

SECTION B
SELF APPRAISAL REPORT

PART I: INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

A. Profile of the Institution

- 1. Name and address of the institution** : **Arasan Ganesan College of Preceptors,**
No.18 Chairman A Shanmugam Road,
Sivakasi - 626123.
- 2. Website URL** : www.agcp.co.in
- 3. For communication** : agcpsvks@gmail.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Mr.A.P.Selvakumar Head/Principal	04562-231369	04562-232610	selhemin@gmail.com
Mr.A.S.Kannan Self - appraisal Co-ordinator	04562 – 231369	-	agcpsvks@yahoo.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Mr.A.P.Selvakumar Head/Principal	04562-231369	9865169235
Mr.A.S.Kannan Self-appraisal Co-ordinator	-	9842613665

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

2.13 acres

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2008

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

TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI

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

Month & Year

	MM	YYYY
2f	-	-

Month & Year

	MM	YYYY
12B	-	-

10. Type of Institution

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

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

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

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed	Order No: F.SR/NCTE/D.T.Ed/2008-2009/4369	Permanent	100

Criterion J: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

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

Yes	✓	No	
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If yes,

(a) How many programmes?

One

(b) Fee charged per programme

Rs. 41,500/-

3. Are there programmes with semester system

No

4. Is the institution representing/participating in the curriculum development/ revision

Processes of the regulatory bodies?

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

NA

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

D.Ed.	
B.Ed.	4
B.Ed. (Full Time)	
B.Ed. (Part Time)	
Any other (specify and indicate	

6. Are there Programmes offered in modular form

Yes		No	✓
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Number	NA
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
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Number	01
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
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Number	02
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	
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- Academic peers

Yes	✓	No	
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- Alumni

Yes	✓	No	
-----	---	----	--
- Students

Yes	✓	No	
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- Employers

Yes	✓	No	
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10. How long does it take for the institution to introduce a new programme within the existing system?

1year

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

Yes		No	✓
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Number	NA
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	2
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Criterion II: Teaching-Learning and Evaluation

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

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

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

- a) Date of start of the academic year - 26.08.2014
- b) Date of last admission - 15.10.2014
- c) Date of closing of the academic year - 23.05.2014
- d) Total teaching days - 162
- e) Total working days - 200

3. Total number of students admitted (2013-2014)

Programme	Number of students			Reserved (SC/ST)			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	48	50	98	4	6	10	44	44	88

4. Are there any overseas students?

Yes		No	✓
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If yes, how many?

NA

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

a) Unit cost excluding salary component

Rs.18, 000/-

b) Unit cost including salary component

Rs. 50,691/-

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed	88.5%	43%	78%	54.5%

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	60 %	20 %	20%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

0	6
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b) Minimum number of pre-practice teaching Lessons given by each student

0	6
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11. Practice Teaching at School

a) Number of schools identified for practice Teaching

2	0
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b) Total number of practice teaching days

4	0
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c) Minimum number of practice teaching
Lessons given by each student

4	0
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12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 6	No. of Lessons Pre-practice teaching	No. 6
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

a) Number of sessional tests held for each paper

0	4
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b) Number of assignments for each paper

0	3
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17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	<input checked="" type="checkbox"/>	
Intranet	<input checked="" type="checkbox"/>	
Internet	<input checked="" type="checkbox"/>	
Software / courseware (CDs)	<input checked="" type="checkbox"/>	
Audio resources	<input checked="" type="checkbox"/>	
Video resources	<input checked="" type="checkbox"/>	

Teaching Aids and other related materials	✓	
Impressive Interaction Board	✓	
Advanced Language Lab	✓	

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

Yes	✓	No	
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Number	01
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19. Does the institution offer computer science as a subject?

Yes	✓	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	-		%
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Ph.D. Submitted – 0

Pursuing - 1

Registered - 2

2. Does the Institution have ongoing research projects?

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

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

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

7

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

- Teachers are given study leave ✓
- Teachers are provided with seed money ✓
- Adjustment in teaching schedule ✓
- Providing secretarial support and other facilities ✓
- Any other specify and indicate

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

Yes ✓ No

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

a. Ph.D. Nil

b. M.Phil. Nil

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

Yes

No

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

	Yes	No	Number
International journals	✓	-	1
National journals – referred papers Non referred papers	✓	-	4
Academic articles in reputed magazines/news papers	-	-	-
Books	✓	-	10
Any other (specify and indicate)			

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

Yes	✓	No	
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Number	10
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	16	4
International seminars	8	7
Stat Level Seminars	6	6

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. teaching

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Experimental materials (psychology and Science)

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

Yes

No

If yes, indicate the nature of the post.

Full-time

Part-time

Additional charge

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

Yes

No

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

Yes

No

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

Yes

No

16. Does the institution provide consultancy services?

Yes

No

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

69,000

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

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

Criterion IV: Infrastructure and Learning Resources

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

2020.40 sq.mts.

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

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

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

16

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

Rs.5, 00,000 (Approx)

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

Rs. 54,000/- (Approx)

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

Rs.1,24,000/- (Approx)

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

Rs.5,00,000/-

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

Yes No

9. Total number of posts sanctioned

Open **Reserved**

Teaching
Non-teaching

	M	F	M	F
Teaching	4	4	1	
Non-teaching	2	2	1	-

10. Total number of posts vacant

Open **Reserved**

Teaching
Non-teaching

	M	F	M	F
Teaching	-	-	-	-
Non-teaching	-	-	-	-

11. a. Number of regular and permanent teachers (Gender-wise)

Open **Reserved**

Lecturers

Readers

Professors

	M	F	M	F
Lecturers	4	4	1	0
Readers	-	-	-	-
Professors	-	-	-	-

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

Open **Reserved**

Lecturers

Readers

Professors

	M	F	M	F
Lecturers	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state
Other states

9
-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	9 : 100

13.a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	2	2	1	-
Temporary	-	-	-	-

b. Technical Assistants

Permanent	M	F	M	F
Temporary	-	-	-	-

14. Ratio of Teaching – non-teaching staff

9:5

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

23%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	9.30 A.M to 5 P.M.
On holidays	-
During examinations	9.30 A.M to 5 P.M.

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	8514
- Textbooks	7752
- Reference books	762
b. Magazines	5
c.. Journals subscribed	
- Indian journals	15
- Foreign journals	5
d. Peer reviewed journals	-
e. Back volumes of journals	15
f. E-information resources	
- Online journals/e-journals	3
- CDs/ DVDs	30
- Databases	-
- Video Cassettes	-
- Audio Cassettes	-

20. Mention the

Total carpet area of the Library (in sq. mts.)	116.46 sqft
Seating capacity of the Reading room	40 students

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input checked="" type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>

Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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24. Furnish information on the following

Average number of books issued/returned per day 20

Maximum number of days books are permitted to be retained

by students	15 Days
by faculty	3 months

Maximum number of books permitted for issue

for students

3

for faculty

6

Average number of users who visited/consulted per month

24

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

20:1

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

5%

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

Year	I		II		III	
Particulars	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	2136	2,13,600	427	42,700	285	28,500
Other books	244	2,44,100	488	48,800	326	32,600
Journals/ Periodicals	9	91,600	4	18,300	2	12,200
Any others specify and indicate	611	61,100	123	12,300	81	8,100

Criterion V: Student Support and Progression

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

Programmes	(2010-2011)	(2011-2012)	(2012-2013)	(2013-2014)
B.Ed	01	Nil	01	01

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

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

13 students

3. Does the institution offer Remedial instruction?

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

Yes	✓	No	
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5. Examination Results during past three years (provide year wise data)

	UG(B.Ed.)		
	2011-12	2012-13	2013-14
Pass percentage	98	100	84.5
Number of first classes	37	17	44
Number of distinctions	61	35	38
District Ranks in University Examinations	-	-	-

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

	2010-2011	2011-2012	2012-2013
NET	-	-	-
SLET/SET	1	-	-
TET	5	12	1

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

Financial Aid	2010-2011	2011-2012	2012-2013	2013-2014
Merit Scholarship	-	-	-	-
Merit-cum-means scholarship	-	-	-	-
Fee concession	15	13	13	6
Loan facilities	-	-	-	-
Any other specify and indicate				

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

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

Faculty	Yes	No	✓
Non-teaching staff	Yes	No	✓

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

Yes		No	✓
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If yes, number of students residing in hostels

Men	<input type="text" value="-"/>
Women	<input type="text" value="-"/>

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

Sports fields

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

Indoor sports facilities

Gymnasium

12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

Yes	✓	No	
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14. Is there transport facility available?

Yes	✓	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	✓	-	✓	-	26
Inter-university	-	✓	-	-	✓	-
National	-	✓	-	-	✓	-

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	12	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

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

2011

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

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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21. Does the institution publish its updated prospectus annually?

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

	2010-2011	2011-2012	2012-13
Higher studies	20	24	45
Employment (Total)	60	60	35
Teaching	15	16	22
Non teaching	10	14	13

23. Is there a placement cell in the institution?

Yes No

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

2010-2011	2011-2012	2012-2013
12	15	22

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	2
Staff council	3
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	4

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

Loan facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Medical assistance

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Other (specify and indicate)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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4. Number of career development programmes made available for non-teaching staff during the last three years

2010-2011	2011-2012	2012-2013
2	2	2

5. Furnish the following details for the past three years

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

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

National	-	-	-
International	-	-	-

c. Number of faculty development programmes organized by the Institution

2011-2012	2012-2013	2013-2014
2	2	2

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

2011-2012	2012-2013	2013-2014
1	1	2

e. Research development programmes attended by the faculty

2011-2012	2012-2013	2013-2014
-	2	4

f. Invited/endowment lectures at the institution

2011-2012	2012-2013	2013-2014
2	2	3

Any other areas (specify the programme and indicate)

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

a. Self-appraisal

Yes	✓	No	
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b. Student assessment of faculty performance

Yes	✓	No	
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c. Expert assessment of faculty performance

Yes	✓	No	
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d. Combination of one or more of the above

Yes	✓	No	
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e. Principal assessment of faculty performance

Yes	✓	No	
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7. Are the faculty assigned additional administrative work?

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

5 hrs

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

Grant-in-aid

-

Fees

Rs.41, 50,000/-

Donation

-

Self-funded courses

-

Any other (specify and indicate)

-

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget	21,99,500	31,88,100
% spent on the salary of faculty	51.35	35.9
% spent on the salary of non-teaching employees	10	9.4
% spent on books and journals	0.15	0.10
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	4.8	2.1
% spent on maintenance of building, sports facilities, hostel residential complex and student amenities, etc.	0.79	0.47
% spent on maintenance of equipment, teaching aids, contingency etc.	2.9	6.2
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	5.3	3.6
% spent on travel	1.8	0.93
Any other (specify and indicate)	55.16	40.12
Total expenditure incurred	28,76,955	31,67,798

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

	Surplus in Rs.	Deficit in Rs.
2010-11	Rs.4,47,206	
2011-12	Rs.6,73,924	
2012-13		Rs.6,91,489

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	✓	No	<input type="checkbox"/>
Finance	Yes	✓	No	<input type="checkbox"/>
Student Records	Yes	✓	No	<input type="checkbox"/>
Career Counselling	Yes	✓	No	<input type="checkbox"/>
Aptitude Testing]	Yes	✓	No	<input type="checkbox"/>
Examinations/Evaluation	Yes	✓	No	<input type="checkbox"/>
Assessment	Yes	✓	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a) For teachers
- b) For students
- c) For non - teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes

No

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

Yes

No

3. What is the percentage of the following student categories in the institution?(2013-2014)

	Category	Men	%	Women	%
a	SC	4	4%	6	6%
b	ST	-		-	
c	OBC	36	36%	44	44%
d	Physically challenged	-		-	
e	General Category	8	8%	-	
f	Rural	-		-	-
g	Urban	-		-	-

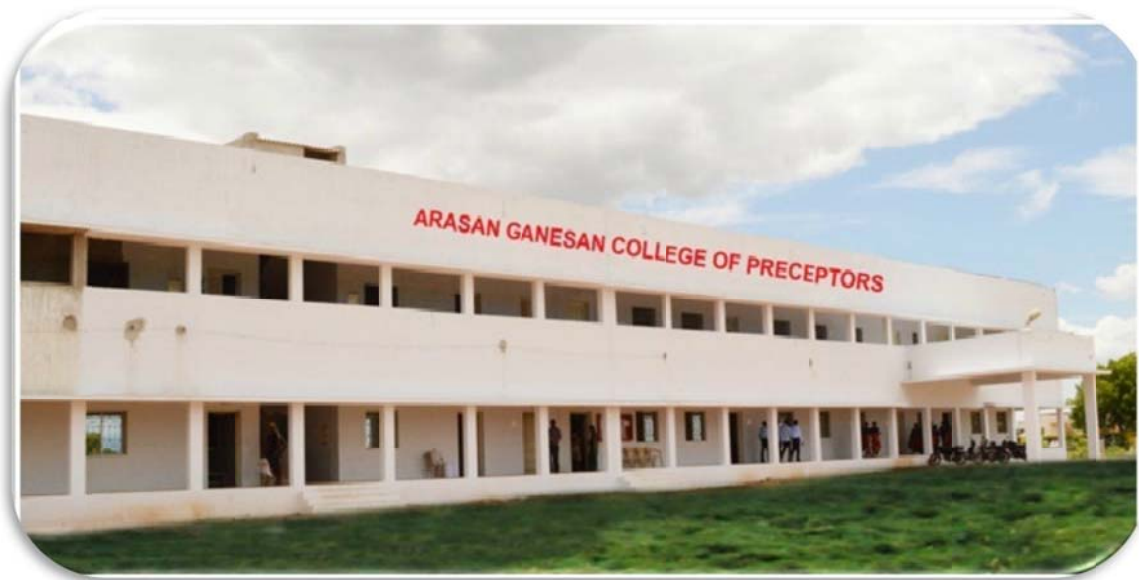
4. What is the percentage of the staff in the following category?(2013-2014)

