

ST. MARY'S COLLEGE OF EDUCATION

Accredited by NAAC with B Grade.

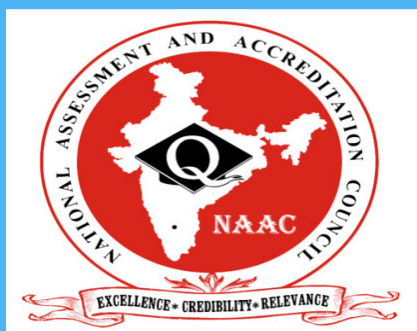
Seydunganallur – 628 809.

Thoothukudi District.



SELF STUDY REPORT 2015-2016.

Submitted to



**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC)
BANGALORE.**

OUR EMBLEM



The Crab holding a cross symbolizes the history that how St. Xavier got back his lost cross at the sea. The steering wheel of a boat denotes, leading the people in proper direction. Thus the emblem highlights the fact that this is a Catholic Fisherman Institution. At the top, the college motto, **“GROW AND SERVE”** is written which means to grow in Wisdom, Knowledge and Experience, Serve God and the Nation.

OUR COLLEGE

St. Mary's College of Education was established by Punitha Valanar Meenavar Kalvi Arakkattalai in the year 2006 with an aim to achieve high ideals for future teachers. It is one among the colleges of teacher education started under self-financing scheme during the year 2006 and was affiliated to Tamilnadu Teachers Education University, Chennai with a sanctioned strength of 100. The college has excellent infrastructure with spacious building and maximum facilities. It has a well equipped library and laboratories for Science, Computer, Technology, Language, Psychology and Work experiences. There are well furnished class rooms, multi purpose halls and other amenities. Classes are well equipped and provided with modern amenities. There are multi purpose halls for conducting seminars, lectures and group discussions.

VISION

St. Mary's College of Education envisages a new society based on brotherhood, social justice and dignity of the downtrodden, which would be possible on earth only by future citizens of India. This in turn presupposes the presence of potential and committed teachers, who would form and mould the little ones of our country.

MISSION

- To impart a sound formation in all levels such as academic, social, physical, emotional and religious.
- To cultivate self-confidence.
- To mould and motivate the would-be teachers towards vision of excellence.
- To strengthen their ability in communicating their views effectively.
- To equip the teachers with a thorough theoretical input and provide them practical training so that teaching-learning process becomes effective.
- To train the teachers in ICT based methodology.
- To acquire and imbibe the values of leadership quality through various cultural activities.
- To make the students understand and to experience the reality of the downtrodden.
- To impart the values of brotherhood, social justice and dignity of labour.
- To produce a band of committed teachers who would be the agents of social change.

STRATEGIES

- Special social exposure programme during the academic year
- Extensive Lectures
- Co-curricular activities
- Special coaching in communicative English
- Developing their cultural ethos and talents
- Life orientation programmes
- Cultural and Educational Tours
- Intensive teaching practice
- Celebration of important national days
- Training on life skill development
- Use of modern technology
- Experimentation of new methods and techniques.

PUNITHA VALANAR MEENAVAR KALVI
ARAKKATTALAI

Management Committee

President :

Dr. Blatius Fernando, M.B.B.S., F.I.C.P.,

Vice-President :

Thiru. Peter Damian.

Secretary :

Thiru. M. Rozario Rayan

Treasurer :

Thiru. J. Soosai.

Members :

Thiru . G. Antony Fernando, B.Sc., B.L., D.L.L.A.L.,
Correspondent, St. Mary's College of Education.

Thiru. Jeyaraj V. Rayan, B.Com., F.C.A.,
Administrator, St. Xavier's Polytechnic College.

Dr. J. Stephen, M.B.B.S.,
Correspondent, St. Xavier's Polytechnic College.

Thiru. J.P. Joe Villavarayar
Governing Body Chairman.

Dr. G. Porgio, M.Sc., M.Ed., M.Phil., Ph.D
Administrator, St. Mary's College of Education.

College Governing Body

Chairman : Thiru. J.P. Joe Villavarayar

Members : Thiru . G. Antony Fernando, B.Sc., B.L., D.L.L.A.L.,
Correspondent, St. Mary's College of Education.

Thiru. M. Rozario Rayan
Secretary of the Trust.

Dr. J. Stephen, M.B.B.S.,
Correspondent, St. Xavier's Polytechnic College.

Dr. G. Porgio, M.Sc., M.Ed., M.Phil., Ph.D
Administrator, St. Mary's College of Education.

SELF STUDY REPORT**A. Profile of the Institution**

1. Name and address of the institution : **ST. MARY'S COLLEGE OF EDUCATION
Seydunganallur – 628 809.**
2. Website URL : www.stmaryseducation.org
3. For communication : Opposite to Railway Station,
Seydunganallur,
Thoothukudi District 628 809.

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	04630-263069	04630-263031	stmaryseducation@yahoo.co.in
Vice-Principal	04630-263069	04630-263031	stmaryseducation@yahoo.co.in
Self - appraisal Co-ordinator	04630-263069	04630-263031	stmaryseducation@yahoo.co.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0462-2553333	9442505533
Vice-Principal	04639- 277849	9486714705
Self - appraisal Co-ordinator	0462-2530228	9486400055

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

5.38

6. Is it a recognized minority institution?

Yes



No



7. Date of establishment of the institution:

Month & Year

MM	YYYY
03	2006

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

Tamilnadu Teachers Education University

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

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

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.,	U.G	Degree	2 years	English

iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid from	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.,	APS0 1569 dt 01-10-2004	2004	100
		APS0 1569 dt 01-05-2015	2015	2 units
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

I. Curricular Aspects.

II. Teaching, Learning and Evaluation.

III. Research, Consultancy and Extension.

IV. Infrastructure and Learning Resources.

V. Student Support and Progression.

VI. Governance and Leadership.

VII. Innovative Practices.

Criterion I

Curricular Aspects

1. Does the Institution have a stated
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes		No	✓
-----	--	----	---

If yes,

- a) How many programmes?

-

- b) Fee charged per programme

-

3. Are there programmes with semester system

No

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

Yes		No	✓
-----	--	----	---

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

-

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

D.Ed.	
B.Ed.	5
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes	✓	No	
Number	120		

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

Yes	✓	No	
Number	3		

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
Number	2		

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

• Heads of practice teaching schools	Yes	✓	No	
• Academic peers	Yes	✓	No	
• Alumni	Yes	✓	No	
• Students	Yes	✓	No	
• Employers	Yes	✓	No	

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

1 Year

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	2
--------	---

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

Yes



No

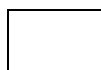


14. Does the institution encourage the faculty to prepare course outlines?

Yes



No



Criterion II

Teaching – Learning and Evaluation

2.1 Admission Process and Student Profile

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

Eligibility for admission in the course is based on the reservation policy as laid down by the norms of the State of Tamilnadu- SC- 40%, MBC/DNC - 43%, BC – 40% and OC - 50%. The students are admitted in B.Ed. course on the merit basis, taking consideration of reservation policy and other rules of State Government of Tamil Nadu. The eligibility as prescribed by NCTE for B.Ed. Programme is followed strictly. Transparent admission process as per the instructions given by Tamil Nadu Teachers Education University is followed. The college is being run by the Trust for the benefit of the fishermen community. Concessions are given to the fishermen students as decided by the Trust every year.

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

Programmes are advertised through newspapers, prospectus, notice board of the College and through the College website which has been hosted in the internet. The institution makes clear the location of the college, transport facility/connectivity, seats available, salient features of the institute, facility available in the campus and faculty status and results of the previous years. The prospective students have all essential information in the prospectus. In information brochure, institution has made a clear message about its vision, ambition of the management and selfless service to the society through teacher education. The information also provides the course structure, faculty with their excellent academic record, methodology adopted, cultural and social perspectives of activities undertaken. It helps them to comprehend the vision, methodology, all teaching-learning activities and academic environment of the institution and facilitate them to make a decision.

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

In accordance to the rules Trust. framed by the Tamilnadu Teachers Education University and in addition to the decisions taken by the

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

Enrolled students represent different social and other groups like SC,MBC,BC, OBC, OC, etc. Transparency is maintained in the admission process. The institution has a privilege of its location, that's why its student fauna has diverse backgrounds. The student-teachers from different economic, cultural, religious, backgrounds and enjoy their individuality in harmony of great diversity in institution's academic environment. The following strategies are in vogue for the great cause:

1. The Institute assists the economically weaker student teacher by facilitating them to avail state scholarships. The additional numbers of library books are issued especially to them through book bank.
2. Religious festivals and events are celebrated by student teachers for integration of their faith and believe. Every student is encouraged to share and represent her culture and section various cultural activities as well as in morning assembly. Diwali, Pongal and Christmas are celebrated in the institution.
3. The college has a women education encouraging and endorsing environment. Previous years had only women enrollment. The female student teachers are being ensured that they have their voice to share and raise the issues regarding campus experience with girl student's advisor, women cell in-charge and their concerned tutors.
4. The Institution has a conducive academic environment for the expression, joyful study and celebration of life for the female student-teachers through various cultural and co-curricular activities.

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

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

1. Orientation Programme:

Bridge courses are conducted. Students are motivated and encouraged to face the internship. The teacher educators introduce the nature and structure of teaching to the students. Pre -test is conducted to the students to know the previous knowledge of the students. Life skills programme is conducted for five days. Teacher Educators and experts from outside provide information regarding life skills components. Peer group teaching, micro teaching and model teaching are conducted for skill development. Post test is conducted to find out the performance of the trainees. The programme is effective and students responses are good. Exposure to school environment and interaction with school teachers helps in accessing student's knowledge. If need arises students are provided with an opportunity to interact with subject teacher from the school. Remedial material is also provided to bridge the gap, if required at this stage.

2. Fine arts competition

Every year the institution organizes competition on all Fridays of the week. Various competitions like dance, poetry, speech, singing, painting, Rangoli, art from waste, mono-acting and mimicry are conducted. The performance of the student teachers provide a realistic picture of their personal, knowledge, specific skills and needs.

2.2 Catering to Diverse Needs

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

The institution provides a promising and conducive learning environment to the student teachers for their better learning and overall development includes social, moral, cultural and academic aspects of personality. The institution starts the session with the orientation programme and the student teachers are made aware of the syllabus for the whole curriculum with learning activities. Student teachers are trained well in such a way that they can compete with all the

upcoming challenges in the present era. Through the effective implementation of the curriculum as framed by the Tamilnadu Teacher's Education University, the institution provides the best services to the student teachers for better learning. The faculty members of the institution use various teaching methods to cater to the needs of the students. If student teachers find any difficulty in the way of learning, the doubts are cleared by the teacher educator concerned by adopting the best and suitable method.

The institution has the facility of well equipped Education Technology Lab, Computer Lab and updated library which are useful to student teachers to meet their requirements. It is well equipped with many text-books, good reference books, periodicals, research journals, and dictionaries. Books are available in both English and Tamil. The library is spacious and 50 teacher trainees can be accommodated when there is a library period for one section. There are sufficient tables and chairs in the library. This library provides an inspiring learning environment for the teacher trainees. Faculty is self motivated to use various kinds of teaching aids such as chalk board, chart, model, pictures, internet, transparencies, OHP and computers so as to they effectively present the content using power point in the classroom.

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

All the student teachers are well trained to handle the modern technological aids in their class room teaching. They are trained to handle computers, OHP, Slide Projector, LCD Projectors etc.

The institution also provides suitable environment to the student teachers not only in the academic growth but also in their cultural, social, intellectual, moral, mental and professional growth. The institution organizes various cultural programmes from time to time to bring out the hidden talent of the student teachers. In these programmes student teachers are encouraged to participate and organize the whole activities. The faculty members guide them by giving valuable suggestions. All the activities of the programme are managed by the student teachers. Various inter house competitions are also conducted at the college level for the student teachers

to foster a sense of competition among them. Important programme/day celebrated at college level are:-

- Celebration of National Days - Independence day, Republic day, Women's day, World AIDS day, Teachers Day, Anti Tobacco day, Environment day , Science day etc.
- Celebration of Important festivals and Cultural events of different religions - X'mas, Pongal, Diwali, etc.
- Inter-house debate, elocution, singing, dancing, skit etc.
- Organizing of Educational activities like Chalkboard writing competition, transparencies competition, speech and poetry competition.

Morning assembly is organized at the institution. The morning assembly is organized for all days in a week. Through morning assembly the institution tries its best to inculcate the moral and spiritual values among the student teachers. It is compulsory for every student teacher to participate in the morning assembly and to perform an activity according to their interest. All these activities aim at inculcating some moral, social, spiritual and national values among the student teachers. Besides, all the student teachers are encouraged to participate in the various competitions and workshops held at other colleges, where our student teachers make outstanding achievements. Many other activities organized for their personality development are community participation, games, sports, work experiences, classroom seminar, workshops, extension lectures etc.

