satisfactions.
- Co-curricular activities develop the holistic personality of the students.
- Mobile phone is prohibited
- Open and Spacious playground can be seen
- Audio Visual based teaching and learning methodology is followed
- The students were trained in the indoor games like chess, carom, and Table tennis and so on.
- Student feel comfortable with our canteen facilities also
- One rupee coin telephone booth is provided.
- Periodical monitoring and personal care is given to the students
- Counseling and guidance is also given whenever needed.

- Innovative approaches are practiced to develop the student's skill in maintaining the Indian values, traditions and ethos.
- Encouragement and motivations are given to the students to organize co-curricular activities
- Quality and efficient delivery of the curriculum is very much satisfied.
- Better academic results is also a good satisfaction.
- Continuous improvement in teacher quality through various innovative teaching creative thinking and learning methods.
- Suggestion box is kept
- Feed back is collected

Dissatisfaction of the students and stakeholders:

- Mobile Phones are restricted inside the campus but students are willing to use it
- To improve the rural students spoken English extra classes may be arranged.
- 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?

There are many feed back mechanisms followed:

- Parents, teachers meetings are held monthly once.
- In the preparation of Alumni meets many feed backs were heard over and rectified.
- Suggestion box helps to over come the problem.
- All the grievances are heard from the students and solved by the grievance cell
- Major problems are dealt in the meeting within the principals and managements and discussed about the ways to solve the problems and finally policy decision is made.

DECLARATION BY THE HEAD OF THE INSTITUTION

Sir,

I certify that the data included in this Self Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

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

**Signature of the Head of the Institution
with seal**

Place: Uchipuli.

Date :