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	3	33%		
B	ST	-			
C	OBC	6	66.6%	4	100%
D	Men	5	55.5%	2	50%
E	Women	4	44.4%	2	50%
F	Physically challeng	-		-	
G	General Category	-		-	
H	Any other (specify)	-		-	

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	76%	74.2%	79.1%	82.5%
ST	-	-	-	-
OBC	90.7%	80 %	86.7 %	85.6%
Physically challenged	-	54.1%	-	69.4%
General Category	75.7%	55.1%	77.9%	83.1%
Rural	-	-	-	-
Urban	-	-	-	-

EXECUTIVE SUMMARY



Our Trust and management

The founder of Arasan Education Charity Trust Sri.A.M.S.Ganeshan a great man, whose life was yet another glorious example of the layman to the noblest, giving life and comfort to thousands of people in his score-and-odd institutions and industries. Of all the establishment he raised in his lifetime, he held the educational institutions dear to his heart. Under his loving care the educational institutions grew up in rapid strides since 1981 and never vacillate in his progress. Though his body seems to be mortal, he achieved immortality in the permanent things he created in common.

His eldest son Sri.A.M.S.G.Vijayakumar inherited a legacy of his father's commitment, dedication and perseverance. As he attained heavenly state of life, his hard work produced an enthusiastic successor the new chairman Sri.A.M.S.G.Ashokan.

He also ensured the sustenance of the fast pace of growth of our esteemed educational institution. He initiated in grooming new group of institutions in the trust for the primary school children. His knowledge continually renewed by ceaseless effort gave new thoughts to his father's dreams in creating a new college of preceptors for the future teachers and educators of modern word. His vision is infinite, ready to serve human kind in all walks of life, creating discipline invisibly.

Our College

Arasan Ganesan College of preceptors started in the academic year 2008-2009 is one of the best Co-Educational self-financing colleges affiliated to Tamil Nadu Teachers Education University, Chennai -05. It has been recognized by the NCTE, Bangalore and it is located on Sivakasi – Virudhunagar Main Road, a few kilometers away from Sivakasi city. It is housed in a majestic and imposing building with all infrastructural facilities.

Vision

To be an excellent institution to mould noble teachers with high thinking, sound knowledge and healthy virtues to be a beacon light to the learners

Mission

- Offer high quality teacher education
- Bring the inherent talents and skills of teacher trainees with quality education
- Provide a comfortable environmental of learning to prepare the teacher trainees to Meet the future needs of the society
- Provide with excellent infrastructure for the conducive learning environment
- To develop people who propagate the values of true education.

Courses offered

The college offers B.Ed programme in the following disciplines :

1. Tamil Education
2. English Education
3. Mathematics Education
4. Physical Science Education
5. Biological Science Education
6. History Education
7. Commerce Education
8. Computer Science Education

Infrastructural facilities

Fully equipped laboratories in various disciplines like Computer Science, Physical Science, Biological Science and Psychology are available for the student, teachers. A well equipped language lab has been set-up to enhance the English language competence of the learners. The computer labs are designed with multi-media aids to make class-rooms teaching effective. Apart from the laboratories the class room for the student teachers are well-designed and spacious to facilitate comfortable teaching and learning.

Laurels of the Institution

In the Second batch of B.Ed examination conducted by TNTEU in June 2010, among the 660 Education Colleges in Tamil Nadu, we are proud to inform that the our student bagged State 7th rank and 5 district ranks including first rank in Virudhunagar District.

Salient features

- Well qualified and experienced faculty
- Digital-computerized library with surplus books in all subjects, reference book, journals, magazines and CD's
- Vast playground with provisions for indoor & outdoor games and track &field events.
- Excellent transport facility with college buses connecting all destinations

The periodical conduct of Alumni Association and Parents meetings help ,the college to get feedback from the Alumni and Parents on the relevance of the curriculum, the performance of the teachers, facilities available in the college, the academic performance in the university examination, etc.,

The affordable fee structure, scholarship for SC and ST from government of Tamil Nadu, Bank Loans, and Tuition Fee concession in different forms given by the Management of the college paves the way for the accessibility for the students of this area to pursue higher education.

The innovative practices that are adapted in the Teaching-Learning process gives confidence and inspiration to the students to show improvement and progress in the academic performance. Conducting remedial classes for academically weak students, interactive session, group discussion, quiz programme and encouragement for submission of papers and articles and conducting two internal examinations and one model examination of full duration are some of the methods that sustain high percentage of passes in the University Examinations.

The recruited teachers are approved by the Tamil Nadu Teachers Education University, Chennai. Faculty Development Programmes are conducted for the teaching and non-teaching staff to enhance their potentialities as well as skill and to update their knowledge in their subjects.

The career guidance and placement cell has been offering intensive planned career guidance, placement training for the students.

The college has been maintaining a continuous and consistent growth in admission, pass percentage, placement, faculty development programmes and extension activities.

Criterion I : Curricular Aspects

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The college holds the motto:

“Education is complete when the Learner
Learns to Know.
Learns to Do.
Learns to Be.
Learns to Live Together.
Which are the Four Pillars of education”.

The following are the aims and objectives of the institution.

- To form teachers who are intellectually competent, morally upright, psychologically integrated, physically healthy and socially acceptable.
- To enable teacher-trainees champion the cause of justice, love, truth and peace, and be ever open to further growth.
- To motivate the teacher-trainees to serve the nation in general and the local community in particular.
- To form skillful, learned and dedicated teachers committed to the cause of national development and education.
- To develop an awareness and attitude towards global trends.
- To instill the national values of truth, tolerance, fraternity, democracy, secularism, national integration and international understanding and to uphold these even at the risk of one's life.
- To conscientise teacher trainees on the need of eco-friendly and sustainable development.

The objectives of institution aim at the holistic development of the individual in relation to the society and world at large. The major dimensions addressed by the institution in terms of its objectives are detailed below.

Intellectual, Academic and Training

The first objective is to develop a community of teachers who are professionally competent with a deep sense of commitment to their vocation. Modern and flexible designs of process-oriented and constructivist teaching manuals for various optional subjects are developed. The effectiveness of these methods are tested. Demonstration classes are conducted by subject experts from other colleges are arranged for our students. Teaching Techniques like peer tutoring, team teaching, seminars, assignments, quiz programmes, guided library works, student centered activity method, co-operative learning, brain storming and debates are followed in the transaction of the curriculum. Special care is taken to equip the students with the latest knowledge and practice of ICT mediated teaching techniques like video conferencing, blog based learning, PowerPoint presentations, use of language lab and use of smart boards. Apart from transacting curriculum prescribed by the university, classes on development of soft skill, English language proficiency, computer training and career guidance are included in the programme for achieving these objectives. The institution utilizes its resources for the holistic development of individuals in building scholars with a view to the demands of twenty-first century.

Equity and Access to the disadvantaged

The college provides equal opportunity to all irrespective of caste, color, creed, gender, social status, and language. The guidelines of the authorities are strictly followed in reservation for admission. The institution provides scholarships for economically low students. Social outreach programmes undertaken by the Social Extension Committee aim at sensitizing students to the special problems and needs of the disadvantaged. The issue of inclusion is also one of the thrust areas of research in the institution.

Value Orientation

The college gives top priority in giving value orientation to the students. To motivate students to address this concern and to develop a habit of critical thinking, talks on values by eminent persons are organized in the college. The student teachers are given training in preparing value education lesson plans and taking value education classes during practice teaching in schools.

Employability

Employability of student teachers is one of the major concerns about which informed decisions are made based on feedback from employers. Every year the college is organizing recruitment programmes for the out-going students. The college also act as a channel in recruiting teachers for the neighbouring schools on contract basis. English language proficiency test, computer literacy test, and teacher aptitude test are administered to students at the beginning of every academic year. Remedial measures such as remedial English classes using digital language lab, Computer training in utilizing ICT resources, coaching for competitive examinations are undertaken to help students who are weak in one or more areas.

Issues of Environment

To conscientise the teacher trainees, the need of eco-friendly and sustainable development through the courses offered in the college and through various other programmes. Environment Education is one of the electives offered in this college at B.Ed. level. Nature Club of the college also observes days of importance like World Environment Day, World Environment Week, eco-tours and conducts other environmental awareness programmes. Campus cleaning, fostering of medicinal garden, minimizing the use of plastic carry bags and promotion of vermin-culture are other eco friendly initiatives in the campus.

Communal Harmony and National Integration

Every effort to celebrate the diversity of our nation with its different cultures, religions and languages is undertaken in the institution. Student teachers are given opportunities to celebrate festivals of different religions and to observe national days of importance. Social Extension Club activities also help in developing social skills essential to fulfill a teacher's role as a social engineer.

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

The various steps in the Curricular Development Process are:

- Planning according to the University syllabus
- Teaching methods in learning process
- Teaching practice
- Conducting Examination
- Recording Evaluation
- Conducting Seminars, Workshops, Guest lecturers and Co-curricular activities

The college follows the curriculum for B.Ed. prescribed by the affiliating University. The University takes decisions regarding the curricular aspects, its implementation and finalizing the academic calendar. Every year the Institute takes the feedback from the faculty, students, alumni, employers and academic experts. The continuous feedback received and helps us to modify our curriculum in an innovative way.

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

The revised curriculum of the programme is structured in view of the global trends in teacher education. The assessment on each course is on a five point scale and the programme at the end is on a seven point scale. Objectivity and transparency in internal assessment is ensured by providing a formal design and criteria for internal evaluation and publishing it before the final submission for rectifying student grievances. The norms for internal evaluation and external evaluation were redefined. Research methodology was incorporated as a separate unit in the theory paper.

The global standards in teacher education are reflected through the common, core and elective courses offered in both B.Ed. programme.

The college also organises a handful of curriculum enrichment activities focusing on global trends in the field which are listed below.

- Entry level testing and remedial courses in English Language Proficiency and

Computer Literacy.

- Elective courses offered such as Environmental Education, Guidance and Counselling, Health care and Physical Education and Evaluation and Test Construction.
- ICT mediated teaching and learning through LCD, interactive, smart boards, blogs, power points, e-learning, and multimedia packages.
- Training in reflective practices in teaching
- Incorporating constructivist teaching methods
- Add on course to bridge the curricular gaps.

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

Issues of national importance like environment education, value education, maintaining global standards in teacher education and education for communal harmony and national integration are among the special focus areas of the institution as per its objectives. Following are the activities organized with the institution for sensitizing these issues are given below.

Curricular issues

- Offering Environmental education as an elective paper
- Undertaking projects like herbal garden, vermi-culture, rain water harvest, etc.
- Awareness programmes like seminars, observing days of importance like World Environment Day, World Environment Week, Exhibitions, Posters and Nature tours.
- Subscription of magazines which address the issue.

Value Education

- Training in preparatory value education lesson plans
- Practicing value education classes during practice teaching
- Instituting best Value Education Lesson Plan award.
- Celebration of festivals of various religions and observing days of national importance
- Study tours to various destinations in India
- Yoga practice and meditation
- Morning assembly and reading from books

ICT Training

- Computer training programme
- Training in the use of Interactive Smart board.
- Use of blogs and other open e-resources for teaching, learning and testing.
- Training in ICT mediated teaching learning activities (Video Conferencing, preparing power point, use of web based teaching resources)
- Micro-teaching and practice teaching lessons by student-teachers using Smart Boards, LCD and OHP.
- Development of computer assisted instructional materials
- Qualitative and Quantitative data analysis using computers

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

Yes, the institution makes use of ICT for curricular planning, in providing an effective teaching and learning Process. Our institution provides all the facilities (Labs, Equipment, Instructions) for the use of ICT in teaching.

- Documents are computerized and records are systematically maintained in the hard and soft form.
- Our teacher educators use the LCD projector for teaching learning process, to make the class interesting and interactive.
- The library is made user friendly with the open access system, which enables the readers to access books with ease.
- Teacher educator uses the internet facility for planning the teaching learning activities.
- Syllabus revisions done by the University are discussed through internet and e-mail.

1.2 ACADEMIC FLEXIBILITY

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

The college took efforts to provide experience in teaching as a reflective practice.