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

To cater the diverse learning needs of the student teachers special emphasis is placed on remedial teaching. This is attempted through formal and informal counselling. Not only weak but advance learners are also given due attention. They are as follows:

- Remedial teaching, mentoring and special coaching is given to the slow learners by both teacher educators and advanced learners during regular days and study holidays.
- Individual attention and motivation are given to them.
- Special attention is given during micro teaching and teaching practice.
- Issuing books to student-teachers during annual examinations.
- Organizing Extension Lectures by prominent educationists.
- Individual-based learning assignment and projects are assigned to the student-teachers.

- Student-teachers' need for academic areas are discussed in tutorial system and they are also provided with remedies
- Feedback and remedial measures are taken after every class / unit test examination.
- Proper orientation courses about examination and evaluation system are conducted periodically.
- Appropriate demonstration is given to the student teachers for model lessons in different skills , teaching practices etc.
- Pre-examination counseling is given to SC/ST and OBC students.
- Extra classes, Spoken English classes, seminar, Extension Lectures etc., are arranged to enrich the knowledge of student teachers.
- Special attentions is paid to advance learners and they are guided systematically.

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

Most of the B.Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. The Curriculum embissions remedial teaching for slow learners and socially less privileged students and tutorial system for all the students.

There is a wide scope of diversity with equality in the teaching – learning process in the B. Ed. curriculum. There is a lot of diversity of the subjects in the curriculum such as Psychology of learners and learning, Education in contemporary India, Education and socialization, Environmental Education, Essentials of Teaching and Learning, Assessment of Learning, Information and communication Technology, Yoga, Health and Physical Education and various teaching subjects and all these subjects equally work for effective teacher training. The curriculum has various activities through which diversity and equality in teaching-learning process is reflected. Student teachers are also provided with a training how to understand the equity and diversity of student teachers in their Micro Teaching group in which they have to play the role of student, teacher and observer. Other curriculum oriented activities are:-

- Preparation for practice teaching.
- Curriculum oriented projects
- Provision of selecting special papers.
- Education of Children with special needs.

- Developmental stages of children.
- Practice on Personality Profile of student.
- Need for selection of different method and media.
- Lesson Planning.
- Developing core teaching skill through simulation.
- Observation and discussion of demonstration lesson.
- Pedagogical content analysis.
- Observation and supervision at practice teaching.
- Interaction and Participation within community.
- Educational Tours.
- Extension Lectures.
- Provision for work experience.
- Creating learning situation through tutorials.
- Organizing various class test, class seminar ,demonstration etc.

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

The institution ensures that the faculty members are knowledgeable and sensitive to cater to the diverse teacher trainee needs.

Under the tutorial system, the total students are divided into groups and are placed under the teacher educator to get guidance and counselling. The institution has well qualified and experienced faculty. All teachers are appointed by a selection committee. They have relevant degrees in education. Work allotment is done as per the UGC norms. Student feedback is also taken on prescribed proforma regarding teaching of all faculty members. Our faculty members participate in the professional development program like seminars, conferences, workshops, at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs. This keeps them updated regarding new trends and contemporary issues.

Teacher educators are prepared to manage diverse learning needs of students through visit to schools of different kinds such as schools for the blind, schools for the deaf, orientation to different teaching methods and demonstrations by experienced teachers. Teaching Practice plans are developed in collaboration with schools. During meetings with school Heads, the

educational needs of the schools and the policy directions are communicated. School teachers are oriented about guiding and assessing student performance.

The methodology teachers interact with guide teachers, observe and guide student performance in teaching and other areas. Feedback covers - lesson plan, teaching, questioning, evaluation, blackboard work, use of aids, class management, pupil participation and teacher behavior. The scheme of evaluation is made known to students at the beginning of the session. Students' performances in tests are followed-up by teachers. Doubts are clarified and necessary feedback is given.

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

The college provides a wide variety of practices which enables student-teachers to be innovative, skillful and adopt human values. Some activities are:

1. Organizing daily morning assembly where all the faculty members and student teachers assemble for prayer and other assembly activities. The morning assembly includes the following activities:

- Prayer
- Thought of the day
- View of prominent/eminant personality on values, education or any national concerns.
- Recitation of self composed or inspired poetry
- Reading out daily news
- Devotional Song/Patriotic Song
- Sports news
- National Anthem

2. Organizing various social and cultural programme

3. Celebrating days of national, international and social importance such as republic Day, Independence Day, Women's day, Diwali, Teachers Day, Science day, Water day ,HIV/AIDS day etc.

4. Organizing Extension Lectures

5. Daily display of thought of eminent thinkers and Educationist on display board.

6. While organizing any activities / function at college level, student teachers are assigned duties / responsibilities/ The institution provides them with adequate opportunities to organize various activities themselves under the supervision of the teacher educator concerned.
7. While organizing various competitions at college level, student teachers are assigned different responsibilities such as choosing the external judges, getting their consent and conducting the competitions without any flaw.
8. Student teachers are also motivated by organizing Extension Lectures
9. Student teachers are provided guidance and counseling service by faculty members.
10. The student teachers are given orientation courses to identify different types of disabilities, its causes and prevention. The student teachers are trained to help disabled children in the classroom and at home. They are trained to create awareness about avoidable disabilities among students in future.
11. Organizing Yoga Camp / Citizenship Training Camp /Orientation programme All the above mentioned practices help the student teachers to develop knowledge and skills related to diversity and inclusion and apply them effectively in the classroom situation.
12. Provided to help slow learners and advance learners.
13. Remedial/Bridge Classes and appropriate counselling.

2.3.1 How does the institution engage students in “Active Learning”?

The institution engages student-teachers, in active learning by giving assignments, journals writing, reading books in library, giving them project works in group as well as individual, doing peer group teaching in which some talented student teachers teach their peer group, performing some cultural activities etc. Some of the measures attempted are :-

- Individual projects
- Extensive use of library for self study
- Preparation of teaching Aids
- Use of ICT
- Construction of knowledge through Internet.
- Learning in peers

The College organizes two day orientation programme at the commencement of each academic session. During this programme, students are explained about the syllabus, the

philosophy of Teacher Education, facilities of the college, Micro Teaching and Practice Teaching. The college starts with the theory classes for a month. This is followed by 5 days of Micro Teaching sessions. Each student gives 2 lessons per skill. The skills practiced are Introducing a lesson, Probing Questioning, Stimulus Variation, Explaining and Reinforcement. Besides these, each student is given practice in Black Board Writing Skill. Each faculty gives five Demonstration lesson per on Subjects. Each lesson is checked and supervised by the Teacher Educator. Student Teachers take part in Inter House cultural activities and social service camps. The social service camps are held in nearby villages. The Institution engages the students in "Active learning" through library facilities, individual assignments, team teaching, role playing, practice teaching, seminars practical's and instructional material.

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

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

- Learning is made 'student centered by utilizing Participatory teaching learning strategies
- It is made student centered by lectures, practical and field activities.
- Technological approach makes the learning student-centered. Allowing students to construct his/her knowledge by providing facultative environment such as Computer, Internet etc.
- Forming Self help group to solve their own problems
- Constituting Houses to organize academic and Co-curricular activities.
- Exposing students to visit Schools and teachers for learning.
- Adopting students to various teaching methods like project method, problem solving method, seminar etc.
- Involving students in management related activity.

- Learning is made student centered by involving them in action research, case study, project method, field trip, extension activities, group discussion method, play way method, problem solving method.
- Learning is made student-centered by performing non-curricular activities such as involving them in gardening, playing different games, conducting various competitions, conducting assembly in which different group perform different activities such as news reading, thought for the day, skit etc.

1. Almost every student teacher is invariably involved in various activities/programme of the college for developing their talent in the field of their interest. Student teachers participation in various activities is ensured through the organization of the morning assembly.
2. Tutorial groups, guidance and counseling cells are established to solve the student teachers academic, personal, career and social problems.
3. Every faculty member caters to the needs of the student teachers while developing the content matter in classroom. As per the need of the student teachers the teacher educator changes his/her methodology and uses various teaching aids to make concept easy and understandable to the student teachers.
4. Teachers educators precisely diagnose the problem of the student teachers by oral testing, written test, class test and house examination and then provide them necessary remedies accordingly.
5. Seminars, projects and case studies are conducted by the student teachers themselves under the guidance of the respective teacher educators.
6. Student-teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazine, journals, reference books, periodicals etc.
7. Regularity, punctuality and discipline in the college are maintained by a body of student teachers and discipline committee as well.
8. Extension lectures and competitions are organized to cater to the student teacher needs.
9. Training in handling hardware and software is also provided to the Pupil-teacher's in order to meet the requirements of the modern classroom. During this training, student teachers are taught about the use of OHP and LCD projectors.
10. Student-teachers are offered a variety of options in all the optional papers where student teachers are free to choose any option as per their requirement or interest.

2.3.3. What are the instructional approaches and experiences provided for ensuring effective learning? Detail any innovative approach / method developed / used.

Various instructional approaches are used by the teacher educators like self learning material, programmed learning, power point presentations, teaching aids etc. which make the student teachers understand teaching in a more effective way. Active learning methods are given much importance. To ensure effective learning, various instructional approaches are used to provide them experiences. Instructional approaches like heuristic method, use of modern technologies, interaction, models, project method, problem solving method, experimentations, e-learning method etc. are used in the institution to provide sufficient scope for effective learning. Besides, special practice sessions are engaged to:

- Provide practice in writing specific objectives.
- Reflect upon how assessment can be used best for ensuring effective learning.
- Understanding finer details of video presentation during post viewing session.
- Critically analyse good and bad practices of teaching after viewing video lectures on the topic.
- Providing strategy for better integration of different teaching skills after microteaching session.

The practical work is carried out with the active participation of the student teachers. Student teachers are engaged in work experience, preparing charts, models, usage of waste material and community services, various cultural and social programme for providing various learning experience to ensure better and effective learning. The digital language laboratory provides the students to listen to the speech of foreigners to understand their pronunciation and accent. The students can record their voice and play back to make rectifications. Additions and modifications can be made by the students and communication skills in language can be enhanced. Computer Assisted Learning is practised among the students. After the classroom instruction is over the teacher provides guidelines for learning through computer. The students are confident and interested in learning as well as gathering information through internet.

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

Though, there is no content on teaching models in B.Ed. curriculum, teaching experiences from different models of teaching provides effective learning experiences to the student teachers. The Institute uses and adopt the following methodologies and approach.

1. Pedagogical analysis of the content: In teaching every subject of B. Ed. a provision is made to do pedagogical analysis of the given topics in terms of content/subject matter, behavioral outcome, methods and activities and evaluation devices.
2. Besides all the student-teachers have been well oriented about various kinds of methods and strategies in the theory of their relevant teaching subjects. Efforts are made to train the students to teach through e-learning material.

In macro teaching the models used are:

- **Conceptual modeling:** The teacher educators orient the students with the concepts necessary to understand macro teaching and preparation of lesson plans.
- **Perceptual modeling:** Demonstration lessons by the method teachers help the students to observe the necessary knowledge needed for practising the skills.
- **Observation:** The demonstrated lessons are observed critically by the teacher trainees and then it is discussed, repeated if needed to the extent of clarifying all the doubts.

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

The micro-teaching is a vital part of B.Ed. syllabus. Separate work-shop is held to impart training in micro teaching. For making effective and competent teacher, we foster various teaching skills among the prospective teachers. To inculcate various teaching skills among the student-teachers, our Teacher-Educators use micro-teaching technique. Through the effective use of micro-teaching techniques, all the student-teachers are well trained in the various teaching skills and then with the appropriate integration of these skills, they become good and effective teachers.

While using micro-teaching as training technique first of all the student teachers are well oriented about the concept phases and cycle of micro teaching. Then detailed information including, meaning component, criteria, observation etc. is provided to them about each skill. After that every teacher educator presents a demonstration lesson on each skill in their respective basic subjects. Student-teachers observe the demonstration lesson and then discussion follows where doubts and queries of the student-teachers are cleared.

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

- Introduction of lesson
- Skill of Probing Questioning
- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Explaining

Student-teachers practice a particular skill till she achieves mastery over the skill. Regular feedback is given to her by her peers and teacher in-charge for the improvement. They are trained so well that they gain mastery over the skill.