- Demonstration classes, criticism classes, simulated teaching and observation of school practices provide the student teachers with ample opportunities for reflective practice.
- All criticism classes and link practices are specially reflection oriented. Constructivist

lesson formats promoting reflection in teaching is used during teacher training. While filling the assessment/response column of each lesson, self-reflection about each lesson is done.

- During teaching practice peer review of classes provides ample opportunity for reflection.
- Reflection sessions are arranged on all Saturdays during teaching practice.
- Maintenance of a daily journal to inculcate the spirit of reflective practice among students.
- An experience sharing session for students is held in the college after teaching practice which serves as a reflective session for them.
- Periodic evaluation for theory and practical's in the form of unit test, model examinations, assignments, seminars, projects, and review of their practice teaching sessions.
- The outcome of these and supervisor feedback enable the students to reflect upon their performance.

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

Single option system and elective subjects provide scope for flexibility in the B.Ed. programme. Provision is given for completing training in another optional subject by attending only the optional theory classes and practical's is provided for students with a B.Ed. Degree. Provision for readmission of students who could not complete the course is also provided. Flexibility is ensured in the selection of internal evaluation components also. Apart from the prescribed curriculum of the University, a variety of co-curricular activities are organized to ensure adequate additional experiences to students. The various activities undertaken within the campus that facilitate flexibility are:

- Personality development programmes like training in soft skills, Self- Introduction, Thought for the day Programme
- Subject-wise cultural programmes
- A variety of teaching techniques like seminars, discussions, assignments, co-operative learning, experiential learning and brain storming .
- Debate on current issues

- Celebrating Arts/college Day
- Preparation of manuscript magazines and college magazine
- Health care activities like yoga practice, meditation and functioning of the gymnasium
- Nature club activities
- Activities providing for diverse student experiences outside the campus
- Participation in Inter collegiate arts and sports competitions
- Field trips and study tours to various destinations as per students choice
- Social extension programmes

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

- Curriculum offers work experience and sessional work
- Public speaking practice are being conducted for the student teachers'
- ICT, Life Skills – Personality development programmes are being provided to the student teachers' on different topics
- Yoga classes and meditation are being conducted
- Community orientation classes like awareness programmes are conducted
- Blood donation, AIDS, Eye Donation, Health Programme and 108 Ambulance services are conducted for improving the social responsibility of the student teachers
- Communication skill frequency classes are also conducted to improve the students rank among their competitors

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

Our institution does ensure the inclusion of the following in the curriculum as per directions of the Tamil Nadu Teachers Education University, Chennai.

Inter- Multi-Disciplinary Nature: The programme B.Ed. is Inter and Multi-Disciplinary in nature in the following aspects

- Multi Optional Class System
- Team teaching
- Multi-Disciplinary Quiz and Debates
- Club activities involving students of various optional

- Inter Optional House System for both Sports and Arts Competitions
- Inter Optional Grouping for SUPW
- Inter Optional General Tour
- Democratic Election procedure for the College Union

Multi skill Development: The college concentrates on organizing need based multi-skill development programmes. Apart from teaching skills, a number of programmes for the development of social skills, communicative skills, thinking skills, computer skills, skills in sports and arts, life skills and soft skills are organized in every year.

Inclusive Education: Education for inclusion, social justice and equity is a focus area of the institution as per its objectives. Institute has included basic subjects as content cum methodology (Paper VI & VII), which provide opportunity to students for maintaining the skill as per their own choice and preference and in respect of their basic degrees besides due counseling to the admitted students. These subjects include all the three major disciplines i.e. Arts, Commerce & Science. In addition to this structured approach, inclusive education is given due importance by ability groupings of the students and the opinion of the teacher educators. Choice of the student is given due importance for sociological and psychological inclusion.

Practice Teaching: Practice teaching is major components of both B.Ed. curriculum. The preparatory work for practice teaching includes discussion lessons, demonstration lessons, criticism lessons, micro teaching and link practices. Demonstration classes by Alumni and other senior teachers from schools are arranged before teaching practice.

The college organized a meeting with the teachers of practice teaching schools to share the views and ensure the smooth conduct of practice teaching. The faculty members grouped into three teams visit all the practice teaching schools before the commencement of the teaching practice to interact with the school teachers and enhance the practice teaching experience for the students.

The practice teaching for B.Ed. comprises of forty days to take a minimum of thirty lessons in the concerned subject and three physical education lessons in about 22 to 25 schools. The college directs the students to prepare at least one lesson plan per week with direct consultation with the mentor teachers in practice teaching schools. Students also undertake

various services and organize co-curricular activities in schools in consultation with the school authorities.

The teacher educators of all optional subjects and the principal visit the schools regularly to observe and evaluate the performance of the student-teachers. The college collects feedback from the respective mentor teachers and a confidential report from the heads of the schools regarding practice teaching.

School Experience/ Internship: A school visit is conducted prior to practice teaching to meet the heads of the institution and mentor teachers. During this visit, the teacher trainees collect the topics of the content to be covered during their practice and the timetable to be followed. There is ample provision for experiencing all the practical aspects of academic and administrative procedures in schools.

Students organize morning assembly, conduct child study, organise various services, and conduct co-curricular activities (preparing school magazines, conducting quiz programmes, literary competitions, exhibitions, surveys) and remedial programmes in schools. In addition to these, student teachers take special tuition for the needy students of model schools as part of the social extension activities of the college.

Work Experiences / SUPW: Socially Useful Productive Work is an integral part of the curriculum. SUPW includes both product and service. Products like flower making, making interior decoration items, and embroidery and services like campus beautification and gardening are undertaken as part of SUPW. The student-teachers also undertake services like arrangement of specimens, arrangement of library books, and arrangement of school laboratory during their practice teaching.

1.3 FEEDBACK ON CURRICULUM

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

Representatives of various stakeholders are also included in the IQAC of the college so as to

ensure their active and fruitful participation in the progress of the institution. Feedback obtained from various stake holders is subjected to detailed analysis in the meetings of the teaching faculty and IQAC. Measures for improvement, if required, are decided at these meetings. The outcomes of these feedbacks are communicated the academic bodies and professional organizations during curriculum revision and review.

Feedback from students: Written feedback from students is obtained through a prescribed Performa. Feedback forms concerning each teacher are given to students which are analyzed. Exit interviews are conducted at the end of an academic year to get a personal and detailed feedback regarding the institutional system from students.

Feedback from alumni: Alumni meet of the college is arranged every year. Silver and golden jubilations of the college, are honoured every year. It serves as a conducive platform for sharing their experiences and suggestions regarding the functioning of the institution.

Feedback from parents: The College has a dynamically functioning Parent Teacher Association. The first annual general body of the PTA is scheduled on the opening day of every academic year. In this meeting the office bearers of PTA are elected and curriculum of the programme is detailed to them. A proforma for analysis of expectations of parents, developed by the institution is distributed during the meeting. The analysis of parental expectations at the beginning of the academic year is utilized in planning the activities of the year. Apart from the Executive Meetings of the PTA, the members are also invited to all the major events held in the college during an academic year so as to have regular interactions with them. Feedback from parents is also collected by post after the course.

Feedback from mentors: Feedback from the concerned mentors of the student-teachers in the practice teaching schools are obtained through a Proforma. The student-teachers are directed to develop one lesson plan every week in direct consultation with the mentor teachers. They are also required to get an approval for other lesson plans from the mentor teachers.

Feedback from heads of teaching practice schools: The faculty visits the practice teaching schools to meet the heads and other mentor teachers two months prior to practice teaching.

This visit serves to provide an opportunity for personal interaction and general feedback regarding practice teaching in the previous years from the schools. After the practice teaching feedback from the heads of the practice teaching schools is also obtained through a Proforma.

Feedback from the Employers: Feedback is obtained from the employers about the quality of performance of teachers in their institutions who were trained in this college. This feedback is utilized to get clear insights into the quality of the course provided in the institution and revisions required, if any.

Feedback from External University Examination Board: Feedback from the University Board of practical examiners about the general performance of student teachers in the college and the quality of curriculum transaction is obtained orally after practical examinations in an exit meeting.



1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback format is collected from the staff and students regarding the use of skills of teaching, techniques of teaching, curriculum, self motivation, self assessment, etc. The feedback forms are reviewed and problems are identified. Analysis is done on the feedback

forms and the area of improvement towards any change is rectified. The discussion is done through the IQAC, and necessary suggestions are framed and forwarded to the University for the modification in the curriculum

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

Since, the curriculum regulatory body of the B. Ed. course is Tamilnadu Teachers Education University, Chennai, there is no scope for any self financing private Institution in the development of the curriculum. Suggestions by the Institutions for curriculum development are sent to university but the implementation of the same depends on the decisions of Board of Studies of the University.

1.4 CURRICULUM UPDATE

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

In 2013 the B.Ed. curriculum of the Tamil Nadu Teacher Education University was reviewed to address some of the inconsistencies within the areas of specialization. The duration of the B.Ed. course was increased to 200 working days. The contact hours for each theory paper were stipulated as 550 hours. Ten hours were set apart for co-curricular activities. Admission to B.Ed. programme is made through a Centralized Allotment Process.

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

A thorough feedback from various stakeholders is collected at the end of each year utilizing a variety of techniques like exit interview, experience sharing by students, personal interaction of faculty with school personnel, feedback books, complaint box and a handful of feedback forms. A analysis of the institution is then undertaken utilizing the feedback from various sources to gain a clear understanding of the effectiveness of the system. The results are discussed in the Staff Council, IQAC and the College Governing Council in periodical meetings. Appropriate enrichment or remedial activities are planned and included in the curriculum to compensate the weaknesses arrived at by these analysis.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

- A number of programmes are arranged on topics such as Research Methodology, Statistical Analysis, Multiple Intelligences, Thinking Skills, Life style Diseases, Psychological Experiments, and Education for the Marginalized and Mentally Challenged.
- Screening tests to ascertain the language proficiency, computer literacy, general Knowledge and Teaching Aptitude of student teachers at the time of their entry in the course have been designed.
- Courses in English Language Proficiency, Computer Skills, Soft skills, Special Education, Competitive coaching have been organised regularly in the previous years to enrich the curriculum.
- ICT mediated curriculum transaction is followed and student teachers are encouraged to practice it in schools.
- The college has designed formal means of obtaining feedback from various stakeholders and utilises it for curriculum analysis and revision
- Emphasis on value education and Special emphasis on promoting communal harmony and national integration.

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

The institution is in the forefront of planning and implementing innovations in curricular aspects. Some of them are

- Entry level testing and special programme in computers, smart classrooms, digitalised language laboratory and utilisation of web resources and teaching techniques like video conferencing for developing skills in ICT Oriented education
- Knowledge transmitting through Blogs
- One week orientation programme for students on Curriculum at the beginning of every academic year
- Emphasis on value education through a handful of activities
- Thrust on the issue of environment by various environment friendly initiatives and by offering Environmental Education as an elective at B.Ed. level.
- Add on Courses in Soft Skills, Special Education, training in using data analysis software, Statistical Packages and Models of teaching.
- Thrust on reflective teaching practices especially, journal writing.

Criterion II: Teaching-Learning and Evaluation

2.1. Admission Process and Student Profile

The admission policy and criteria for Bachelor of Education (B.Ed.), programme is as per the rules and regulations stipulated by the Tamil Nadu Teacher Education University, and NCTE. The college is a Self finance Private institution .

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?

The Admission policy and criteria for B.Ed programme is decided by the Government. The State of TamilNadu is having a very transparent method of admission process for B.Ed. The Government of TamilNadu is managing the admission procedure. As per the admission policy, the seats to be filled by the State are regulated on the basis of merit as assessed by giving weightage to the marks obtained in the qualifying examination (degree) /additional weightage to marks obtained in the post graduate examination.

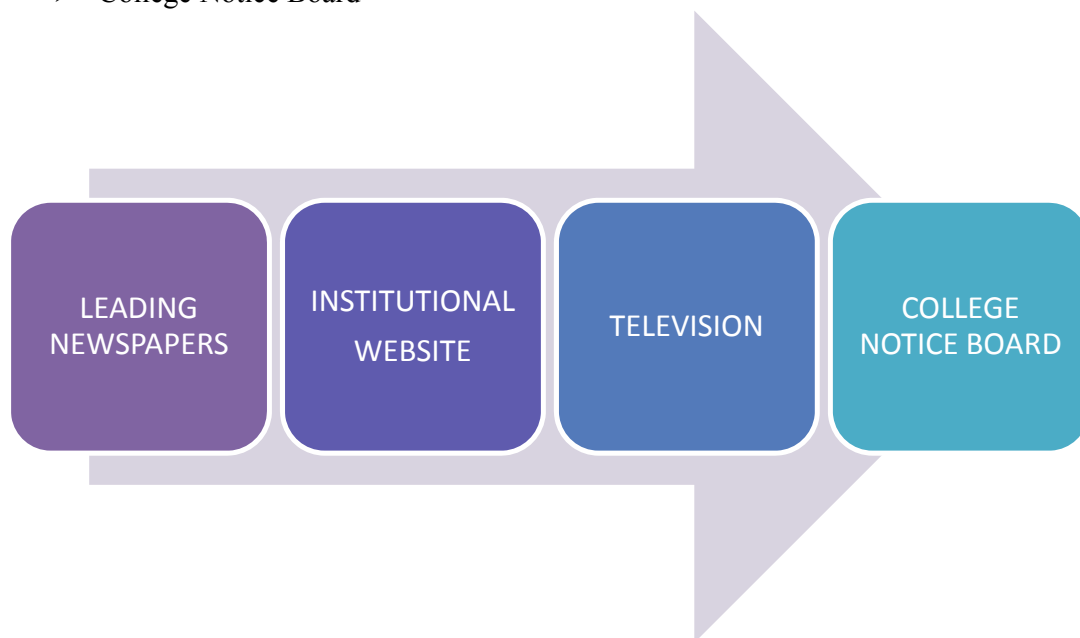
- When the admission commences, our college gives notification in the leading news papers for admission in B.Ed. course
- Applications are collected from the eligible candidates
- Applications are scrutinized by the admission committee
- The admission intimation is sent to the students on merit basis
- The merit list will be displayed on the notice board
- The equity as well as accessibility is ensured irrespective of social status, economic backwardness, differently-abled conditions, gender etc
- Total transparency in admission process is a notable feature of our institution

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

The programmes are advertised through

- Leading Newspaper
- Institutional Website
- Television

- College Notice Board



The information provided to prospective candidates about the programs is:

- Vision and Mission of the Institution
- Eligibility Criteria
- Subjects Offered
- Duration of the Course
- Fees Structure
- Faculty Strength and Infrastructure Facilities.

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

- The admission committee ensures transparency in all its dealings to ensure that the determined admission criteria are equitably applied to all applicants
- The institution follows the stipulated rules laid down by the Tamil Nadu Teachers Education University, Chennai
- Admission forms are thoroughly scrutinized by the Admission Committee
- Merit lists before display are also verified by the Admission Committee
- The admission decisions are made without any bias

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

The student-teachers from different gender, economic, cultural, religious, linguistic backgrounds and physically challenged, enjoy their individuality in harmony with great diversity in the academic environment.

- The female student- teachers are ensured that they have freedom to express their ideas and raise their voice regarding campus and register the problem/experiences with lady representatives of the Student council and teacher educators.
- The government gives financial assistance to students belonging to SC and ST category in tuition fees.
- The college also provides financial help to students of B.Ed. by providing them with study materials.
- The institution financially assists the economically weak student

Financial assistance given to students

YEAR	STATE SCHOLARSHIP NO OF STUDENTS	UGC SCHOLARSHIP NO OF STUDENTS	MANAGEMENT FUNDING
2008 – 2009	02	--	--
2009 – 2010	13	--	--
2010 – 2011	06	--	15
2011 – 2012	09	--	13
2012 – 2013	10	--	13

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, before commencing the classes college conducts a one-week orientation programme to the students during the first week of the programme and their needs are assessed. The schedule of orientation programme given for the students of 2013-14 batch is given below.

Schedule of Orientation programme

DATE	SESSIONS	PROGRAMME
Day One	I	Prayer
	II	Know your College - Vision, Mission of the college
	III	Orientation on Course and Syllabus
	IV	Orientation to Conduct Assembly
Day Two	I	Orientation on Co-Curricular Activities
	II	Orientation to ICT as a learning tool
	III	Orientation on Club Activities
	IV	Self- introduction and Talent Hunt
Day Three	I	Library Orientation and introducing software’s in library
	II	Visit to Library
	III	Orientation to the use of smart boards
	IV	Orientation to Optional Classes
Day Four	I	Equipping Life-Skills
	II	Entry level test for Students
	III	Computer Literacy Test
	IV	English Language Test & Teaching Aptitude Test

2.2 Catering to diverse needs

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

Academic facilities

- Providing learning resources and forming study circles
- Encouraging the student teachers to utilize Library facilities during library hours.
- Guidance and counselling service for individuals to set an accelerated pace for their development.
- Organizing seminars, workshops, that encourage student teachers participation which provides scope for working together and thereby leading to understand each other and develop feeling of oneness
- Co-curricular activities like sports day, celebrating festivals and days of importance such as teachers' day, Women's Day etc which help in the development of the learners.

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

The institution caters to the diverse learning needs of the student teachers' by means of:

- Laboratory & Library Facilities.
- Club Activities.
- Cultural Programmes
- Computer lab with internet facility.
- Physical training like yoga, coaching in athletics.
- Special classes are also organized for low achievers to help them become more effective in the art of teaching.
- Orientation programme by subject expert.

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

The B. Ed. curriculum provides variety of learning experiences to the student teachers. The curriculum covers different methods and strategies for teaching and learning, developmental characteristics of children, nature and teaching strategies for gifted, disabled and delinquents. Also a set of Socially Useful Productive Work (SUPW) is undertaken by students.

- The institution ensures that student teachers are conscious about the diversity through various modes of curriculum transaction
- Morning assembly, thoughts for the day and speaks on fundamental values of life and brings the diversified mind toward the common concept of unity in worship.
- Theory of differential psychology and equips the students with the conviction that individual differences are not a problem but a reason to celebrate.
- The results of the psychology experiments help the prospective teachers to understand the role of diversity and equity in teaching-learning process.
- The course work on Educational sociology provides a clear picture about the social mobility, social stratification and gender sensitization.
- Special school visit, Social survey, celebration of national and international festivals helps the student teachers to understand the role of diversity and equity in teaching learning process.

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

Faculty mentoring as well as monitoring of each activity in collaboration enables the management to make sure that the teacher educators are moving in the proper ways

Potentialities of the faculty members are improved through various orientation and in-service programme.

The teacher educators are also provided with ample opportunities to attend state, national and international level seminars/workshops on various aspects of education. The table below gives the detail

List of staff enrichment programmes classes and workshops

S.NO	STAFF ENRICHMENT PROGRAMME	PERIOD
01	Mr. A. P. Selvakumar Professional Development Training Programme (Intel Education & MSPN College of Education, Virudhunagar)	04.10.10 – 09.10.10

02.	Mr. A. P. Selvakumar National Workshop on “Recent trends in Research Methodology and Green Technology’ organised by Academic Staff College, Pondicherry University, Pondicherry	29.11.12 – 30.11.12
03	Mr. A. P. Selvakumar National Workshop on ‘Research Methodology, Social Entrepreneurship and ICT Application’ organised by Academic Staff College, Pondicherry University, Pondicherry	22.08.13 – 23.08.2013
04	Mr. A. P. Selvakumar SPSS Hands on Training (Social Sciences), organised by Academic Staff College, Bharathiyar University, Coimbatore	21.10.13 – 26.10.13
05	Mr. A. S. Kannan “National work shop for Research methodology& Green Technology” organised by Academic Staff College, Pondicherry University, Pondicherry	29.11.2012-30.11.2012
06	Mrs. M. Goma Saivasidhantha training course (General) organised by Thiagaraja Arts & Science College, Madurai	21.11.2010-30.11.2010

07	Mrs. M. Goma “National workshop for Research Methodology & Green Technology”, organised by Academic Staff College, Pondicherry University, Pondicherry	29.11.2012- 30.11.2012
08	Mrs. M. Goma “National workshop for Research Methodology, Social Entrepreneurship & ICT Application” organised by Academic Staff College, Pondicherry University, Pondicherry	22.08.2013- 23.08.2013

Faculty development programmes like Seminars and workshops are conducted on diverse themes and they are encouraged to participate in seminars and workshops in different colleges and universities

- Deliberation and discussion in the staff council, about the students which enables the staff to know the diverse needs of students. Staff meetings provide an opportunity for active face to face interaction as well as free and frank discussions on matters pertaining to the student needs.
- The teacher educators who attend seminars have to present a write up on that topic in the staff meeting to enrich the colleagues.
- Feedback system is also very much in operation. Student feedback is collected at the end of each semester.
- Self- appraisal of each faculty member is collected at the end of every academic year

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

- Student-teachers are exposed to various concepts of individual difference and diversity among students through curricular areas such as differential psychology, developmental psychology.
- Social determinants such as family, socio-economic status, regional differences, gender issues, and cultural differences. .
- School based projects by the teacher trainees
- IT enabled teaching learning process
- Teachers supplement the lecture method of teaching with other methods of teaching such as seminars, class presentations, and use of audio visual aids to help the student teachers develop knowledge and skills related to diversity and inclusions and apply them effectively in classroom situations
- During pre-practice teaching period the student teachers get an opportunity to take classes with real students.
- Demonstration classes by experts are given to each optional class
- The student teachers get a chance to criticize and evaluate the classes of their peers
- Motivational and life skills programmes help to empower students to develop knowledge and skills related to diversity and inclusion
- Student teachers are taught how to identify and tackle the personnel, social, emotional and educational needs of such students when they become teachers.
- Programme to organize remedial teaching is provided to teacher trainees

2.3 Teaching learning process

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

- To enhance the active learning and training of the students, the college provides innovative strategies that are student-centered, collaborative, self- directed and based on the development of higher order thinking skills.
- The college also motivates the students by providing resources such as library, web

site and other physical facilities.

- The faculty members are handling classes for student-teachers with an aim to achieve high academic standards. For this purpose the following learning resources are optimally used.

The college library

- The college library has a unique collection of 8,514 books
- There are 7 sets of Encyclopedias in the library.
- The library also provides e-resources accessibility through N-List.
- The Library has a collection of e-resources comprising of Educational CDs of various school subjects are also available for the students and Encyclopedias are available on C.Ds.
- College time table provides library hours for students to engage in active learning on a direct basis.
- Students are required to do assignments, projects and prepare teaching-learning materials such as PPTs, making use of the Library facilities
- The Library functions from 9.30 a.m. till 5 p.m. on all working days.

Website and computer lab

- The college website www.agcp.co.in details the syllabus and rules and regulations regarding Evaluation. The Staff profile uploaded in the college website provides areas of research specialization and competency for consultation and further studies.
- The college has modernized computer lab with 16 computers with connectivity for preparing video lessons and power point presentations. These are also made use in their practice teaching sessions.
- The learners are guided to upload the assignments, projects and seminar topics to the teacher concerned through e-mails.

Discussion group

- The students are formed into different groups to work on assignments, projects, practicum and for developing lesson manuals and evaluation tools. Each member of the group takes the role of a proctor by turn.

Individual projects

- As part of the active learning the students are assigned with individual projects and case studies at B.Ed. level. Titles of Sample projects undertaken by students for the year 2012- 13 of different subjects are given below:

Simulation

Simulation is a major learning strategy followed both at the B.Ed., classes to make the teaching- learning more active.

- In order to master the teaching skills demonstration and practice sessions for micro teaching in simulated environment is conducted
- In addition to the regular Criticism classes, simulated environment is provided for additional training by every student
- In psychology, the teacher- trainees act as subjects and experimenter enabling the both experiences.

Peer teaching

- Peer teaching is practiced in the college for the development of various teaching skills. As part of the remedial programmes like English teaching is promoted. Development of various teaching skills. As Proficiency and Computer Literacy, peer teaching is promoted

Practicum

- The optional and core papers contain a number of practicum to be completed both at graduate level.
- The students also take seminars, conducts debate and discussion on various topics in the class room as part of their practicum.

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

➤ The learning is made student- centered with participatory learning activities such as:

• co-operative learning	• Psychology and science experiments
• Small group discussion , projects.	• PPT presentations by students
• Tutorials	• Inter and intra collegiate cultural and sports events
• individual projects	• Preparation of ICT enabled courseware and packages
• Seminars	• Development of models of teaching in different subject area
• Brain storming sessions	• Socially Useful Productive Works
• Mentoring and guidance &counseling service	• Micro teaching and peer teaching activity
• Lecture cum discussion method	• Teachers day celebration

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

The following mentioned instructional approaches provided by the institution for effective learning:

- Project method of teaching
- Organize seminar, workshops to introduce, innovative educational approaches in the field of teacher education
- Use of ICT (information and communication technology) for the teaching learning process
- Power point presentation by the student teachers’ and teacher educators’ for class room teaching simulated teaching, micro teaching extensive activities, workshops, seminars etc

- Overhead projector, slide projector, DVD player, CD Player, LCD, Tape recorder, PC, Television used for the teaching learning process in our institution from time to time
- Lecturers are supplemented by project work, seminars and assignments for job training
- The college frames institutional academic plan and arranges for its implementation. The teachers mainly follow lecture method, group discussion, seminars, and computer aided teaching
- Organize language learning programmes
- Programmes for developing better pronunciation habits for student teachers'
- Our institution provides facilities for participation of the student teachers' and teacher educators' in UGC sponsored conferences and seminars such as
- Interactive Method
- Programmed Learning
- Debate & Discussion
- Demonstration
- Chalk & Talk Method
- Team teaching
- Experimental Method
- Enquiry Method

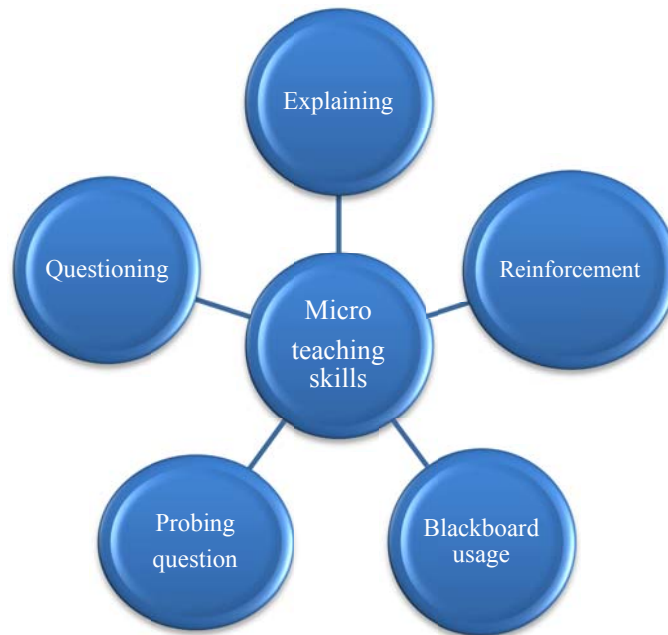
2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

- Students prepare two innovative lesson plans as part of their preparatory practice teaching.
- In the methodology classes the students are provided with theoretical knowledge on different models and their significance in transacting the curriculum.
- The institution provides training on preparing lesson plans on different models of teaching.
- The teacher educators and resource persons provide live demonstrations on models of teaching.