2.3.6. Detail the process of practice teaching in schools While selecting the schools for practice teaching the following process is adopted: Identification of schools for practice teaching:-

Schools are identified for the observation classes for the student- teachers. The observation is conducted in secondary schools in and around the city of Thoothukudi and Tirunelveli. Available schools for practice are approached by the faculty member with the permission from the Chief Educational Officer. Among these schools some are English Medium and Tamil medium and some have both. They may be Government schools as well as private Schools of urban and rural areas. According to Tamilnadu Teachers Educational University, the student teachers are allotted 4 weeks observation schedule which has to be conducted in different schools.

Following criteria are kept in mind while identifying the Schools:

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

On the basis of above mentioned criteria the detail survey is conducted by the college and the schools are selected for observation.

Getting consent from authorities:

After selecting the school for observation the consent of the concerned authorities is taken for availability of schools. For getting their consent to conduct observation in government school, proper channel is followed.

Division of group & mentor teacher:

After selecting the schools for observation and getting their consent, various student-teachers are assigned to different groups and school. While assigning the schools to student-teachers, various needs and requirements of the student-teachers are kept in mind. Every care has been taken to provide a school nearby to the student-teachers.

Completion of observation :

The observation schedule at the schools lasts for 4 weeks in which student-teachers observe 10 observation classes. Before the commencement of observation, they are also well oriented about the school environment.

- Monitoring and Supervision by teacher educators :

The smooth and effective functioning of the observation is ensured by the regular visits of the teacher educators and the principal. They regularly visit various schools randomly and observe the conditions at the school. During their visit, they meet the head of the school, staff members, and student-teachers and also observe some sessions and provides feedback accordingly. They also observe the difficulties faced by the student-teachers at the school and make necessary

arrangements to remove/reduce them. Necessary guidance is also provided to the student-teachers and teacher in-charge as per need.

Process of Practice Teaching

1. Orientation

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

2. Number of Lessons observed by each Student-Teacher:

During observation in schools every student-teacher observes 10 lesson in each methodology course. The observation session goes for 4 weeks.

3. Observation of lessons by peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans:

- Each student-teacher observes 10 lessons in both methodology courses delivered by their peer and also provide feedback to them.
- At the time of the observation of discussion lesson, all the student- teachers, mentor teacher and school teachers observe the lesson. The discussion lesson is followed by a detailed discussion on the strengths and weaknesses of the lesson delivered by the student teacher. Appropriate suggestions are provided to them by peers, mentor teacher and school teachers accordingly.

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

In B.Ed. course, a lot of weightage is given for internship program in terms of marks and duration. Internship is combined with practice teaching. They spend the full time of the day in the school and take part in every activity of the school. They conduct morning assembly, promote value education, keep the record of students' attendance, learn how to manage and participate in the cultural event of the school. They participate in co curricular activities also. The student teachers are send to different schools for internship. The student teacher prepares

a lesson plan about what to be taught in the school. On the other hand they also watch the teaching procedure with school teacher and each day of block teaching they teach two lessons per day in different classes in the presence of mentor. The mentor and a teacher educator prepares a feedback about the student teacher to promote practice teaching.

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

In teaching practice schools, the practice teaching sessions are developed in partnership, co-operatively involving the school staff and mentor teachers. The teacher educators meets the head of the institution before the teaching practice and discusses on distribution of the classes, syllabus to be covered and discipline to be followed during practice teaching. Student-teachers are also asked to plan their lessons as per the requirement and syllabi given by the mentor. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provides help to school teachers and student-teachers as well.

The school teachers give the syllabus and with their co-operation divide the lessons for each option with the students. The head of the institution, mentor and the school teachers with the teacher educators create a good rapport with the student teachers and discuss the matters freely.

2.3.9. How do you prepare the student teacher for managing the diverse learning needs of students of school?

The student teachers plan to fulfill the basic needs of learning in school environment and the faculty members give training about the different techniques of teaching in the school. The student teachers also use OHP, projector, model, chart, conducts practical to teach the student in school. The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- To keep the classes in learner centered mode
- Identifying learning styles of the students.
- Enabling them to apply different methods of teaching.
- Provide knowledge about Child Psychology and individual differences.
- To maintain the classes in activity based learning

- To deal with the students psychology
- To motivate the students by asking relevant questions
- To make learning effective through active learning
- To follow the utilization of as many teaching learning aids as possible
- To deal with the exceptional children using a special methods.
- To conduct special classes for slow learners after school hours, if necessary.
- The trainees are trained to conduct slip tests for students during breaks.
- Counsel and motivate the weak students
- The teacher educators inculcate the attitude towards inclusive education by guiding them formally as well as informally.

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

The faculty always encourages the teacher trainees to use technology in practice teaching. The faculty has adopted technology and uses technology in their daily teaching learning process by making using laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction. Technological lessons are conducted in simulation phase as well as in practice teaching phase also.

Student-teachers are well trained to use modern technological equipments like computers, OHP, slide projectors, T.V., LCD projector etc. for making teaching-learning process more effective. In this training, they are taught about how to prepare, handle and use various kinds of teaching aids & modern technological equipments. Student-teachers are allowed to select topic, content matter and relevant teaching aids, technological equipments and make use of that to teach the lesson effectively.

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

In teaching practice schools, the practice teaching sessions are developed in partnership, co-operatively involving the school staff and mentor teachers. The teacher educators meets the head of the institution before the teaching practice and discusses on distribution of the classes, syllabus to be covered and discipline to be followed during practice teaching. Student-teachers are also asked to plan their lessons as per the requirement and syllabi given by the mentor.

Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provides help to school teachers and student-teachers as well. The school teachers give the syllabus and with their co-operation divide the lessons for each option with the students. The head of the institution, mentor and the school teachers with the teacher educators create a good rapport with the student teachers and discuss the matters freely.

The student teachers observe, learn and practice through various practice sessions in the institution. They are trained in various skills including preparing lesson plans, formulating behavioral objectives, selection, preparation and handling of appropriate instructional aids and evaluation techniques, reinforcement skills, chalkboard writing, set-induction, questioning, explaining, illustration with examples and stimulus variation. The mentor teachers also impart the knowledge, skill of observation and feedback mechanism.

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

The student teachers are sent to practice teaching schools where the ratio of student teacher and students, 30:1 in general.

The ratio is on the basis of the followings

- Availability of the schools
- Student teachers' vicinity
- Conducive environment for the student-teachers.
- Student's strength in the schools
- Expectation of the head of the institution and the school teacher
- Medium of instruction
- The transportation facility available to the practice teaching school.
- Basic amenities at the school.
- Attitude of the head of the school & staff.
- Availability of the school.
- Recognition/affiliation of school with the government.

On the basis of above mentioned criteria the detail survey is conducted by the teaching practice committee of the college and then the committee selects the schools for practice teaching. The head of the institution and the optional mentors co-operatively make the decision.

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

The institution has developed observation tools in the form of rating scale to observe the school practice lessons. At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately. The written feedback is followed by oral discussions for the improvement in the performance of the teacher trainees. The teacher educator as well as the peer group provides feedback to the student teachers. Verbal suggestions are given, after the class hours. Observation is shared with the students and they are made aware of the corrections to be made for further improvement. The teacher educators emphasize the necessity of incorporating useful corrections with optimistic attitude and sanguine approach.

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

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

2.4.4. How does the institution ensure that the student teacher are updated on the policy directions and educational necessity of the Schools?

As per the instruction given by the supervising teachers, the student teachers handle the classes according to ABL method (Activity Based Learning) which is implemented by the Government of Tamilnadu.

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

The faculty members go through the educational journals and reference books for school subjects to get the knowledge of updates in content and methodologies. The recent development in school education like 'grading system, concept of smart class rooms and common entrance test for engineering, medical etc. have been discussed with students.

The members of the faculty are in direct contact with the teachers of different practice teaching school to get acquainted with the changes in school education system through meetings and personal interactions. The faculty members are getting opportunities to participate in seminars, conferences and workshops to keep pace with the recent developments in the school subjects and teaching methodologies. They develop their own teaching methods module for teaching, teaching aids and make use of relevant tools and techniques. Before starting actual practice teaching, state educational board curriculum is provided to the student teachers as well as to the teacher educators. The Institution subscribed various journals, magazines and papers related to education. All these materials are provided to the student teachers so that they can keep pace with the recent development in the school subjects and teaching methodologies. As per the instruction given by the teacher educators, the student teachers prepare power point presentation related to the school curriculum.

2.4.6. What are the main initiatives of the institution for ensuring personal and professional/career improvement of the teaching staff of the institution?

To have quality teachers, the institution has to ensure the personal and professional development of the teaching staff .

1. Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M.Phil. and Ph.D. in Education.
2. Teachers are provided with computer, internet facilities and library facilities.
3. Teacher educators are allowed to attend the seminars, workshops, conferences and

registration fees, T.A. and D.A. are given by the institution. The institution has a firm faith, that a quality faculty with job satisfaction only can accelerate and enrich the institutional academic excellent activities.

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

The Institution thrives for excellence in teacher education. It has a strong and spontaneous conviction that we are like a family with a single vision-to get acknowledged as a premier institution for teacher education with a difference. This difference can be created by motivating and rewarding the staff members for their endless efforts and appreciable performances in this direction. For attending seminar, TA and DA are given to encourage the staff to participate. Earned leave, Bonus, Festival advance and P.F. benefits are also provided with yearly increment.

1. Institution provides recognition by conferring upon the certificates of merit to the teachers for their academic and co-curricular excellent activities.
2. The faculty members are involved in decision making and they have liberty to share their suggestions and introduces novel innovative, constructive, creative ideas during teaching learning process and other co-curricular activities.
3. The institution has a transport facility for convenient and comfort travel of its staff members. Almost all the staff members use to commute for their duties.

2.5 Evaluation Process and Reforms

2.5.1. What are the barriers for the student learning identification, communication and addressing?

The institution has a strong commitment for high quality teacher education and every challenging situation encountered on this path is properly defined and all the necessary measure is taken. The barriers to the student learning are checked immediately. The environment of the institution is conducive to the student teachers potential actualization. All faculty members are motivated and devoted for the welfare of student teacher. The teacher educator incharge are in charges to have a keen watch to make them feel comfortable and contented in terms of teaching learning outcome. Student teachers

class room problem and campus experience are invited to share by the teacher educator incharge. Their requirement, suggestion, needs and problems related to sitting arrangements, books, transport, and canteen facility, medical facility, learning barriers, peer group disturbance or any other personal problem are properly identified and addressed. These problems are solved with the help of principal, two teacher educators and student committee of the college.

The faculty members walks an extra mile for solving the learning problems of student teachers. Personal attention and care of faculty members facilitate all the student teacher to share their learning problems. Faculty members are provided remedial teaching, repeat or modify the instructions delivered already and make change in their lesson plans and teaching aids\and methodology. The provision of suggestion box also provides an extra space to student teachers to share their view on different learning barriers in campus.

2.5.2. Give details about the various assessment/evaluation processes used for assessing student learning?

The institution practice the following assessment/evaluation mechanisms:

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

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

Specific needs of low performing, average and excellent performing learner are identified through above mentioned assessment tools and then teaching faculty arrange an extra classes for low performing student teachers and special tasks for extra ordinary students for curriculum transaction. The assessment and evaluation outcomes in house examinations, unit tests and internal assessment are communicated in personal and then remedial sessions are organized to remove the weaknesses and failures in concerned subjects. The teaching methodology and other class room activities are modified accordingly to face the problems and needs of student teachers identified.

The results of house examinations are also displayed on college notice board also to acknowledge the achievement of students.

2.5.4. Explain how ICT is used in assessment and evaluation processes?

Computers are used for question paper setting, results recording and analysis. Recently efforts are being made to develop question bank in different papers of B.Ed. Students are encouraged to sit on the terminal of the Computer and attempt answering questions. This not only acquaint students about his/her own achievement but also encourage and promote learning. Computers are also used to record and analyse question papers. Computer assisted learning techniques are used for individual evaluation.

2.6 Best Practice in Teaching-Learning and Evaluation Process**2.6.1. Give explanation on any significant innovations in Teaching /learning /evaluation introduced by institution.**

- A digital language lab has been setup to develop communication skills in English.
- A computer lab with 24 terminals provides self centered learning process.
- Question banks, Computer Assisted Evaluation, Computer Assisted Instruction, thematic tests, group tests, intelligence tests, creativity tests, language test etc. are conducted.

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

The institution reflects on the best practices in the delivery of instruction by using the technology in their classes. The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector or O.H.P. They have a deep knowledge and vast experience of developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction and teaching methodology.

They use activity centered, project based and student's participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, storytelling, problem solving, project method, role playing, report writing, quiz, puzzles, brain storming, inductive-deductive reasoning. The faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, communications and different audio visual aids give an extra edge for best practices in instructional field. Students prepare PLM and CAI software materials, collecting information from websites etc. Students are encouraged to prepare self learning materials.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**1. What are the main evaluative observations / suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?**

Frequent tests are conducted for the slow learners and minor project work has been given to the gifted students so that they can also promote their learning process in an advanced manner.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment an accreditation.