- Students of each optional subject select two models of teaching from among the models of teaching.

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

- An orientation session regarding the concept of micro-teaching is provided to the students by the faculty at the outset.
- Each student-teacher is given opportunity to take at least three micro-lessons in three different skills in a complete cycle in the micro-teaching.
- Micro-teaching skills like stimulus variation, probing question, reinforcement, questioning, black board work, and skill of explaining are generally practiced by the student teachers.



- Students complete micro-teaching cycle/spiral such as plan, teach, feedback, re-plan, re-teach and re-feedback during practice session.
- Link practice is also followed in the class. Link practice lessons have the time duration of 20-25 minutes. Every time when a student-teacher engages the lesson the trainee gets feedback from peers and supervisor or teacher-in-charge and necessary suggestions are provided for the improvement

S.No	Micro – Teaching Skill	Optional Class	Theoretical Input Given	No Of Demo Conducted	No Of Practice Session
01	Questioning	Tamil	Yes	01	03
		English	Yes	01	03
		Mathematics	Yes	01	03
		Physical Science	Yes	01	03
		Biological Science	Yes	01	03
		History	Yes	01	03
		Commerce	Yes	01	03
		Computer Science	Yes	01	03
02	Reinforcement	Tamil	Yes	01	03
		English	Yes	01	03
		Mathematics	Yes	01	03
		Physical Science	Yes	01	03
		Biological Science	Yes	01	03
		History	Yes	01	03
		Commerce	Yes	01	03
		Computer science	Yes	01	03

03	Stimulus Variation	Tamil	Yes	01	03
		English	Yes	01	03
		Mathematics	Yes	01	03
		Physical Science	Yes	01	03
		Biological Science	Yes	01	03
		History	Yes	01	03
		Commerce	Yes	01	03
		Computer Science	Yes	01	03
04	Explaining	Tamil	Yes	01	03
		English	Yes	01	03
		Mathematics	Yes	01	03
		Physical Science	Yes	01	03
		Biological Science	Yes	01	03
		History	Yes	01	03
		Commerce	Yes	01	03
		Computer Science	Yes	01	03

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

- Student-teachers in B.Ed. are required to take a minimum of twenty Lessons in forty days as part of their practice teaching, along with three lessons in Health & Physical Education Lessons and two Value Education Lessons.
- The mentor teacher at the school is the immediate supervisor of the student-teacher. The mentor teachers are often present in the classroom while the student-teacher is engaging the class. She/he gives directions/suggestions to the student-teacher after the class.
- The peers also observe the classes and make discussions and give feedback in the prescribed format given from the college on classes taken by each student-teacher.

- The Heads of the Institutions also supervise the classes. They provide a rating of the student-teacher in a prescribed format given by the college at the end of the practice teaching session.
- The teacher educator visits the schools and supervises the classes. The feedback is communicated in writing and it is discussed after the completion of the class.

2.3.7. Describe the process of block teaching/internship of students in vogue.

- B.Ed. students go for practice teaching in a single block. As the college follows the semester pattern the teaching practice is completed in a single spell during the second semester
- They are sent to twenty-three different schools for forty days.
- They complete a minimum of twenty lesson plans. Each teacher trainee is supposed to prepare and administer one unit/achievement test based on the topic they have taught in the school.
- Student-teachers undertake at least one SUPW activity such as arranging the library/laboratory, preparing students for quiz programmes/oratory/survey etc. in the practice teaching schools.
- The various activities undertaken by the student teachers' during the internship programme are as follows:
 - Conducting morning assembly
 - Taking attendance
 - Correction of note books
 - Conducting unit test
 - Evaluating the unit test
 - Giving Feedback
 - Organizing co-curricular activities

During the Internship programme teacher educators visit the practicing teaching schools to monitor the work done by the student teachers'.

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

- The practice teaching sessions are planned and prepared in partnership with the mentor teachers of the practice teaching schools.

- Before the commencement of practice teaching, principal and staff visit the schools and plans the sessions in consultation with the head of the institutions concerned.
- Topics for the teaching practice are allotted by the mentor teacher in consultation with the head of the respective institution two weeks prior to the commencement of practice sessions.
- The institution organizes an interaction with the school teachers before the commencement of teaching practice.
- Teachers from practice teaching schools take demonstration classes to tune with the current instructional approaches practiced in schools. The institution also organizes interaction with the teachers of the practice teaching schools before the commencement of teaching practice.
- Mentor teachers correct teaching manuals and feedback for daily correction.
- Teaching aids are prepared by incorporating the suggestions of the mentor teacher
- In order to initiate the trainees and to make them feel at home with the school environment, mentor teachers also give demonstration lessons to them.
- Teacher educators interact with the mentor teachers during their visit to schools regarding their performance inside and outside the classrooms.
- During their teaching practice, teacher trainees also utilize the school library, laboratory and other resources
- Teacher trainees participate in the diverse activities of the school while they are in the school such as
 - Social survey
 - Cultural programmes Quiz competition
 - Preparation of school magazines
 - Preparation of students for school-wise as well as inter- school competitions

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

- The students are thoroughly prepared for teaching through orientation before commencement of teaching practice.
- The student teachers are equipped with teaching strategies such as
 - Co-operative learning

- Seminars
 - Discussions
 - Tutorials
 - Assignments
 - Problem-solving sessions
 - Group work
 - project work
- Preparation of value education teaching manual and demonstration of value education lessons with a view to equip trainees to take value education classes in schools
 - Theoretical input and training in case study and child study is given prior to the practice teaching sessions
 - Mentoring and guidance and counselling services offered in the college help to address the problem of individual differences in the class to a great extent.
 - The college encourages the use of ICT in classrooms. Each student is required to engage at least two ICT oriented classes in a week.
 - Social outreach programmes and extension activities to various special schools and social organizations give an opportunity for the student trainee to get a direct access to the diverse needs of the student community
 - Apart from this, the B.Ed. curriculum includes topics such as motivation, the techniques to sustain motivation, individual differences, characteristics of gifted, slow-learner, low achievers and under-achievers and strategies to assist them.

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

- Students are encouraged to focus on technology, pedagogy and content.
- Students are given opportunities to present certain content areas using ICT.
- Each optional class is equipped with LCD and an OHP. Students are given training to use LCD, OHP, Laptop and other technological devices.
- Students are given training to prepare and present Power Point in the class. All Student teachers prepare slides
- Students are free to use the smart board set up in classrooms at any time.
- An orientation to the use of smart board is given at the very outset.
- Computer literacy programme intent to develop computer skills of the students are

given based on a syllabus furnished by the college

- During teaching practice, wherever the ICT facilities are available the teacher-trainee, make use of them to the maximum
- Trainees are given orientation for e-learning to gather more information in accordance to each one's pace of learning.

2.4 Teacher quality

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

- Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers.
- Before preparing the practice teaching, a meeting is conducted with the heads of the institutions of the practice teaching schools to know about their opinions and their suggestions which are taken into account while preparing the teaching manuals.
- The resource persons from schools are invited to take demonstration classes for the students. The mentor teachers also take demonstration classes and all the teaching manuals were prepared in discussion with the mentor teachers.

Mentoring activities rendered by School Staff and Mentor Teachers

S.NO	PERSON	ACTIVITIES
01	Head master of the teaching practice school	One day meeting prior to teaching Practice
02	Mentor Teacher	Partnership in developing teaching manual Daily observation Suggestions for classroom activities
03	Observer	Demonstration Classes Orientation in constructing teaching aids and teaching manual

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

- Usually one to two students from each optional subject is allotted to each practice teaching school.
- Two to eleven teacher-trainees are allotted to each of the 18 schools for practice teaching
- The day scholars are given preference to choose a nearby school and the students accommodated in the hostel are allotted in the neighbouring schools of the college.
- The number of divisions in each grade of the school and cooperation of the authorities are also taken into consideration. The details of students allotted to each school for the year 2012-13 is given below

List of students allotted to practice teaching schools for the year 2012-13

S.NO	NAME OF THE SCHOOL	TOTAL NO OF STUDENT-TEACHERS'
01	Velankanni Matha Higher Secondary School, Sivakasi	03
02	A.U. Municipal Higher Secondary School, Sivakasi	05
03	A.V.T. High School, Sivakasi	03
04	Kamak Hr Sec. School, Krishnsperi	01
05	Nadar George High School, Melathayilpatti	01
06	Municipal High School, Ammankoilpatti	04
07	Government High School, Naranapuram	04
08	S.N.R.Girls Higher Secondary School, Thiruthangal	04
09	K.K.S. High School, Sithurajapuram	02
10	S.N.G. Higher Secondary School, Thiruthangal	05
11	Government High School, Vadamalapuram	01
12	Hindu Devamar Higher Secondary School, Sivakasi	02
13	Thiyagarajar Higher Secondary School, Srivilliputhur	01
14	Kalaimagal Higher Secondary School, Thiruthangal	

		05
15	Rathina Vilas Higher Secondary School, Sivakasi	04
16	Government High School, Vishwanatham	03
17	Government High School, Reserveline	01
18	Government High School, Anuppanku Lam	01
	TOTAL	53

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

- Each student is provided with a feedback form in which the supervisors write their feedback.
- The mentor teachers of the schools observe all the classes and give timely suggestions.
- The respective teacher educators observe each student. The peers also observe the classes and give feedback. The head of the practice teaching school also supervises the classes.
- The mentor teacher and the head of the practice teaching school evaluate the student-teacher in a prescribed format given by the college. The feedback is communicated in writing and if necessary is discussed after the completion of the class.

Feedback mechanism in teaching practice session

S.NO	PERSON	FEEDBACK MECHANISM	USE OF FEEDBACK
01	Mentor teacher	Daily observation	Enacting based on feedback
		Direct interaction	
		Feedback Note on Dairy	
		Feedback form	
02	Headmaster	Direct Interaction	
		Feedback form	
03	Teacher Educator	Direct Interaction	
		Feedback Note on Dairy	

		Feedback Form	
04	Peer		Feedback Form

- The feedback is used to improve the practice and rectify the lapses in the classroom transaction.

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

- The college conducts debates on recent changes in the educational field.
- During practice teaching period the student teachers are asked to participate in all co-curricular activities of the school. Hence they get opportunities to understand the need and nature of such activities.
- The schools are visited by student - teachers to know about the educational needs, norms and policies of the school.

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

The students and faculty keep pace with recent developments through:

1. Access to the books and journals of the library of the institution
2. Accessing the internet
3. Visiting other School
4. Attending seminars/conferences/workshops/training programmes organized by the institutions.
5. By using educational CDs prepared by various leading educational videos producers.
6. Through guest lectures by experts in the subject concerned.
7. Teachers are encouraged to undergo extension activities , education programmes and orientation courses

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

- The Management encourages teaching staff to participate in Seminars and Conferences and also to take part in research activities leading to M.Phil and Ph.D

degrees.

- All the staff members of the Institute are always encouraged by the Principal and the management, to participate and conduct different enhancing teaching/ learning activities.
- All teaching staff are encouraged to undergo the refresher and orientation courses for their professional development. Teaching faculty members are encouraged to participate in Seminars / Conferences / Symposiums, etc. by providing duty leave and financial help.
- Study leave is provided for doing Ph.D. Occasionally the Institute also organizes a programmes for the professional development.