Teacher educators are motivated to have higher education as well as certificate and diploma courses in the relevant fields to educate the student teachers in a better manner. Teacher educators are allowed to gain knowledge by handling classes in other universities like IGNOU, Mother Teresa University, Tamilnadu Teachers Education University etc.

Best Practice in Research, Consultancy and Extensions.

Incorporation of quality assured standards

To incorporate quality assured standards.

Though students are graduated, the quality of the standard must be assured to cope with the socio-economical conditions.

The institution is under increasing pressure to meet students demand for flexibility, as the students have increasingly diverse background and needs. To meet this challenge, innovation is essential. To improve their quality, our students use the technology lab, multimedia digital language lab and computer lab which pave a path towards development. Students from all types of social and family background have free access to use internet. Through internet, education from all over the world are accessed by our students. Faculty members also go hand in hand with students in developing their quality and outlook in the modern world. Additional training is imparted to students who are interested in the multimedia by trained professionals.

Many students got immediate appointments in private and aided institutions as they are technologically developed and have good leadership qualities.

CITIZENSHIP TRAINING CAMP



Criterion III

Research, Consultancy and Extension

3.1 Promotion of Research, Research, Consultancy and Extension

3.1.1 How does the institution motivate its teacher to do research in education?

The institution tries its best to motivate the teachers to do research in education and related areas to keep abreast of the current knowledge and development in the field of Teacher Education. The research facilities are strengthened by the Academic and Administrative Body. The teacher educators are permitted to attend seminars, conferences and to present papers on different issues in teacher education. The faculty members have attended national and few international level seminars, conferences and workshops and papers have also been presented by the faculty. Three faculty members are doing Ph.D research work.

The library is equipped with variety of books and surveys. Various National and International Journals are also subscribed for the library. Broadband internet connectivity is also available to the Teacher Educators.

Institution motivate its teachers to take up research . Increment/financial encouragement are provided for undertaking research projects.

- Providing registration fees etc. for presenting research paper.
- Teachers are provided with facilities to conduct research studies.
- Guest lectures are arranged to promote research culture.
- Academically vacations are granted for undertaking research activities.
- Action research is promoted at institute level.

The following research facilities have been developed in the college campus. Internet Connectivity, Computer Lab, Printers, Scanner with Power Backup Facility along with Legal Software such as windows, MS Office 2007, 2010 Prof. etc. are provided.

Library - Reference Books, periodicals and journals.

3.1.2. What is the thrust area of research prioritized by the institution?

The main area of research prioritized by the institution is:-

Effectiveness studies in different areas like teaching methods and laboratory management.

- ICT use in Teaching learning
- School drop outs
- Case study of various School problems
- Child Psychology, Depression and Tension
- Exam Fever and its Impacts.
- Cruelty against Children
- Implementing project works by teacher educators and teacher trainees.

3.1.3. Does the institution encourage Action Research? If Yes give an explanation on some of the major outcome and the impact.

Yes, the institution encourages action research projects. During their course, all the teacher-educators along with student-teachers have taken up a good number of action researches successfully. Action research is mainly focused on immediate classroom problems, needs and its solutions. The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and solve them.

- To identify the weak students
- Providing enrichment programmes for the weak students.

3.1.4. Give an account about the conference/seminar/workshop attended and/organized by the faculty members in last five years.

Seven conferences, twenty seminars and eighteen workshops have been attended by the faculty members. Institute is planning to organize a National seminar on Quality of Research Education.

3.2 Research and publication output

3.2.1. Give detail sumamry on instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three year.

Over the years the faculty and student-teachers collaborated in developing instructional and other materials suited to local needs of the instruction.

(a) Details of instructional materials developed:

- Self instructional learning material.
- Print hand outs and modules.
- Power point presentation on various topics.
- OHP transparencies
- Multimedia presentaiotn
- Question Bank
- Working models
- Concept maps on different topics
- Instructional materials like transparencies' and slide are developed by the teacher-educators for classroom teaching, lab work and work experience.

(b) Details of other materials developed: Institute developed print material on following themes.

- Stress Management
- Disaster Management

- Art of living
- Yoga
- Anti Ragging
- Women empowerment and sexual harassment prevention
- Nature Club
- Career Development cell

The photocopy materials also provide variety of informations regarding the syllabus.

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

The instructional materials are developed by providing optimum facilities available in the institution to the students. The institution has well equipped Educational Technology Laboratory, Library, Workshop for preparing teaching aids, Fine Arts Room, Science Laboratory, Health & Physical Room, Audio Visual Aids Room, Multimedia Digital Laboratory, Craft Room & Computers with software's. The Staff also participates in workshops and seminars from time to time to update themselves about the recent developments. Visits to other B.Ed. institutions like IGNOU, RIE, etc. are also organised to indentify good practices followed there. The students utilize all the facilities provided in the institution.

3.2.3. Did the institution develop any ICT /technology related instructional materials during last five years? Give a brief account on it.

The faculty members have developed certain instructional materials. They are given below:

Details of instructional materials:

- Computer based question bank & software's
- Power point presentation on various topics.

- OHP transparencies for different subjects
- Instructional materials like transparencies' and slides are developed by the teacher-educators for classroom teaching, Lab and work experience
- Teachers prepare CDs for instructional materials and for bridge course.
- Bibliography of Internet sites for academic work.
- CAI package.
- Materials are prepared and applied.

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

Attended by staff – 4 Workshops and 9 Seminars

The faculty development discussions are conducted regularly for teacher educators. The teacher educators are regularly being informed about the Seminars and Workshops organized by other institutions and University and subject teacher educators concerned are deputed by the institution. The institute has developed good report with IGNOU, RIE, NITTTR, RSK etc.

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

Most of the staff members have published many articles in the national and international journals.

Sl. No.	Name of the Staff and Designation	Title of publication	Year of publication
1	Dr.D.Nimmi Wren Principal	1. Emotional Intelligence among B.Ed. Trainees .	2015
		2. Value Pattern of Southern Districts B.Ed. Trainees.	2015
		3. Value Education Enhances Quality in Teacher Education Programmes	2013

Sl. No.	Name of the Staff and Designation	Title of publication	Year of publication
2	Mrs.G.Frenela Angeline Assistant Professor	1. Mental Health Status and Academic Achievement – A Study on Secondary Class Students in Tirunelveli District	2014
3	Mrs.M.I.Deligha Mano Joyce Assistant Professor	1. Evaluation of Anti-Inflammatory Activity of Microcosmus Exasperatus 2. Wound healing activity of the Ethanolic Extract of Microcosmus Exasperatus 3. Anti hyperlipidemic Activity of Microcosmus Exasperatus	2015 2015 2014
4	Mrs.J.Rawoofu Nisha Assistant Professor	1. Behavioral Pathways to Obesity	2013

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

Nil

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

Nil

3.3 Consultancy

3.3.1. Did the institution provide consultancy services in last five year? If yes give a brief note on it.

Yes : The Institution provide consultancy services for training, placement, student support and progression and extension activities. Placement guidance is given by placement Cell. Campus interview is held by which our trainees are placed as teachers after the completion of the programme.

3.3.2. Are faculty/staff members of the institution competent to undertake consultancy? If yes, list the area of competency of staff member and the step initiate by the institution to publicize the available expertise.

Yes, the faculty /staff members of the institute competent to undertake consultancy. The institution has provided tutor ward, psychological , educational guidance, career guidance and personal guidance to the students. They also provide guidance service to the neighbouring schools.

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

Free service has been given to the students.

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

The institution has provided free service, scholarship for SC/ST students. They provide printed materials , reference books and question banks to the students.

3.4 Extension Activities

3.4.1. How the local community benefited from the institution?

The college conducts awareness programmes on Aids, Environment Education, Health, Hygiene Awareness, Girl Child Education Awareness, Water conservation Awareness, campus beautification awareness etc. The village Krishnapuram and Kulavanigarapuram are adopted by the institution for doing social service. Medical camp, first aid camp, voters awareness, dengue awareness, tree plantation, socio economic survey, 108 ambulance demo, SUPW were organized.

3.4.2. How has been the institution benefited from the community?

As the institution is situated in a rural area, the community is participative in most of activities of the institution. Community participation is seen in talent search competitions, festival celebrations, annual get together functions etc. During such occasions, interaction with community members yield valuable suggestive measures to make the institution more progressive in terms of efficiency and quality.

The institution has an informal institution-school-community network. Many schools have been tied-up with the community for practice teaching. All the staff members and head of these schools are friendly and cooperative with our student as well as teachers. This is helpful to give quality education. Local community is very helpful to us in organizing and celebrating national festivals, extension activities like medical camps, rallies, issue of pamphlets are also conducted with the help of the local community.

3.4.3. What is the future plan and major activities the institution would like to take up for providing community orientation to students?

- Conducting awareness programme
- Rectifying problems in villages
- Conducting tutor ward
- Encouraging children in local community by conducting healthy competitions.
- Preparation of socially useful products - soap, washing powder etc.,

The institution encourages its students to help the weaker sections of the society to learn. It has devised a plan to encourage every student to make an illiterate person to be a literate person during their course duration. The institution also devises certain plans to involve students in awareness programme in contemporary issues 'like Human Rights, Women Empowerment, Child Rights, save girl children, save water, trees, environment etc.

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

Awareness on Dengue fever was initiated to the local community and pamphlets were distributed to the train commuters, as our institution is very near to the railway station. Medicines were distributed to the people of Krishnapuram and Kulavanigarpuram.

Plastic prevention awareness programme was also conducted in Seydunganallur village.

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

1. The faculty members and students periodically visit the village and participate in clean and tidy programme.
2. The institution observes festivals like Diwali, Christmas and other such socially relevant festivals to make the students aware about cultural ethos and social values of the Indian society.
3. The institution celebrates Samathuva Pongal in which all the staff members and student teachers participate enthusiastically.
4. The institution also celebrates Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate the Nationalism and values among students.
5. The institution encourages its students to actively participate in tree planting programme and tree conservation initiatives.
6. The institution provides moral values through co-curricular, extra curricular and guest lectures.
7. Village adoption was made to promote social values among student teachers. The institution has also provided leadership quality by organizing many programmes.
8. The faculty members and student-teachers participated in development programmes.

3.5 Collaborations**3.5.1. Name the national level organizations if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of this linkages.**

- Youth Red Cross society was organized in our institution
- Received guidance from state higher council
- As a member of ELT@
- Red Ribbon Club was organized for the purpose of HIV/AIDS awareness programmes

Following benefits has been resulted to the Institution by establishing linkages at National level organization: Exposure of faculty to various National level institutes.

3.5.2. Name the international level organizations if any with institution has established linkages in the last five years. What are the benefits resulted out of these linkages.

The institution has organized YRC for the benefits of service motive to the trainees.

3.5.3. How does the linkage happened if any contribute to the following?

Curriculum Development:- The Curriculum is designed by the University. College has to follow the curriculum design by the University. However, linkages helped in implementation of curriculum of better way. Innovative practices of curriculum transaction improved the quality of delivery.

Teaching :- Various journals and study materials of NCERT and NCTE is helpful in enhancing the teaching quality. Expert lectures by faculty of EMRC, NCERT further improved the quality of teaching of our faculty.

Training:- The guidelines of University, NCERT and NCTE play major role in providing training to students as well as teacher educators.

Practice Teaching:- Providing Micro teaching and Intensive teaching to the students.

Research: - Various action research and mini projects are conducted by the College.

Consultancy: - The Institution members provide consultancy to our student teachers on various titles.

Extension : - Village adoption , career guidance programme, social value development, awareness programme

Publication: - News Letter and Annual Magazines are published.

Student Placement: - A separate placement cell is maintained and looked after by placement officer. Students are selected for appointment. Students attended interview in different schools and they are appointed.

3.5.4. What are the linkages of the institution with the school sector?

At present the institution has linkages with the schools for Practice Teaching. The institution has good and healthy linkages with school and community members. Celebration of Christmas function, Annual day with St. Xavier's Polytechnic College, and conducting voter awareness, dengue awareness programme in villages with mutual relationship with other colleges.

3.5.5. Are the faculty member actively engaged in school and with teacher and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

Yes, faculties are actively engaged with school staff during practice teaching. In the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and head of the School share their views. School teachers are consulted regarding distribution of the sections and classes, syllabus to be covered, maintaining discipline during practice teaching etc. Student-teachers are also asked to plan their lessons as per the requirement and syllabi given by the school teacher concerned. Mentor teacher plays the role of epicenter. If any problem arises during practice teaching mentor teacher provides help to school staff and student-teachers as well. If the need arises meetings with the Head and other teaching staff of the schools is also arranged in between the practice teaching period. The management and staff of the school want our Institution to solve day to day problems and our faculty help the schools. Various action research are carried to solve school problems. ABL method was also learned from them.