S.NO	PROGRAMME	DATE	RESOURCE PERSON	
01	Workshop on State Level “Psychological Approaches towards Teaching”	18.01.2014	“Teachers’ Attitude” Stability” Mrs.T. Sundaravalli Assistant Professor in Psychology, M.S.Chellamuthu Institute of Mental Health and Rehabilitation, Madurai	“Emotional Mr.K.Vigneshvaran Clinical Psychologist, M.S.Chellamuthu Institute of Mental Health and Rehabilitation, Madurai
02	Workshop on State level “Emotional Intelligence”	23.04.2013	“Effective handling of Emotions” Venkatesan Mr.S. NAGALINGAM Chief, Life Skill Coach, Nikhil Foundation, Madurai	“Stress Management” Mr.V.Prasaana Trainer, Success coach, Trichy

03	Personality Development	18.09.2013	<p>“Habits that make a good teacher”</p> <p>Mr.S.Nagendran, Principal, Vinayaga Matric. Hr. Sec. School, Sivakasi</p>	
04	Two Days State Level Workshop On Empowering Prospective Teachers In Soft Skills	20.01.2012	<p>“Time Management”</p> <p>Mr. V.R. MUTHU, Director, VVV & Sons, Virudhunagar. Education,Thottukudi.</p> <p>“Effective communication skills”</p> <p>Dr.S.RASUL MOHAIDEEN Assistant professor in English V.O.C. College of Education, Thoothukudi</p>	<p>“Managing Yourself”</p> <p>Dr.V.THAMODHARAN Principal, V.O.C.College of</p>
05	Two Days State Level Workshop On Empowering Prospective Teachers In Soft Skills	21.01.2012	<p>“Building Relationships”</p> <p>Mr.R.PANCHANATHAN Director, Talent Consultancy, Trichy</p>	<p>“Decisions making”</p> <p>Mrs.A.Sadhana Dharmaraj Educare, Sivakasi.</p>
06	Personality Development	29.09.2012	<p>“Personal Hygienic and cancer Awareness”</p> <p>Dr. A.Babitha, Consultant oncologist, Co-founder, Care 4 cure foundation, Madurai</p>	
07	Personality Development	23.12.2010	<p>“Stress Management”</p> <p>Mr. K. Murugabharati, Chief Trainer, YOSI Training Academy, Pudikottai</p>	

08	Personality Development	18.09.2010	“Environmental Awareness” Prof. R. Gurusamy, Retired Professor in Chemistry, Manar Duraisingam Government arts college Sivagangai
09	Personality Development	23.08.2010	“Innovative Teaching Skill” Mr. S. Nagendran, Principal, Vinayaga Matric. Hr. Sec. School, Sivakasi
10	Personality Development	09.02.2010	“Self Awareness and Motivation” Ms. R. Rajeswari, Headmistress, KVS Matric High School, Virudhunagar
11	Personality Development		“E- Learning” Mrs, G. Annalakshmi Assistant Professor in Computer Science, Kamarajar college of Engineering and Technology, Virudhunagar
12	Personality Development	07.04.2009	“Problem Solving Skills” Mrs. D. Sadhana, Educare, Sivakasi
13	Personality Development	17.03.2009	“Teacher as Counsellor” Mr. Kannapiran, HOD / I year, Arasan Ganesan Polytechnic college, Sivakasi
14	Personality Development	18.02.2009	“Developmental psychology” Mr. S.V. Elangovan, Lecturer in Chemistry

			Arasan Ganesan Polytechnic college, Sivakasi
15	Personality Development	21.01.2009	<p>“Qualities of a Good Teacher”</p> <p>Mr. V.Srinivasan, Senior lecturer in Mathematics, Arasan Ganesan Polytechnic college, Sivakasi</p>

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

- The Education Council of the Management also present mementos in recognition of the meritorious achievement by the faculty
- Constant support and physical presence of the members of the Educational Agency to boost the morale of the faculty member during occasions such open defence and similar occasions are praise worthy.
- The college has organized Two National level seminars on Teacher Education, Research Methodology, Human Rights Education and Reflective practices. The proceedings of the seminar were published for the use of teacher educators.
- The management of the college encourages and motivates the faculty to enrich themselves by attending seminars, workshops, orientation programmes, refresher courses, and short-term courses. They present papers in seminars at State, National and International level on the emerging themes and practices in the field of education.
- Faculty members of this college are invited as resource persons for various State, National and International Seminars and Workshops.
- Besides, the performance of the faculty is constantly monitored by the management and their best practices are appreciated and acknowledged. The creditable performance of the faculty members is recognized by organizing meetings to felicitate them and by giving them awards and gifts

2.5 Evaluation Process, Reforms.

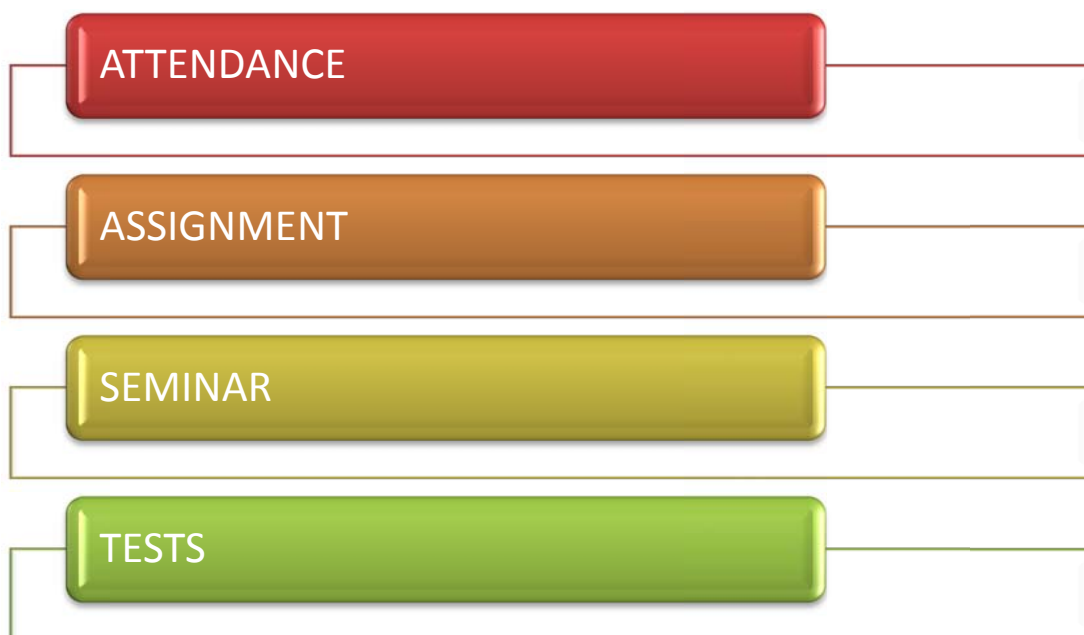
2.5.1. How are the barriers to students' learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality etc.)

- The English Proficiency Test (EPT), Computer Literacy Test (CLT), Teaching Aptitude Test (TAT), and General Awareness Test (GAT) are used to identify barriers in the learning of student-teachers. Those performing below the expected level are given remedial coaching.
- The University Examinations are conducted to evaluate both theory and practical aspects of the course. The college has come up with very good results in University examinations. The class tests and semester tests provide feedback to students and teachers.
- While in taking the final assessment of the teaching competency of the student-teachers the feedback of the mentors as well as the peers are taken into account.
- The teachers strive to become role models and tailor the course in a manner to motivate them. The metamorphosis is phenomenal at the end. Every year the college is proud to witness the thorough change happening among the trainees who come here as novices and return as competent teachers.

2.5.2. Provide details of various assessment/ evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning.

- The learning of students is assessed at four levels. Internal assessment is done for the theory and practical part. The internal assessment for theory examination is done based on the marks obtained in the term examinations, model examination and marks obtained in other items of the practicum.
- The internal assessment for practical is based on student's performance in the practice teaching and related practical works they have to complete as part of the curriculum.

CALCULATION OF INTERNAL GRADE



- The external mark is set apart for the Examination conducted by the Board of Examiners appointed by the university.

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

- The internal marks of students from each optional subject will be collected and compiled by the coordinator. The marks are published in the notice board and the students have the freedom to lodge their grievances, if any.
- The attendance of the students are tabulated and displayed on the notice board on the first working day of every month.
- After every model test the students are given instructions to rectify the common errors committed and individual correction is given for better performance.
- Teachers take every measure to address the difficulties faced by the students of previous years through answering previous question papers.
- Teachers also innovate the modes of transaction based on the feedback gained from the assessment.

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

- Foreseeing the relevance and importance of ICT in the teaching learning process, the media facilities were enriched with necessary gadgets. These are used in teaching learning and evaluation processes.
- University portals are operated through the safe mechanism designed by the University for assessment and evaluation. The On-line assessment of assignments by few teachers and those students who engage their teaching sessions with ICT enhanced gadgets and accessories are given due weight age in the assessment procedures.

2.6 Best Practices in teaching learning and evaluation process

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

- Demonstration classes by Alumni's and subject experts from other institutions.
- In the curriculum the faculty members extend their help for various interdisciplinary research projects at B.Ed. level
- Monthly class tests, mid-semester tests and a university model examination are conducted very effectively to improve students' performance in the examination. We introduce open book examination to encourage originality and creativity.
- A Digital Language Lab is set up in campus.
- Introduced peer evaluation during teaching practice.
- Workshops for preparation of learning materials is held regularly
- Guidance and counselling cell actively functions in the college to provide necessary psychological support to the needy students.
- The student progress in academics and attendants is continuously monitored. The students are advised periodically about the opportunities available to them. If there is a need, parents of students are called for briefing about their wards progress in the college. Guidance services are provided for students in their personal, educational and occupational domains. Proper vocational guidance is provided to the average and low achievers. Our students are motivated and directed to higher studies in education.

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

The institution adopts the best practices in delivering instruction by making use of the technological tools. The institution provides all support to faculty members for adoptive teaching aids, models, slides, transparencies, modules, charts, flash-cards to teach the student teachers more effectively. The faculty members are also trained in developing and using different instructional aides and techniques. PPTs, Prize Presentations, Videos, Songs, Folklore, stories etc are profusely used by every faculty member in their instructional transactions.

Criterion –III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The institution motivates the teachers by

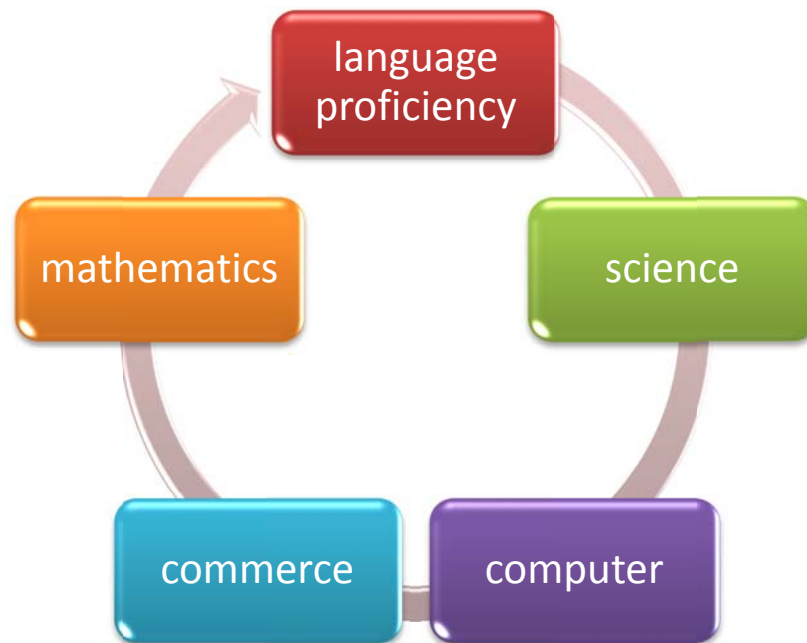
- Providing monetary incentive of Rs. 1000 for presenting a research paper at State / National / International Level Seminar
- Granting 'On Duty' Leave for attending Seminar / Symposium etc in other institutions
- Permitting them to use the lab, internet facilities in the College to suit their needs
- Arranging FDP / guest lectures on the methodologies of their Research preparation
- Teachers are provided study leave and conducive environment along with the library and computer facilities
- Teacher educators are encouraged to share their work with colleagues through periodic staff enrichment programs
- Support is provided for teacher educators to participate in professional conferences at regional, national, and international levels
- Workshops are conducted on a regular basis to orient with the research skills
- Teacher educators are encouraged to register for Ph.D. & M. Phil.

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

The thrust areas prioritized by the institution are:

- Case studies are prepared for exceptional children
- Environmental awareness through rallies and projects
- The institution also encourages action research, during teaching practice, carried out by teacher trainees on the school students related to the following types
- Language Proficiency: Spelling mistakes ,stress and intonation, pronunciation, punctuation marks, and bad hand writing
- Science: Problems to identify various elements and concept, utilization of solar energy in the present era .etc.
- Mathematics: Identifying common problems as simple multiplication, division, factorization, HCF and LCM, etc.
- Social studies: To develop the skill of identifying the locations in the map, geographical resources available etc.