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

1. The institution collaborates with other teacher education institutions for reporting the grievances to the higher authorities like university, higher education department regarding up gradation of curriculum, fee structure and other such matters.

2. The institution collaborates with other teacher education institution for reporting the grievances to the higher authorities like University , Higher Education Department, regarding up-gradation of curriculum, fee structure and other such matters.

3. The faculties were given orientation from time to time by university faculty through orientation courses and special lectures. Our faculty members collaborate with other colleges and university faculties through seminars, workshops, symposium, conferences, competitions, examinations and guidance service.

3.6 Best Practice in Research. consultancy and extension

3.6.1. What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities in last five year?

The institution encourages its faculty members to pursue research endeavors in the field of education. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The institution encourages teaching staff for research work by adjusting their work load. The institution supports teacher for completing their research projects. The college provides ICT Laboratory, library facility, laboratory facility to pursue the research activity. The management support the faculty members to participate in the research oriented programmes at various levels.

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

Extensive use of ICT and co-operative learning for pursuit of research. Action researches were conducted for improving the quality of education and self-esteem of student teachers.

3.6.3. Best Practices in Research, Consultancy and Extensions.**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?**

The management support the faculty members to participate in the research oriented programmes at various levels. The institution has conducted a survey in the village Krishnapuram and Kulavanigarapuram for the benefit of the village people. They provide various awareness programmes to the people and also provide guidance to the people for their welfare. The needs of the people are represented by the teacher trainees to the local bodies.

2. What are significant innovations / good practices in research, consultancy and extension activities of the institution?

Conducted action researches in schools and suggestions are given for improvement. The institution requested the school personnel to appoint student teachers after the completion of the B.Ed. examinations. Gardening, group deliberations in the college campus, participation in cultural programmes etc. are organized.

Additional information to be provided by institutions opting for re-accreditation / re-assessment

1. What are the main evaluative observations / suggestions made in the first assessment report with reference to research to research consultancy and extension and how have they been acted upon?

The teacher educators are encouraged to do mini projects and more action research projects in their respective fields so that they can guide the student teachers to do future works in that particular field.

2. What are the other quality substances and enhancement measures undertaken by the institution since the previous assessment and accreditation?

More library resources, web access are made for the teacher educators as well as for the student teachers. They are encouraged to attend seminars, workshops and conferences to improve the quality of their research work. With the help of the resources and quality substances from the institution they can undertake more research works.

Best Practice in Research, Consultancy and Extension**Developing Research Competence in Prospective teachers**

The Objective of the practice is to develop research competencies among the prospective teachers. The needs addressed and the context are the prospective teachers need to be trained as teacher educators to inculcate effective learning styles in their students. They need to be creative, innovative and discriminative in their approach for teaching / learning activities, which require some level of research competencies. The need is to equip them for the task.

The prospective teachers are guided to take up mini projects related to their discipline and action research projects in order to develop research competencies and inquire skills in them. The topic assigned for investigation and action research are school curriculum, teaching methods, problems in their studies and other related topics. Each prospective teacher is guided by a qualified teacher and after completing studies she/he is asked to present her/his research findings in an open forum.

Students have developed interest in higher education specially to continue post graduate studies and research in education and in their own discipline. Those who join as teachers continue to take up investigatory and action research projects in schools as teachers. They also adopt effective teaching and training strategies such as discovery learning, activity based teaching, project method, survey method, inquiry method, historical method, case studies etc. The resources required are College library, School library, community resources, web resources, expert teachers and supervisors.

CLUB ACTIVITIES



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.

The Master plan of the building is enclosed.

The infrastructure facilities available in our College are :-

Technology lab, Language lab, Psychology lab, Physical science lab, Bio-science lab, Computer lab, Library, Sports cum music room, Fine Arts room cum workshop, Seminar hall – 2, Method room – 5, Multi purpose hall, Principal room, Ladies waiting room, Office room, Ladies staff room, Gents staff room, Store room, Play ground, Garden, Lobby, Girls toilet – 15 and Boys toilet – 10.

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

The institution intends to meet the need for augmenting the infrastructure by purchasing more equipments for various laboratories like Psychology, Physical Science, Biological Science, Language lab, Technology Lab and by upgrading the computers for maximum utilization. Financial support will be given by our management.

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

In fine arts room, materials are kept and they are utilized by students for co-curricular and extra curricular activities. Every Friday other than exam week, we conduct competitions for students in the Technology Lab for one and half hours to exhibit their talents, to overcome fear, shyness and to inculcate courage and self-confidence. Sports day was conducted in our college play ground. The following sports materials are available in our college. Skipping rope, Basket ball, Shuttle Badminton, Ball Badminton, Cricket, Carrom, Chess, Tennicoit, Throw ball, Volley ball and Foot ball.

Student teachers participate in the awareness programmes, seminars, competitions, special lectures, discussion hours, celebrating important days and festivals.

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

Our college and St. Xavier's Polytechnic College are run by our trust, Punitha Valanar Meenavar Kalvi Arakkattalai. We utilize their playground, computer lab, library and canteen. Experienced lecturers of polytechnic college are invited as guest lecturers for our students. Our lecturers acts as resource persons.

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 centre etc.)

A rest room is on the second floor for women. Wash room facility is available for students and staff separately. A canteen is run by our sister institution, St. Xavier's Polytechnic College. and we utilize it. Medical facilities are available in our health center for women. Dr. Jawahar, Primary Health Centre, Karungulam visits our college for medical inspection frequently.

4.1.6. Is there any hostel facility for students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Don Bosco Hostel and Canteen are shared by students of B.Ed. College and St. Xavier's Polytechnic College. In the present and the past years, there were no hostel boys. Most of our students are day scholars, who are from, in and around Tirunelveli. They come to college in our college bus. Hostel girls are accommodated in INIGO ILLAM, run by sisters in Palayamkottai.

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.

Sl. No.	Particulars	2010-11	2011-12	2012-13	2013-14	2014-15	Total
1	Electrical Repairs and Maintenance	-	-	20,053	3,005	-	23,058
2	Furniture Repairs	-	-	-	-	-	-
3	Plumbing Repairs and Maintenance	-	-	11,550	18,666	2,593	32,809
4	Building Maintenance	7,03,420	10,051	43,000	21,300	2,40,530	10,18,301
5	Repairs and Maintenance	10,259	33,099	11,865	19,916	31,166	1,06,305
6	Technology lab Maintenance	43,080	-	-	-	-	43,080
7	Computer Repairs	22,751	54,303	16,820	16,475	20,275	1,30,624
8	Air conditioner Repairs	-	-	10,750	16,800	-	27,550
Total		7,79,510	97,453	1,14,038	96,162	2,94,564	13,81,727

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

Seminar hall and multi purpose hall are used for conducting seminars, examinations, career guidance programme etc. In Technology lab various competitions, meetings, cultural programmes, debate, guest lectures, inaugural function, holy mass etc. are conducted. Lecturers take classes using power point in Technology lab. Life skill course was conducted using power point there. Students are taken to language lab to improve their pronunciation and fluency in English. Their voices are recorded and played back in order to compare and correct mistakes with British pronunciation. Staff room acts as guidance room for the students. Method room is utilized for teaching-learning process, teaching material preparation and conducting science exhibition. Seminar hall is utilized as green room during college functions. Psychological experiments are conducted in psychology lab. Experiments are conducted in Physical science

lab and Biological science lab. Everyday students have library hour and they utilize it properly by reading books. They also utilize the interval and lunch break to read various newspapers, journals, magazines etc. Every day, they have games and so they use the playground and sports goods to the maximum extent. Girls use the waiting room when they are sick. Health check up is done for our students in health center. Socially useful and productive work are explained and demonstrated in the multipurpose hall. Students utilize computer lab for preparing power point and collecting information related to the evaluation of web resources.

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

Medicinal plants are planted and it is maintained by trainees. Dust bins are provided in every room and it is used by our students to keep their surrounding clean. Small placards are placed stressing on the avoidance of plastic covers which may bring about drastic changes in future. World environment day is celebrated in our college every year. Our students actively participate in the programme.

4.3 Library as a Learning Resource

4.3.1. Does the institution have qualified librarian and sufficient technical staff to support the library (Materials collection and Media / Computer services)?

Yes, the institution has a qualified librarian. Junior Assistant from the office, assists him after a short training. Students' representatives also help him in his work.

4.3.2. What are the library resources available to the staff and students? (Number of books – volumes and Titles, Journals – National and International, Magazines, Audio Visual teaching-learning resources, Software, Internet access, etc.)

Total number of books	-	5003
-----------------------	---	-------------

Total number of titles	-	1929
------------------------	---	-------------

Magazine	-	9
----------	---	----------

Audio Visual	-	21
--------------	---	-----------

Journals

National Journals	-	11
--------------------------	---	-----------

1. University News

2. Research and Reflections on Education

3. School Science

4. Indian Educational Review
5. Indian Education
6. English Language Teaching
7. The Primary Teacher
8. Journal of Modern Science
9. Journal of Humanities and Social Science
10. Edu. Tracks
11. INIGO Educational Research

International Journals - 4

1. New Frontiers in Education
2. International Journal of Educational research , development and extension
3. Educational Psychology
4. Educational Technology

➤ Rovani Library Management Software and Internet facility is available.

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

Yes. We have OPAC system. Through this system we can easily review the various library resources. It is easy for the students to review the resource of the library. Internet facilities are available in the library. Principal, Librarian and all the staff members form library committee. They meet once in a month and discuss on the availabilities, needs, automation of library etc. in order to upgrade the library.

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

Yes, our library is computerized. Rovani Library Management Software, Golden Version 4.5 is installed in our library computer. Book details, staff and students details are entered.

We follow the token system. One student can get four books through library token. Library token number is issued to the students. Open access system is followed. Students give the token and enter the library token number in the computer and the student particulars and photo are displayed in the computer, book accession number is entered and the book details are displayed in the computer, then the book is issued.

4.3.5. Does the institution library have computer, internet, and reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the library has computer internet and reprographic facility. Whenever the staff and students are free, they are allowed to access the internet and library. Xerox machine is available in the Library.

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

In future the institution will make use of Inflibnet, Delnet and IUC facilities.

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	-	200
Hours	-	9.am to 5 pm
Weekly	-	6 days

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

New arrivals are displayed in the open shelf. So the students and staff easily know the arrival of new books.

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

Yes, book bank facility is available in the library. Staff and students refer the books.

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

Physically challenged students utilize the books from our library. Visually challenged students have not joined so far in our college. In future, facilities will be provided for the blind students also

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 institution ensures the optimum use of the facility.

Our institution has a well-furnished computer lab. Internet facility is available in the lab. Audio-visual aids such as OHP, LCD projector, TV, Tape recorder are available. Our college also has a language lab to improve students' English pronunciation and fluency.

Students prepare slides for power point presentation in computer lab. They prepare both for seminar as well as for practical purposes. Students use over head projector for teaching. Some students present seminar using LCD projector. Film shows are often relayed to students. Spoken English CD's are also used in order to develop and correct themselves.

These facilities are also utilized by lecturers for teaching and also for getting more information on a particular topic.

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

Yes, there is a provision for imparting computer skills in the curriculum. Students were asked to create power point by themselves. As it is a part of their curricular programme, they learn to do it. They also take seminar using power point. They also develop their skill in multimedia. Students were also asked to download a web resource and evaluate. So they get an experience of how to operate a computer, find out information in the net and how to download it, which would be helpful for future reference.

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

Life skills course was conducted to students using LCD projector. Lecturers prepared slides for power point presentation on the .skills of micro teaching. Lecture classes were conducted using LCD monitor. Students themselves create multi-media package and they utilize e-resources.

4.4.4. What are the major areas and initiatives for which student teachers use / adopt technology in practice teaching? (Developing lesson plans, class room transactions, evaluation, preparation of teaching aids).

Students make use of both hardware and software. They were also given practice in ALM method. They used LCD's, OHP, innovative and improvised teaching aids for classroom transactions. They have good communication along with democratic approach. They took classes using different types of skills. Their teachings were evaluated both by their guide teachers and also by teacher educators.

4.5 Other Facilities

4.5.1. How is the institutional infrastructure optimally used? Does the institution share its facilities with others for eg. Serve as information technology resource in education to the institution (beyond the program) to other institutions and to the community.

Instructional infrastructure is utilized to the maximum extent. St. Xavier's Polytechnic College shares our resources. They utilize the resources available in the teaching lab after regular hours of work. The Alumni members who are under going higher studies in Tirunelveli also make the best use of it.

4.5.2. What are the various audio-visual facilities / materials (CDs, audio and video cassettes and other material 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 aids such as OHP, LCD projector, television, tape recorder are available. In our institution CD's, audio-video cassettes are also available. The student teachers utilize the audio-visual aids for teaching and for seminar presentation. They make use of CD's, audio and video cassettes for learning, training and updating.

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?

Our Institution has multi-media language lab, physical science lab, biological science lab, computer lab, technology lab and psychological experiments lab.

Multimedia language lab is utilized by students to improve their pronunciation, fluency in English and experiments are conducted by students in physical science lab and biological science lab. Students prepare slides for power point presentation and download web resources from computer lab. Technology lab is utilized for taking classes using LCD. Psychological experiments are conducted in psychology lab.

The Staff in charge take care of the equipments and are maintained systematically. The staff members encourage students to utilize the equipments to the maximum extent.

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

In the multipurpose hall, seminars, guest lectures and certain programmes are conducted. Cultural competitions are conducted and students utilize the hall for preparing teaching aids and practice teaching.

In Fine Arts room cum Workshop, Arts and Crafts Instructor, gives instructions for doing SUPW materials and other teaching materials. Students bring materials and prepare the products in the class room itself.

Sports cum music room is available in our institution. Part time music teacher teaches the students to play musical instruments. She also teaches the student who bring their own musical instruments.

Our college has its own bus for transport. Its number is TN 69 V 4488. It goes in and around Tirunelveli and forty students are coming from Tirunelveli. Teaching and non teaching staff members are also utilizing free transport facilities.

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. Lecturers utilize technology lab for taking classes using LCD. In classrooms the teachers utilize OHP. The student teachers prepare CD's and OHP Sheets and they are trained to operate LCD projector and OHP. In future we will computerize each classroom using LAN connection.

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?

Individualized instruction is given. Students are trained to prepare PLM. Programmed learning preparation both linear and branched is taught. Computer assisted instructions are given to students. Quiz programmes are conducted on particular subject using LCD to gain deep knowledge in their subject matter. Materials collected from Internet are used while taking seminars.

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

Students themselves prepare power point and multimedia. They collect reference materials from websites and use it in the preparation of seminar, assignment, evaluation of web resources and preparation of projects.

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

- Technology lab is utilized properly for conducting seminars, lectures, practice teaching etc. using LCD.
- Language lab helps the students to improve their language ability and at the same time corrections are made.
- Library is used for referring books and lending books for studies. They also read newspapers, journals and magazines during interval and lunch hour. Library hour is also allotted for the students. The students are send to the library in batches.

In seminar hall students make the best use of OHP. Psychological experiments are done in psychology lab. Experiments are conducted in physical science and bio-science lab. Computer lab is utilized for power point presentation and collecting resources from the web. In method room learning process takes place along with guidance and counseling.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**1. What were the evaluative observations made under infrastructure and learning resources in the previous assessment report and how have they been acted upon?**

Bar coding of books in library were made for the better usage of books by the student teachers. Students, while in the library are monitored by CCTV.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to infrastructure and learning resources?

The library is systematized and more volume of books and journals were added for the benefit of teacher educators and student teachers.

Best Practice in Infrastructure and Learning Resources**Developing English Proficiency through Digital Multimedia Language Lab**

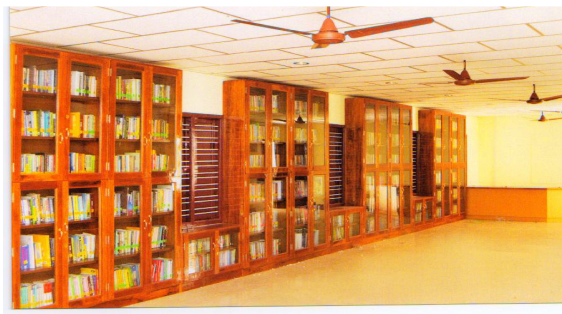
The objective of the practice is to develop their English knowledge through the well equipped infrastructure (ie) Digital Multi media Language Lab.

Good command over spoken English is the need of the hour for budding teachers. They have an aversion towards English as most of them are from rural background. Other than spoken English practice, the need is to make the trainees utilize the language lab to the maximum extent for better pronunciation. All the students visit the language lab twice in a month for hearing conversation of British people. They also repeat their pronunciation and record it, when played back they can recognize their error and rectify it.

Students utilize the time properly inside the lab. They apply the British pronunciation while taking classes and seminars. They communicate with each other in English, on the way to college in bus. During class hours, they willingly come forward to speak on general topics. Some have found it useful to seek employment.

The resources needed are USB, Dongle, master computer, trained faculty, well maintained computers and head phones.

INFRASTRUCTURE & LEARNING RESOURCES



Criterion V

Students 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 professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

Our institution assesses the students' preparedness for the programme from the beginning of the College. An interview is conducted by our principal and staff at the time of admission to find out the ability and readiness of the students. Thus we can easily assess the readiness and preparedness of the students to various programmes of the course. Students utilize the infrastructure facilities and they prepare hardware materials, software materials, self learning materials, craft materials etc.

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

In the first day of the academic year, for Inaugural function students as well as their parents are invited. At that time our correspondent, administrator and our principal narrated the aims and objectives of the college. They explained about the various programmes of the course. They explained the infrastructure facilities available and other facilities and how the students will be benefited by them. They motivated the use of various infrastructure facilities and the parents and the student teachers are satisfied with the selection of our college. Thus the campus environment develops and improves the students' performance. Students are allowed to have a glance of resources available in the campus.

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?

From the beginning of our college till now no one has dropped out from the college. The teacher educators counsel the student teachers who got marriage to continue their education even after they get married while the course is in progress.

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

With the help of career guidance cell, our staff members motivated the students to attend the competitive exams like TRB, TNPSC, SLET / NET / CSIR etc. So many students appeared in the exams and some of our students are now working in government, banks and private sectors. The institution conducts classes for spoken English, communication skills and personality development for the students in the campus. Special training is provided on how to face interviews. The guidance cell, guide the student teachers to choose the right and appropriate course and profession after the course. Our students are motivated and they opt for higher studies like M.Ed., M.Phil., M.Sc. / M.A. etc.

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

After finishing B.Ed. 60% of our college students get job in schools and go for teaching career and 40% of students want to update their knowledge in their subject, so they go for higher education.

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 details on the same.

While the students are studying in our college they are trained to operate computers, access library, and make the best use of digital multimedia, computerized language lab and they acquire knowledge from T.V., D.V.D., L.C.D., O.H.P., Tape recorder etc. through the educational technology lab. The students can utilise facilities such as computer lab, library for their reference and future studies.

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, our institution provides placement services. Through our placement cell we conduct a programme on “How to face an interview”. Our students get ideas and confidence on how to face interviews. By conducting campus interview many students are selected as teachers in many schools. (List of students selected and appointed is enclosed in the annexure.)

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

In Tamilnadu Teachers Education University, the exams start in the last week of May or first week of June and it will end on second or third week of June. But the schools for the academic year starts in the first week of June. So our students who are selected in campus interview are informed to join in the school on the very first day. But at that time the students will be writing exams. So we get special permission to join in the school after the exam and practical exams are over.

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

The College maintains a good rapport with the practice teaching schools. So the school management gives permission for practice teaching for our students. The school management observes our students’ teaching while they are in practice teaching and they are selected for regular teaching in the next academic year. They join immediately after the course is completed. Some of our students are working in such schools in which they have undergone practice teaching.

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

Placement cell is running successfully by our staff with the guidance of our Principal and the management. By regular contact with the school, by displaying the news paper advertisement on the notice board, and arranging campus interview, placement cell is functioning successfully. Our management gives all the support to placement cell. At the time of interview, the students are encouraged to apply ICT for teaching.

5.2 Student Support

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

Our students are divided into two sections. Thirty two students are in Section-A and thirty four students are in Section-B. Every day we have six periods and two breaks, interval and lunch break. Staff are given classes according to their subject. Arts and craft, Physical education, library and optional classes are included. Staff meetings are arranged and decisions are taken for better communication. Course outlines are planned and teachers can revise according to the existing problems.

Our students are encouraged to participate in co-curricular and extra curricular programmes, cultural, fine arts, sports and games etc. Our students participate actively and win many prizes in the competitions. Our college calendar was prepared by the principal and staff which has details about all our activities, programmes etc.

If our institution conducts any function or programme we send invitations to other colleges and they send their invitations for their programmes and other activities. The staff members attend, send their reply and greetings for the invitation they receive. Our college communicates with other institutions regarding academic and non academic programmes. Our teachers serve as resource persons in other education colleges. The experts from outside are invited to our college.

At the end of the academic year feedback forms are given to the students, it helps to improve the programmes and serve better.

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

In this academic year, no physically challenged students has not joined in our institution.

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

Our institution has mentoring arrangement. Tutorial system is followed and ten students are allotted to a tutor. The tutors are acting as guides in giving suggestions and also in solving problems.

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

Our institution has many clubs, these clubs organize many activities like lecture, special talks, seminar, etc. Experienced resource persons from various institutions deliver their advice and suggestion through their talk or by their activities. Faculty members are given training in ICT application, experts are invited and they provide special lectures. Teachers are allowed to operate computers and utilize other facilities. They guide the student-teachers.

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

Our institution is having its own website. Its address is www.stmaryseduction.org and e-mail is stmaryseduction@yahoo.co.in. The details regarding our management, college infrastructure, labs, library, clubs, staff details and current news with photographs are posted in the website. It is updated when anything new is brought into effect.

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

Our institution takes care for slow learners and academically low achievers. Our staff members take care of slow learners. Counselling sessions are arranged. Special care like giving short notes, helping them to improve their studies and making groups by mingling them with the academically sound and enthusiastic students are done with systematic planning. Special coaching, special classes and class tests are also conducted. Thus remedial programme for academically low achievers are given by proper counseling.

5.2.7. What special teaching strategies are adopted for teaching?

We adopt many special teaching strategies for teaching advanced as well as slow learners. Our institution encourages the advanced learners, so that they can improve themselves. Some groups are divided which has slow learners of 3 to 4 members for which the leader is an advanced learner. The advanced learner can provide additional information to the slow learners and at the same time they equip them selves. Repetitions, arranging for peer tutoring , maintaining friendly relationships, teaching them simple to complex and activity oriented learning for slow learners.

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

By our guidance cell the staff members give guidance to the students and motivate them for their future. If any student is found abnormal our staff provide counselling to overcome their hurdles and barriers in their life and be normal to become a good teacher. Academic, psychological, personal and career guidance are given to the students. With the comprehensive developmental counseling programme, teaching faculties work as a team with college, parents and the community to create a caring atmosphere whereby student teachers' needs are met through prevention, early identification and intervention.

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?**

Grievance and suggestion box are provided in our institution. Students use the box for any grievance and suggestion. The students also say their grievance in person to the staff and to the Principal. Necessary and immediate steps are taken for their basic and valuable requirements. Students suggested for bus facility due to their inconvenience. It was immediately granted. Additional new edition books were purchased after the suggestion of students. Grievance redressal cell is functioning. Individual and group guidance are given to the male and female students.

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

From the admission till university exam the students are monitored and advised then and there. When students are admitted, they are advised by our principal and staff to adopt themselves to new environment, They are monitored and advised in the class, micro teaching, practice teaching, preparation of the records and teaching aids, educational tour, citizenship camp, cultural competitions, sports and games etc. Students are given responsibilities to arrange various curricular and co curricular activities.

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?

In our institution, students are well trained for teaching. All the skills are taught in the classroom and practiced in the class i.e. micro teaching. In that, the students are well trained and well prepared for observation in schools. During observation, the staff members are grouped into three groups and they visited the schools without any information and checked their records. Suggestion and advice to our students are given then and there.

5.3 Students Activities

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

Yes, our institution has Alumni Association

i) List the current office bearers

Secretary	:	Mr. A. Santhana Kumar
Joint Secretary	:	Mr. V. Suthash
Executive Members	:	1. J.Sabina
		2. M.Saranya
		3. R. Anbu
		4. K. Durga
		5. P.Krishnaveni
		6. S.Muthu Selva Subangi
		7. J.Pushpa
		8. K.Shanmuga Lakshmi
		9. K.Stella
		10. G.Muthu Saraswathi
		11. S.Sumathy
		12. I.Amutha
		13. E.Priskilla
		14. R.Rajakani

Give the year of the last election - 2015

ii) List Alumni Association activities of last two years. Alumini members meet Alumni association meeting was conducted and decisions are taken for conducting seminars, and counselling sessions. They shared their experience with B.Ed. trainees in the current year. Those who are working as teachers in schools provided guidance for effective teaching.