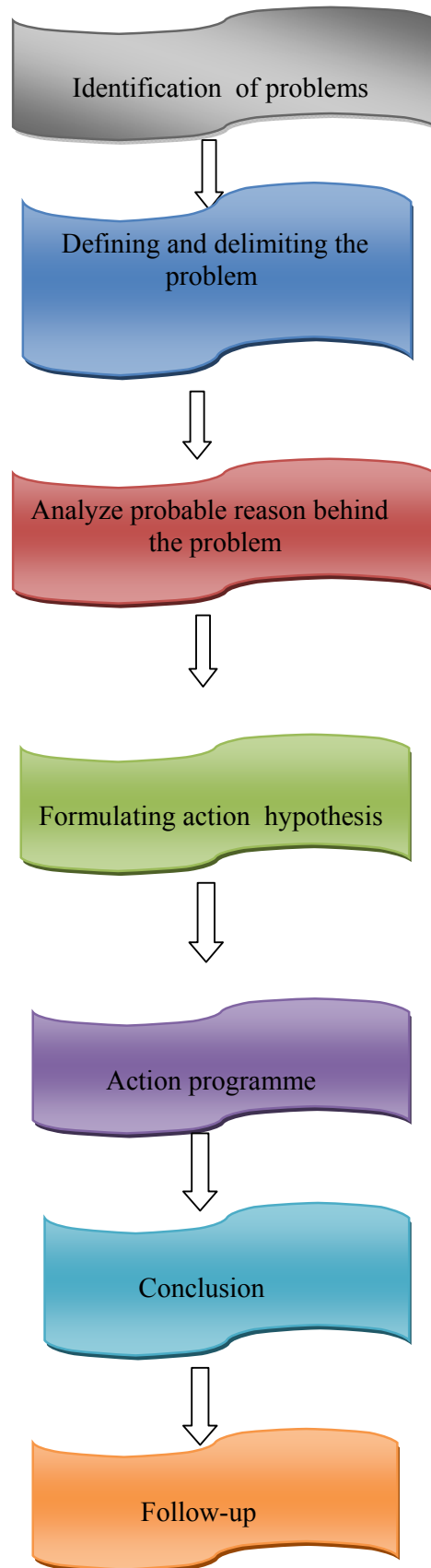
- Commerce: Problems faced by the student in recording and posting of journal entries into the ledger.
- Computer: Problems faced by student teachers' in using ICT in teaching, etc.



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

Yes the institution encourages Action Research. As part of the B.Ed program each student teachers conducts an action research.

Action Research is a type of applied research conducted by teachers, school administration & supervisors for dealing with class room problems and to improve the class room practices. Its findings are evaluated in terms of local applicability not in forms of universal validity. Our institution concentrates in the following steps in action research:

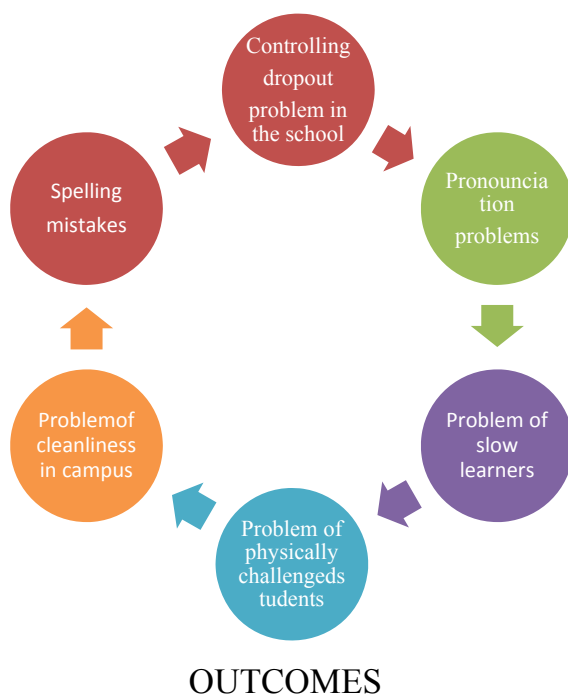


STEPS OF ACTION RESEARCH

For the improvement of teaching practices in the quality of education and class room problems, our institution encourages the staff members and the students to conduct action research.

Out come and impact

Most of our action research identifies the following problems to provide solution:



Whenever we find the difficulty from students in learning, the institution promotes action research. On the basis of the result from the action research, our college takes necessary steps to find effective solutions.

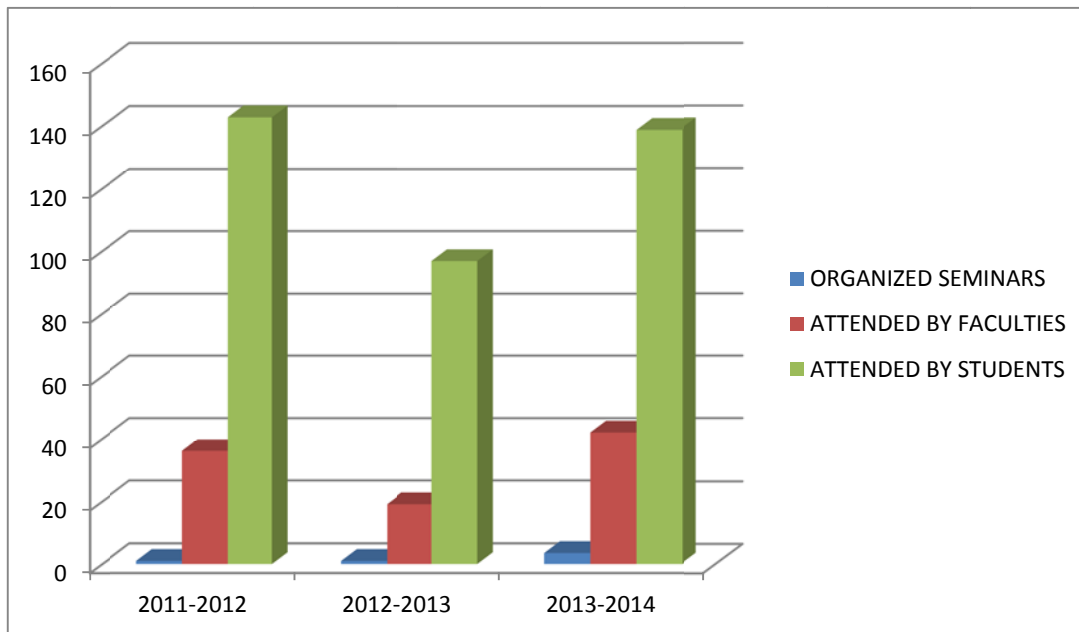
We encourage action Research also by our teachers.

The details of action research carried out is given below.

S.NO	FACULTY NAME	ACTION RESEARCH PROBLEMS	OUTCOME	IMPACT
01	Mrs. M. Goma	Late coming attitude of B.Ed.students	Corrective actions were taken to reduce late comers.	Regularity increases academic achievement.
02	Mr. A. S. Kannan	Difficulties faced by B.Ed. students in preparing teaching aids	Difficulties have been identified and rectified	Fortification of knowledge in preparation of teaching aids.
03	Ms. B.Sindhuja	Difficulties faced by B.Ed. students in communication	Soft skill communication was identified and rectified	Students Communication skills have been improved.
04	Mr. S. Rajasekaran	Problems faced by B.Ed. students in data analysis	Training in statistical software package	Easy interpretation
05	Mrs. S.Julie	Lack of interest in reading	Library hours increased	Reading habit enhanced
06	Ms. M.P.Mareeswari	Problems faced by B.Ed. students during teaching practice	Guidance was given by experts	Students solved their difficulties in teaching practice

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

S.No	YEAR	CONFERENCE/SEMINARS	ATTENDED	
		ORGANISED	FACULTY	STUDENTS
01	2013-14	Workshop on State Level “Psychological Approaches towards Teaching”	42	139
02	2012-13	Workshop on State level “Emotional Intelligence”	19	97
03	2011-12	Workshop On Two Days State Level Workshop On Empowering Prospective Teachers In Soft Skills	36	143



The details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years are

Sl. No.	Date	Seminar & Title of the Paper	Organised by	Place
Staff Name:		Mr. A.P.Selvakumar, Principal		
1.	06.02.2010	State level seminar on ICT and Education 'An innovative enterprise of ICT in Education'	MSPN College of Education	Virudhunagar
2.	15.03.2010 & 16.03.2010	National seminar on New Frontiers in Chemistry 'Removal of Rhodamine B Dye by adsorption onto Commercial activated carbon'	Annamalai University	Annamalai Nagar
3.	04.12.2009	Fifth All India Conference of KAAS 'Removal of Chromotrope dye by adsorption onto Eucaluptus Globulus Bark carbon from aqueous solution – A comparative Study'	Kanniyakumari Academy of Arts and Science	Nagercoil
4.	10.01.2010	Regional Seminar on Teaching Learning Strategies for slow Learners "Strategies to accelerate the learning of slow learners"	Arasar Immanuel College of Education	Marthandam
5.	13.03.2010	Seventh All India Conference of SRF – 2010 'Removal of Rhodamine B dye by adsorption onto Manilkara Zapota Seed carbon from aqueous solution'	Scott Christian College	Nagercoil
6.	10.09.2010 & 11.09.2010	Sixth All India Conference of KAAS 'Removal of Rhodamine B on Eucaluptus Globulus Bark carbon – A kinetic and equilibrium study'	Kanniyakumari Academy of Arts and Science	Nagercoil

7.	20.01.2010 & 21.01.2010	National Seminar on Pioneering areas in Chemistry 'Removal of Rhodamine B dye by adsorption on Eucalyptus Globulus bark carbon'	Devangar Arts College	Aruppukottai
8.	25.07.2011 & 26.07.2011	National Conference on Role of Chemists in Advanced Chemistry 'Removal of Rhodamine B dye by adsorption onto Eucalyptus Globulus bark carbon and Commercial activated carbon – A Comparative Study'	Ayya Nadar Janaki Ammal College	Sivakasi
9.	22.03.2014	One day State level Seminar on Stress Management and Preceptors Development "Direct Relationship of School Climate with Teacher's occupations stress"	Vathsala Johnson College of Education	Sivakasi
10.	11.04.2014	State level Seminar on Open access system for E- Resources: A Boon for Higher Education "Domains of scholarly usage of open access E – Journals"	Aruilmigu Kalasalingam College of Education	Krishnankoil
11.	09.05.2014	Approaches in Building Effective Communication Skills for Teachers in the Present scenario "Social Net working – Effective tool of Communication by Generation of Digital Natives"	Arasan Ganesan College of Preceptors	Sivakasi
12.	19.05.2014 to 21.05.2014	International conference on Building Innovations for Creative Society and Generating Employability - Beyond Digital Age "Frameworks and Potential benefits of Cloud based E- learning"	Tamil Nadu Teachers Education University	Chennai
13.	21.03.2014 &	National level conference on ICT for Quality Research in	Mahatma Gandhi College of	Solaiseri

	22.03.2014	Education: Innovation Practices and Evaluation “Virtual reality in Education: Impacts pathways and uses”	Education	
14.	April 2014	ICT awareness among teacher Educations in colleges of Education: A case study.	Mestern Journal of Research in Education	Vol – 13 Issue No:1 ISSBN NO: 0973 - 6859
Staff Name:		Mr. A.S.Kannan, Assistant Professor in Biological Science		
1.	11.02.2010 & 12.02.2010	Two day National Conference on “Common school curriculum: Reflections (CSCR - 10)”	Alagappa University	Karaikudi
2.	06.02.2010	State level seminar on ICT and Education “Innovative Learning in Education”	M.S.P. N. College of Education	Virudhunagar
3.	08.02.2014	National Seminar on “Innovative Trends in Teaching and Learning”	Ramya Sathinathan College of Education	Pudupatti Tanjavur
Staff Name:		Mrs. P. Selvi, Assistant Professor in English		
1.	10.01.2010	Regional Seminar on “Teaching Learning Strategies for slow Learners”	Arasar Immanuel College of Education	Marthandam
Staff Name:		Mr. C. Sivakumar, Assistant Professor in Commerce		
1.	06.02.2010	State level Conference on ICT and Education	M.S.P.N. College of Education	Virudhunagar
Staff Name:		MR.V.Balamurugan, Assistant Professor in Computer Science		
1.	06.02.2010	State level Conference on ICT and Education	M.S.P.N. College of Education	Virudhunagar
Staff Name:		Ms.B.Anitha, Assistant Professor in English		
1.	27.11.2011	State level Seminar on Roll of Higher Education Institutions in Pollution Control – “Effective and Measures to control sound Pollution”	Vinayaga Education College	Keelapaluvur Ariyalur
Staff Name:		Ms. M.P.Mareeswari, Assistant Professor in History		
1.	11.02.2012	State Level Seminar on Challenges in Teacher Education in the Present Scenario - “Personality Development”	K.L.N. B.Ed College	Madurai
2.	24.02.2012 to	National seminar on Quality Concerns of Teacher	Dr.Sivanthi Aditanar College	Tiruchendur