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

1. Mrs. M. Marina : St. Thomas Matriculation Higher Secondary School, Thoothukudi.
2. Miss. M. Balammal : Government Adithanar Welfare High School, Tirunelveli Town.
3. Br. S. Arulsamy : St. Mary English School, Rayappanpatti, Theni District.
4. Br. M.D. Vijo : Principal, St. Aloysious Matriculation School, Varangal, Andhra.
5. Br. L. Xavier Thomson : St. James Higher Secondary School, Puranam, Sivagangai District.
6. Mr. J. Jai Vasanth Fdo : St. Xavier's Higher Secondary School, Thoothukudi.
7. Mr. P. Anandaraj : Pushpalata Matriculation Higher Secondary School, Tirunelveli.
8. Sr. S.A. Dyana : St. Valan Middle School, Karungulam.
9. Mr. J. Diamses : St. John's Higher Secondary School, Palaymkottai.
10. Mrs. M. Fatima : Child Jesus Higher Secondary School, Manali, Chennai.
11. Mrs. Vidyalakshmi : Sri Jeyandra Mat. Hr.Sec., School, Palayamkottai.
12. Mrs. T. Nanthini : Sri Jeyandra Mat. Hr.Sec., School, Palayamkottai.

13. Mr.Petchimuthu : St. Xavier's Hr. Sec., School,
Palayamkottai.
14. Mrs.Maheswari : Little Flower Hr. Sec., School,
Tirunelveli Town.
15. S.Muthuselva Subangi : Sarada Hr. Sec. School,
Ariyakulam.
16. S.Muthuselva Saraswathi : Sarada Hr. Sec. School,
Ariyakulam.
17. R.Jenifer : St. Joseph Mat. School,
Palayamkottai.
18. Dayana : Child Jesus Higher Secondary School,
Palayamkottai.
19. S.Sangeetha : Kalaimagar Nursery and Primary School,
Vasavappapuram.
20. E. Priskilla : Serveit Mat. School,
Palayamkottai.
21. K. Stella : Surveit Mat. School,
Palayamkottai.

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

Most of the alumni members are working in schools and also in other organizations. They inform our college regarding the vacancies existing in their institutions. They support the B.Ed students who are under going teaching practice. Alumni members have planned to conduct a seminar every year for the B.Ed. trainees. They have also planned to pay exam fees for poor and physically challenged students.

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

Our institution encourages students to participate in various extra curricular activities organized by our college and also by other institution and universities. Our students participated and won many prizes in various competitions at college level and university level.

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.

Posters are prepared by our students in fine arts competition. Health awareness and environmental awareness posters are prepared by the students.

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

Our institution has student council. Chairman, Secretary and class representatives are selected. They share the responsibilities in organizing academic and non academic activities. They represent their needs to the principal. They receive guidance from the staff members.

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

Our College has five Subject clubs like Phoenix, Ganita, Amalchem, Vivants Royaume and Ithihasic, Physical and Health club, Youth Red Cross Society, Social Service Club, Eco club, Red Ribbon club, Blood Donor's club, Consumer Club, Quiz club, Women's club, Fine Arts club, Career Guidance and Placement Cell, Students Grievance Cell, Alumni Association, Parent-Teachers Association, Students council and Discipline Committee etc. in which students make representation. They arrange seminars, debate, special talks celebration of festivals and important days, conducting awareness programmes etc.

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

Our institution gets feedback from the students to serve better. Feedback and suggestion from the employers are also got to improve the preparation of the programme, growth and development of the institution. Our trust correspondent provides guidelines to the improvement of various programmes of the institution.

5.4. Best practices in Student Support and Progression

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

Weak students and best students are identified and practice is given according to their abilities. Students are given training for spoken English. The talents of the B.Ed trainees are identified in co-curricular activities and they are encouraged to participate in the competitions. Career guidance cell provides opportunities for the students to attend campus interviews for appointment from the next academic year. Eligible students are applying for Government scholarships. Our institution helps to receive the entire fees amount given by the State Government for SC/ST to promote their education. Our institution helps the students to apply for bank loans, Guidance and counselling cell provides guidance to all the students.

The Institution is interested in making arrangements to provide all sorts of financial benefits also.

Additional information to be provided by institutions opting for re-accreditation / re-assessment

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

Students are allowed to participate in all inter-collegiate competition held at various colleges to promote their personal talents.

2. What are the other quality substances and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Student Support and Progression?

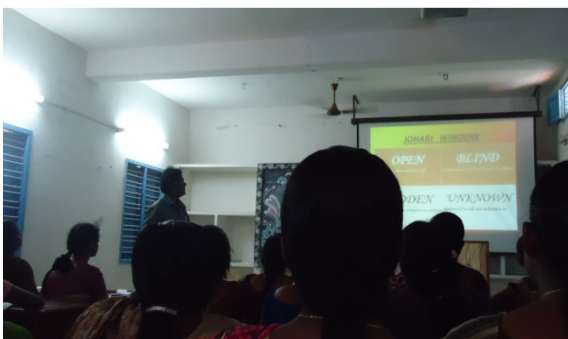
More number of talent competitions are conducted inside the campus to promote the quality substance of the student teachers so that they can participate in the competitions conducted by other college/ university level. The student teachers can conduct competitions in future in the teaching practice schools as well as in their near future.

Best Practice

Provision of placement opportunities to the B.Ed. trainees

The objective of this programme is to provide opportunities for placement. To attend the campus interviews the trainees should be trained in teaching skills, soft skills and communication skills. So placement cell is created to train the trainees and also to make arrangements for appointment. The college is situated in the rural area and most of the trainees are coming from rural areas. So there is a necessity to provide proper guidance and practice to develop various skills. The placement cell has a senior teacher as Coordinator. The curriculum vitae of all the students are collected and they are registered in the placement cell. Throughout the year the cell organizes activities such as career guidance, guest lectures, tests, career information etc. Campus interviews are arranged from the month of January. Trainees are encouraged to prepare Bio Data and they send their Bio data to the schools in which teachers are wanted. Before attending the interview (oral, written and teaching), the trainees are guided by the subject professors. The institution has a good rapport with the schools situated in Thoothukudi and Tirunelveli Districts. In this academic year one third of the students got employment because of the efforts taken by the Principal, Coordinator and Assistant Professors.

STUDENT SUPPORT & PROGRESSION



Criterion VI

Governance and Leadership

6.1 Institutional Vision and Leadership

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

Purpose

Our St. Mary's College of Education was established by Punitha Valanar Meenavar Kalvi Arakkattalai in the year 2006 with an aim to achieve high ideals for future teachers. It is one among the colleges of teacher education started under self-financing scheme during the year 2006.

Poor fishermen students are not able to undergo professional education. So our Punitha Valanar Meenavar Kalvi Arakkattalai improves the education of coastal area fishermen children. It is a minority institution.

Vision

St. Mary's College of Education envisages a new society based on brotherhood, social justice and dignity of the downtrodden, which would be possible by future citizens of India. This in turn presupposes the presence of potential and committed teachers, who would form and mould the little ones of our country.

Mission

- To impart a sound formation in all levels such as academic, social, physical, emotional and religious.
- To cultivate more self-confidence.
- To help them develop their potentials and enhance their self-image.
- To mould and motivate the would-be teachers towards vision of excellence.
- To strengthen their ability in communicating their views effectively.
- To equip the teachers with thorough theoretical input and provide them practical training so that teaching-learning process becomes effective.
- To train the teachers in ICT based methodology.
- To acquire and imbibe the values of leadership quality through various cultural activities.

- To make the students understand and experience the reality of downtrodden.
- To impart the values of brotherhood, social justice and dignity of labour.
- To produce a band of committed teachers who would be agents of social change.

Values

- Promoting the culture of questioning, analyzing and learning.
- Sensitizing the teacher and students towards social realities.
- Empowering the students and staff with creative mind and professional skills so as to excel as a group in future.
- Balanced development of mind towards an egalitarian society.
- Striving for quality in all endeavours of teaching-learning process.
- Developing the spirit of international brotherhood and a sense of commitment to the nation.
- Moulding the teacher-students to be the torch-bearer and the carrier of culture for the (younger) future generation.

6.1.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, our institution's mission includes the institution's goal and objectives in terms of addressing the needs of the society, and the students it seeks to serve, the school sector, education institutions, traditions and value orientations, because our institution's mission is helping and uplifting the poor and needy people.

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

With the support of correspondent, our principal guides our staff members for teaching and learning process. So our teaching learning process is very effective to students. There are various committees to support the academic side. Our principal conduct staff meetings before the commencement of programmes, in order to organize effectively. The whole year's programmes are planned before the starting of the academic year.

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

The management provides all sorts of physical and financial facilities. The Management conducts meetings with the principal and staff members for the effective implementation of the B.Ed. programme. The principal assigns the responsibilities to all the staff members through staff meeting, circular and personal meet. Decisions are taken and they are typed and circulated among the staff members.

6.1.5. How does the management / head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Feed back questionnaire is given to the students every year at the end of the academic year. First, information is received through personal contact of students as well as from the staff. In this way they get valid information. Information regarding the activities of the institution is also collected from the parents. Valuable ideas given by the staff, students and parents are considered by the management.

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

The institution identifies the barriers of the vision and missions, goals by the method of students' feedback and staff members' feed back. A suggestion box is fixed for getting feedback from the students. The opinion is collected from the students' grievance cell. Then the staff association identifies and suggests the need of the institution both in the academic side and financial levels. The fishermen community students are given concession in fees and students having rural background are admitted in the college.

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

The principal as an academic head of the institution and teachers plan all the academic programmes. The Management encourages and supports the staff in organizing curricular activities, sharing administrative responsibilities and utilization of resources for the preparation

of students, as good teachers. The students utilize the lab of all subject laboratories, psychology laboratory, technology lab, computer lab, and computerized language lab. The principal provided all the facilities to the staff members to conduct various activities like community work programme, environmental awareness programme, value education programme, student placement cell, curricular and co-curricular activities. The principal allows the staff to attend the seminars, workshops, conferences at national and international level.

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

The head of the institution arranges staff meetings frequently and decisions are taken regarding curriculum transaction, administrative responsibilities and utilization of resources by the staff and students. Training should be given to the students and then they are allowed to use the facilities. The head of the institution supervises all the programmes and all the facilities are provided.

6.2 Organizational Arrangements

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

Academic management committee prepares time table, assign works to every staff for the whole year. They plan the examination date and prepare questions then and there. They conduct the exam and supervise the students. The valued papers are given to the students and feed back is given then and there. Registers are maintained for the achievement of the students. Staff members conduct co-curricular activities at the end of every week. Tour programme is organized to develop leadership values among the students. The staff committee planned to organize all the programmes with quality.

Staff committee lists out the financial need for the curricular and co-curricular programmes. The requirements are represented to the principal and management. The principal sanctions the finance after getting consent from the management.

Staff committee identifies the necessary infrastructure facilities in connection with curricular activities. The needed equipments are purchased based on the representation given by the committees. The management fulfills the infrastructure facilities.

The management provides all the facilities to the staff members to provide quality education. Staff members are permitted to attend seminars and university valuation.

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

This institution is organized and managed by ten members of the trust. The name of the trust is Punitha Valanar Meenavar Kalvi Arakkattalai. It provides all the financial and physical facilities. The trust is meant for fishermen community. Appointment and admissions are based on pure merit. It is a non profitable organization. In the academic side, the principal is the administrative head. Under her guidance, the teaching and non-teaching staff are working. All the academic activities are formulated by our principal through discussion, personal contact and staff meeting which is known to every one.

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

The administration is decentralized to a greater extent and the principal assigned each activity to the staff members. They take care for the functioning of parent teachers association, discipline council, students grievance cell, various clubs, red ribbon club, eco club, placement cell, co-curricular activities etc. All the above clubs function atleast once in a month. The students are guided by the staff to organize various programmes of the institution.

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

The institution collaborates with the headmasters and administrators of various schools for conducting an intenship. The institution collaborates with other colleges for sports competition and cultural activities. The institution also collaborates with other colleges when they conduct seminar, workshop etc. For conducting an interview, for appointment of school teachers we collaborate with many local schools. The Institution has a link with the correspondents and headmasters of all the practice teaching schools and other schools situated in the local area.

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

Yes, the institution collects feedback and self appraisal reports from the staff and students.

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

Our staff members follow integrated approach for class room interaction. Staff members of various disciplines meet and discuss on the academic work for improving the quality.

6.3 Strategy Development and Deployment

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

Yes, the institution has a MIS in place to select, collect, align and integrate data and information on academic and administration aspects. MIS is available in our office in which all the academic and administrative information are kept. The principal and the office superintendent are in charge of MIS. Through MIS the institution has a link with the management.

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

Work is assigned to staff members according to their interest and ability. Financial support is given to them to carry out the work both for curricular and co-curricular activities.

Various committees of the institution are entitled to assess and recommend the resources needed for the carrying out the academic and co-curricular activities. The committee concerned forwards the recommendations to the principal and the management members consider the recommendations for allocation of the human and the financial resources.

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

This management is formed in the name of Punitha Valanar Meenavar Kalvi Arakkatalai, administered by ten members of the trust. This trust runs the institution in non profitable basis and it provides the finance and human support for the development and achievement of goals. The needs are planned and carried out by the team work of both teaching and non-teaching staff. To support the implementation of mission and goals, an institutional academic plan for the whole session is prepared by the academic body of the institution in which the activities related to teaching learning curricular and co-curricular activities are planned.

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

Our institution utilized the school teachers, headmasters / headmistress and administrators for calendar preparation, intensive teaching practice of B.Ed. trainees and curricular, co-curricular activities. The school headmasters are consulted regarding the period of observation and the facilities available in the schools. The recommended academic plan is discussed during staff meeting among staff members by the principal.

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

The objectives communicated and deployed at all levels to assure individual employees' contribution for institutional development through oral instruction, discussion and increasing participation of students, full fledged work of teaching staff and non-teaching staff.

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

The academic and non-academic processes are implemented planned and monitored by the staff members. The curricular and co-curricular activities are allotted for the staff members. The vision and mission are evaluated by the process of seminar, test, and feed back mechanisms.

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

The teaching-learning processes are planned and implemented by utilizing the technical devices available in the college. The well trained experts give instruction and training to the student teachers. All the teaching and learning processes takes place through technical devices available in the college. The faculty development needs are identified by the principal of the institution by evaluating self appraisal reports of the faculty members.

6.4 Human Resource Management**6.4.1. How do you identify the faculty development needs and career progression of the staff?**

Our institution identifies the faculty development and career progression of the staff by discussion with the staff and the institution is providing opportunities to go to seminars, conferences, training programmes and in-service programmes at national and international level.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

A self appraisal format is applied and the teachers give all the particulars regarding professional development. The mechanism of student evaluation of teachers is followed. Student reaction forms are distributed to the students and the responses of the students are analysed regarding the performance of the teachers. Peer evaluation is also applied in the way of discussion. This institution selects the mechanisms in place for performance assessment of teaching and teaching in the areas of research, service for the way of questionnaire, student feedback, self-appraisal method, colleagues' opinion at various evaluation processes. The feedback mechanisms are selected for faculty training.

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

The management is democratic with the teachers and it gives academic freedom to them. Various equipments are also provided. For the academic programmes, all the facilities are provided. Every year increments, bonus and loan facilities are provided. Free transport is provided for the staff. Provident Fund and Earn Leave are also provided.

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

Yes, the institution has provided staff development programme for giving training in ICT. Non teaching staff is undergoing training in the operation of computers. The expert guidance is also provided to the staff.

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

The institution recruits and retains diverse faculty and other staff who have the desired qualification, knowledge and skills that are followed by the university norms. The qualification of the lecturers, fifty percentage of marks in master's degree and fifty five percentage of marks at M.Ed. level and have also passed in SLET / NET/ Ph.D. The salary structure, service conditions, promotions are all followed as given in the university norms.

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

Our management appointed part-time teachers for music, cultural activities and spoken English classes. They receive an hour basis salary. The classes are conducted for two days per week. Health and Yoga classes are conducted by inviting the masters from the same field.

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

The institution supports and ensures various professional development of the faculty. The management allocates budget for staff to attend seminars, conferences, workshops. It encourages active involvement of the teachers in local, state, national and international professional associations.

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

The management provides physical facilities for staff. They provide well maintained and functional office with individual table, chair, cupboard, washbasin, toilet facilities, filtered drinking water and library.

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

The institution has a grievance redressal cell for seeking information and complaints when students face problems. A suggestion box is kept in front of the office for the students to write their suggestion for quality improvement. Career guidance cell is functioning and all the staff members give guidance for students' future career.

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

The staff members are working for 16 hours per week. They conduct seminars, record preparation, conduct practical, observe student teachers, in micro teaching and intensive practice. The staff members are also involved in various community work inside and outside the college campus.

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

Yes. Our institution gives bonus, festival advance, increment, free transport, provident fund and earned leave to the staff members every year. The staff members are encouraged to act effectively in their professional life. Academic freedom is given for the teachers.

6.5. Financial Management and Resource Mobilization

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

No. Our institution collects fees from the students according to the government norms. Students' fees and management fund are the sources of revenue.

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

Our institution did not collect any donation. The Trust is running the college on a Non Profit basis. The management funds are utilized for the improvement of the institution.

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

The operational budget of the institution is adequate. If there is a deficit, it is met by the management.

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

For improving quality in education, the needed infrastructure facilities are provided by the management. Library books are added to the library. In future the method rooms may be equipped with LCD projectors. More psychological apparatus will be added.

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

Yes. The accounts are audited regularly on a monthly basis. A 30 years experienced internal auditor from the trust conduct the auditing in our college.

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

Yes. The institution has computerized its finance management systems. It is used for reference. Hard copy and soft copy are used for government reference.

6.6 Best Practices in Governance and Leadership

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

Under the leadership of the head of the institution, the teachers take initiative steps for conducting various programmes like community work programme, environmental awareness programme, supervision and maintenance of building, eco club, discipline, all the subject club activities, field trips and project works.

Additional Information to be provided by institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The redressal of the problems are done frequently by the counselling cell. Better computer and internet access are enhanced. Good drinking water facilities are given. To monitor the campus CCTV was installed.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Value education is given to the students. Grievance redressal cell, guidance cell help in guiding and promoting the quality sustenance of the student teachers and various club activities enhance the students achievements in curricular and co-curricular activities.

Best Practice in Governance and Leadership**Management Enhancement Practices for Quality Improvement**

Management enhancement practices for quality improvement aimed to enhance the performance of students, professional growth of teachers and involvement of the community. The college should satisfy the needs of the students, teachers and community. Propagation of quality education and implementation of modern educational practices help the prospective teachers to contribute to the holistic development of the community. Students requirements are quality education, personality development, skill upgradation and competency development. Since the development of professional competency is the main need of the teaching community, programmes are planned systematically. The institution provided all sorts of technical devices for updating the knowledge. Science club, language lab and Arts club provided opportunities to exhibit the creative abilities of trainees. The staff members play a significant role in the activation of the programmes. Staff members are encouraged to attend and present papers in the seminars and conferences. They attend inservice programmes. The college has a good rapport with the community. The institution adopted villages for doing community service. Active support from the community for the development of the institution, especially interest and contribution of alumni members has increased. Utilization of community resources is maximized.

EDUCATIONAL TOUR



CULTURALS



COMPETITIONS



Criterion VII

Innovative Practices

7.1 Internal Quality Assurance System

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

Internal Quality Assurance Cell was formed by correspondent, administrator, principal and staff. It was established in the year 2009-2010. IQAC organizes workshops, seminars, and guest lectures to students on effective communication and teaching techniques which inculcate the spirit of teaching effectively. Individualized learning techniques are provided for improving the quality of education.

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

Our institution provides all facilities, special coaching to communicative skills, spoken English classes, preference is given for rural poor students, to create more self-confidence, to impart a sound education in all levels like academic, social, physical, emotional and religious.

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

The students are given training in the operation of technical devices like OHP, LCD, DVD, Language lab and psychology lab equipments. Students prepare seminars and for taking classes they are allowed to utilize the equipments, the students are well trained so that they are able to apply in school situations.

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

The administrative procedures are well planned and financial resources are allotted for various academic and non academic programmes. Need based activity is followed.

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

The students are equipped with ICT training. The students prepare material from internet, sending assignment through e-mails, and power point presentation. Preparation of programmed learning material and computer assisted learning are given importance. All the B.Ed. students are doing project work in their own discipline. They are submitted for practical examination. The students cooperate with each other in activities like awareness programmes, celebration of festivals and important days, health practices and so on.

7.2 Inclusive Practices

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

The institution admitted the poor students coming from rural areas and their quality of education is poor. The teachers of the institution take this issue as a challenging one. Physically challenged students are given special care. Counselling is given by teachers. The tutors give special attention to these students.

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 students coming from rural background also need special care. The teachers are acting as parent teachers who can provide guidance and training. Our's is a co-education institution. Seperate physical facilities are provided to boys and girls. They feel free in utilizing the facilities of the institution.

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

The institution creates a good learning environment. The institution develops their potentials and enhances their self image. The students are equipped in theoretical input and at the same time the teachers provide them practical training. The students understand and experience the reality. Group work is encouraged to achieve the goal. Students are actively engaged in activities like self learning, Seminars, Discussion hours, debates and collection of details regarding the subject.

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

The students are given adequate learning to undergo teaching practice during internship. Before going for intensive teaching programme, skill practice is given through micro teaching technique. Spoken English classes are conducted for the trainees. Training is given in various methods of teaching at school level, ALM method of teaching interaction with the teaching, case study and preparation of teaching aids.

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

Teachers are given training to manage physically challenged children and disabled children. Special care is given for such students by motivating them to have good aim in life and achieve it like others.

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)?

Women cell gives special care for girls. Adequate guidance is given to girls when they face personal and psychological problems and proper solution is given to them. Common problems are discussed to give awareness to students. Solutions to personal problems are also given individually. Married girls are also given counselling.

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?**

Every week correspondent visits the institution and head of the institution informs the various activities to the management. For improving the academic activity, innovative techniques are followed. Alumni meeting, parent teacher meetings and student feed back sessions are arranged to receive information regarding the performance of the institution.

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

At the end of the year, the institution arranges feed back sessions for the students and their responses are analyzed. Based on the responses, the institution is planning for qualitative improvement.

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

The feedback mechanisms are prepared separately in the form of questionnaire and circulated among the students, staff and alumni students. The institution goes through the feedback for quality improvement. The institution identifies the necessary actions to be taken for quality improvement accordingly.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

a. Contributing to National Development

Our institution plays a significant role in human resource development and capacity building of individual to cater to the needs of the society.

b. Fostering Global competencies among students

We have established collaborations with school, net work with the neighbourhood colleges and foster teaching - learning competency. We have conducted life skill programmes every year.

c. Promoting the use of technology

Teaching - Learning processes are planned implemented with every latest instructional aids to upgrade the level and effectiveness of class room interaction and instruction. The well trained experts give instruction and training to the student teacher and our institution computerized its finance management system and all the accounts are managed by a chartered accountant .

Best Practice in Innovative Practices**Technology Assisted Pedagogy**

The objective of the practice is the creation of multi-media learning environments in the class room which involve the use of a variety of methods and inter related learning experiences, equipped with ICT training. The practice addresses the need of the trainee teachers. So today pupils acquire knowledge through the various media and behavioural changes via the teacher. The selection and use of appropriate technology, pedagogy will hopefully make a salient impact of learners, neighbourhood communities and society. The need is to provide such training for such a purpose.

The practice is introducing technical devices like OHP, LCD, computer, DVD. Students prepare lesson plan for teaching classes. They were allowed to utilize the equipment. The students prepare material from internet, sending assignment through e-mails, power point presentation, preparation of programmed learning materials and computer assisted learning. Hard and soft copies made up of the computer – assisted instruction packages are widely used by the teacher educators. Technology resource centre, expertise of teacher educators and computer specialists are the required resources.

Conclusion:

To put it in a nut shell, the Institution takes many innovative programmes in bringing out various aspects of the curriculum and their effective implementation. The education imparted through this institution envisages self, community and national development. The curriculum emphasises the issues of ecology and environment, value orientation, global trends and demands.

Also much importance is given to teaching, learning and evaluation. By providing a conducive environment for student teachers through library facilities, individual assignments, team teaching, seminar and practical, active learning is imparted. ICT is employed in the evaluation of teacher training.

The Institution has also provided the necessary infrastructure like, spacious classrooms, library, laboratories, technical facilities to ensure effective teaching and learning. Students have been supported with tutorial system, remedial teaching, providing recreational facilities, grievances redressal, placement cell and alumni association.

The Institution is governed in a democratic way, library advisory committee, internal quality assurance cell, anti ragging committee, and grievances redressal cell, placement cell have been formed; duties are delegated and monitored. The head of the institution by interacting with staff and students and through questionnaires receive feedback. This information is shared by her with College administration. A review of this feedback charter the future betterment of activities.

The Institution has an internal quality assurance cell which evaluate the achievement. The goals and objectives include moral and value development of student teachers, excellent exam results, students participation in academic co-curricular and extra-curricular activities and guidance for their future career.