	25.02.2012	Education in the Technological Era (QC2TE) - “Methods and Strategies of Education in Human Values and Inclusive Education”	of Education	
3.	23.02.2012	State Level Seminar on Application of Technology & Techniques in Teacher - “Needs of ICT in Global Education”	Nandha College of Education	Erode
4.	15.03.2012	State Level Seminar on Technology & Teacher Education - “Technology enhancing Teaching Competencies”	DKT College of Education	Tirupur
5.	05.05.2012	State Level Conference on Re- Thinking the Teacher Education - “Inevitable need of Values Education in Present Era”	Government College of Education	Orathanad
6.	07.05.2012 & 08.05.2012	National seminar on Teacher Empowerment for Quality Education : Trends and Challenges “ Teacher Training Issues and Challenges”	Kumadvathi College of Education	Karnataka
7.	24.01.2014	National Seminar on Values and Ethical Standard In Teacher Education Scenario “Ethical Relationship Between Members Of Teaching Learning Process”	Thiyagi Dharmakkan Amirtham College of Education	Kannirajapuram
8.	22.03.2014	One day State level Seminar on Stress Management and Preceptors Development “Stress prevention and Resilience”	Vathsala Johnson College of Education	Sivakasi
Staff Name:		Ms. B. Sindhuja, Assistant Professor in Computer Science		
1.	11.02.2012	State level seminar on Challenges in Teacher Education in the Present Scenario “ICT Utilization – Teacher	K.L.N. B.Ed. College	Madurai

		and Learner”		
2.	23.02.2012	State level seminar on Application of Technology & Techniques in Teacher Education “Meta cognitive Development through New Strategies “	Nandha college of education	Erode
3.	24.02.2012 & 24.02.2012	National level seminar on Quality Concerns of Teacher Education in the Technological Era (QC2TE) ”Information and Communication Technologies and Quality Teacher Education”	Dr.Sivanthi Aditanaar College of Education	Tiruchendur
4.	15.03.2012	State level seminar on Technology & Teacher Education “Changing Skills of Teachers in the Digital Age”	D.K.T. College of Education	Tirupur
5.	17.03.2012 & 18.03.2012	National conference on Enhancing quality in Teacher Education ” Mobile Learning Enhancing Active Learning”	Kongunadu College of Education	Tirchy
6.	14.04.2012 & 15.04.2012	National seminar on Synchronizing Psychological Principle and Technological Approaches in Teaching and Learning “Value Based Education in the Present Perspective”	Jayanthi College of Education	Tirupur
7.	05.05.2012	State level Conference on Re-thinking the teacher education “Children with Disabilities a Challenges to Educators”	Government College of Education	Orthanad
8.	07.05.2012 & 08.05.2012	National seminar on Teacher Empowerment for Quality Education : Trends and Challenges “Trends of Quality Improvement in School	Kumadvathi College of Education	Karnataka

		Education”		
9.	24.01.2014	National Seminar on Values and Ethical Standard In Teacher Education Scenario” Practical Principles of Ethics to Teachers - Need of the Hour”	Thiyagi Dharmakkan Amirtham College of Education	Kannirajapuram
10.	22.03.2014	One day State level Seminar on Stress Management and Preceptors Development “Coping skills prevent stress and burnout to teachers”	Vathsala Johnson College of Education	Sivakasi
11.	11.04.2014	State level Seminar on Open access system for E-Resources: A Boon for Higher Education “Modern technological based learning in the digital age”	Aruilmigu Kalasalingam College of Education	Krishnankoil
12.	09.05.2014	Approaches in Building Effective Communication Skills for Teachers in the Present scenario “Psychological and Integrated approaches: Development of Communication Skills”	Arasan Ganesan College of Preceptors	Sivakasi
Staff Name:		Mr. A. Muthukumar, Physical Director		
1.	21.03.2012 to 22.03.2012	“National Seminar on Modern Trends in Sports Management” Different types of hamstring injury National seminar “Innovative”	Ayya Nadar Janaki Ammal College	Sivakasi
2.	01.02.2013 to 02.02.2013	Analysis of I selected psychological variables among three different types of batsmen in cricket.	Arul Anandar College	Madurai
Staff Name:		Mr. K. Rajasekaran, Assistant Professor in Mathematics		
1.	22.03.2014	One day State level Seminar on Stress Management and Preceptors Development “Strategies to reduce Mathematical stress and	Vathsala Johnson College of Education	Sivakasi

		anxiety of the student”		
2.	09.05.2014	Approaches in Building Effective Communication Skills for Teachers in the Present scenario “Social Net working – Effective tool of Communication by Generation of Digital Natives”	Arasan Ganesan College of Preceptors	Sivakasi

3.2 Research and Publication Output

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

- Handmade notes
- Printed notes
- Programmed materials
- Low cost aids
- Slide Projector
- OHP
- Power point presentation.

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

- Separate room for the student teachers’ for preparing instructional materials such as charts, maps, teaching aids etc
- Supply of needed materials from the stationery
- Question bank
- Educational Technology lab
- Library resources
- ICT Technology lab with radio, television, DVD player, LCD & OHP projector

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

Yes, the institution has developed ICT/ technology related to instructional materials by increasing the availability and usage of Television, Radio, Computer with printer, DVD player, OHP, LCD projector and educational related CDs.

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

Various training programs and workshops on material development (both instructional and other materials) conducted in our institution are as follows:

- One Day State Level Workshop on Perspectives on Educational Challenges
- National Seminar on Innovative Classroom Practices
- State Level Workshop on Emotional Intelligence and Stress coping Skills
- One Day State Level Seminar on New Challenges in Teacher Education
- State Level Workshop on Action Research
- Workshop on Teaching Skills
- One day National Seminar on The Teacher - Joy Unlimited

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

Efforts have been made by our faculty members namely our Principal Mr A.P.Selvakumar, A.Muthukumar Assistant Professor, M.Goma Assistant Professor, B.Sindhuja Assistant Professor, to write articles in the journals and other magazines. The papers are yet to be published in the journals.

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

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

2009-2010 - The Best Principal Award granted Mr A.P.Selvakumar

2010-2011 - Best Tamil Teacher Award granted to Mrs.A.Goma.

2011-2012 - Best Science Teacher Award granted to A.S. Kannan

Faculty members are honoured by cash award by the Management Every year.

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

Following staff members completed their M.Phil/Ph.D as a research degree

M.Phil Project done by Faculty Members

S.NO	NAME OF THE FACULTY MEMBER	SUBJECT	TOPICS
01	Mr. A.P.SELVAKUMAR	CHEMISTRY	ADSORPTION KINETICS AND DYNAMICS OF DYES ON TO LOW COST ADSORBENTS
		EDUCATION	INFLUENCE OF INSTITUTIONAL CLIMATE IN ACADEMIC ACHIEVEMENT OF POLYTECHNIC STUDENTS
02	Mr. A. S. KANNAN	EDUCATION	-
03	Mrs. M. GOMA	TAMIL	PUTHUMAI PITHAN NADAGAM ORU AIVU
04	Mr. A. MUTHUKUMAR	PHYSICAL EDUCATION	EFFECT OF PHYSIAL & PHYSIOLOGICAL AND ANTHROPO MATRI VARIABLES AMONG STATE LEVEL UNDER NINETEEN WEIGHT LIFTER
05	M.P.MAREESWARI	HISTORY	BHARAT FIREWORKS INDUSTRIES IN SIVAKASI – A STUDY

P.Hd Project done by Faculty

S.NO	NAME OF THE FACULTY MEMBER	SUBJECT	TOPICS	Status
01	Mr.A.P.SELVA KUMAR	EDUCATION	Influence of Personality Traits, ICT Awareness on Teaching Competency of Higher Secondary Teachers	Data Collection in progress

			Under TNTE University, Chennai Guide : Dr.V.Dhamodaran Principal, VOC College of Education, Thootukudi	
02	Mr.A.S. KANNAN	EDUCATION	Teacher Educator Perception and Utilization of ICT in Relation to their attitude and aptitude in ICT Under : Bharathiyar University Guide: Dr. R. KrishnaKumar, Professor, Annamalai University	Registered
03	Mrs.M. GOMA	TAMIL	Moovar Dhevarathil Iyarkaivali samaya velipadu Under : Maduari Kamaraj University Guide Dr.Shanmuga Sundaram, Reader	Registered

M.Ed project done by Faculty

S.NO	Name of The Staff	M.Ed. Thesis Topic
1.	Mr.A.P.Selvakumar	-NA-
2.	Mr.A.S.kannan	Effect of Intervention Strategies on Enhancing Syudents Performance in Science
3.	Mrs. M.Goma	-NA-
4.	Ms. M.P.Mareeswari	A Study on Social Adjustment of Arts and Science College Students

5.	Ms. B. Sindhuja	Attitude of College Teachers towards Educational Technology
6.	Mrs. S. Julie	Time Management and Academic Achievement for Higher Secondary Students
7.	Mr.K.Rajasekaran	Multiple intelligence of Primary School Teachers in Virudhunagar District

3.3 Consultancy

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

Yes, the institution has been providing consultancy services for student teachers as well as nearby Schools and other likeminded institutions.

- Orientation programme is conducted for student teachers' helping them to do action research in the classroom
- Personality Development classes were conducted for the students
- Awareness was created among the teachers as how to apply the modern technologies in the classroom
- Soft skill training is given to the student teachers about the adolescent problems faced among the school students
- Career development programme is given to the student teachers

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

Yes, the faculty members of the institute are competent to undertake consultancy.

Areas chosen by the staff members for consultancy are:

- Guidance
- Counseling
- Participation in Career advancement
- Placement
- Action Research
- Personality Development
- Curriculum Development
- Children Psychology.

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?

We have generated a revenue of Rs.69,000/- through the Consultancy Services offered by our Faculties, which was shared as 20% to the concerned faculty and 80%to the Institution.

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

Our Institution uses the revenue generated through consultancy for various social improvement activities and Student Welfare.

3.4 Extension Activities

3.4.1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

The institution Organized several programmes to the benefit of local community.

1. Literacy awareness programme for the nearby village
 2. Adopted one school
 3. Conducted AIDS and Cancer awareness programmes
 4. Blood donation camp
 5. Science Exhibition
 6. Red Ribbon Club Activities
 7. Eye Camp
- Adult education: Every year the institution conducts education camp in Annur area helping the adults to write their names and their signature
 - The extension activities of the college include environmental education, health education and girl child education given to the nearby schools
 - Through NGOs our students have visited the nearby rural area, Karattumedu, and have planted trees
 - Through NGOs and with the help of Primary health centre our students visited nearby villages and educated them about the importance of polio drops

- Doctors from Sankara eye care hospital were invited to our college and a free medical eye camp was conducted for the public and the poor people around our campus
- Through Lions club our students visited nearby villages and conducted an awareness programme on Anti tobacco campaign.

The main objectives of our institution with respect to community work and various outreach programmes are

- To inculcate values like co-operation, sincerity, sympathy, gentleness, humility, compassion, courtesy, team-work towards community
- To render remedial teaching in the subjects English, Mathematics, Tamil to the rural Children in schools
- To provide awareness and exposure to the students through various co-curricular activities

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

The institution has benefited from the community in the following manner:

- a) Parents-Teachers Association contributes to development and welfare of the institution.
- b) Our trainees are given opportunity to serve as teachers in the schools through placement service of our college.
- c) The Government schools and corporation schools allow our students to undergo internship in their schools.
- d) Annual day celebration, conducting science exhibition, festival (Pongal) and Alumni association.
- e) Memorandum of Understanding

S.NO	SCHOOL NAME	YEAR	ACTIVITIES
1.	Arasan Ganesan Matriculation School	2011	Construction of labs Purchase of library books etc.
2.	Medows High School, Kalaiyarkurichi	2012	Spoken English for students
3.	Mount Litera School,	2012	Construction of labs

	Sivakasi		Purchase of library books etc.
4.	Arasan Ganesan Polytechnic College, Sivakasi	2012	Sharing of resources, Computer Training
5.	Arasan Alumni Industries Pvt Ltd, Sivakasi	2011	Field trip
6.	Gnanadurai Hospital, Sivakasi	2012	Health Awareness Programme
7.	Lions Club of Sivakasi	2010	Eye Donation Awareness Camp

f) Community participation in institutional development

The institution conducts various programmes regularly by observing the national days and celebrating annual day and graduation day by inviting the parents and the public to participate and the suggestions are collected for further improvement.

g) Institutional community and networking

The students from our college are allowed to participate in various competitions such as inter college sports meet, cultural activity and other competitions. Also other institutions are invited to our institution to participate in inter college competitions, national seminars, workshops etc. This proves that there is a good bondage with other institutional communities.

h) Institutional school networking

When student teachers' go for internship, they organize awareness programmes for the school students on Protected drinking water, AIDS awareness, Environmental awareness, maintaining green & clean surrounding, pollution free environment, health and hygiene etc. And this enables our institution to strengthen the school network.

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

The future plans are to create awareness on the importance of RTI Act, Human Rights Act, Women Empowerment, Health Education, Personality Development, Career Development and inculcating Ethical Values and also

- Visiting orphanages ,blind homes,deaf & dumb schools and old age homes to given programmes.
- To create awareness about the traffic safety regulation.
- To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.
- Health awareness campaign, and adult education.

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

Yes, the project completed by the institution relating to community are

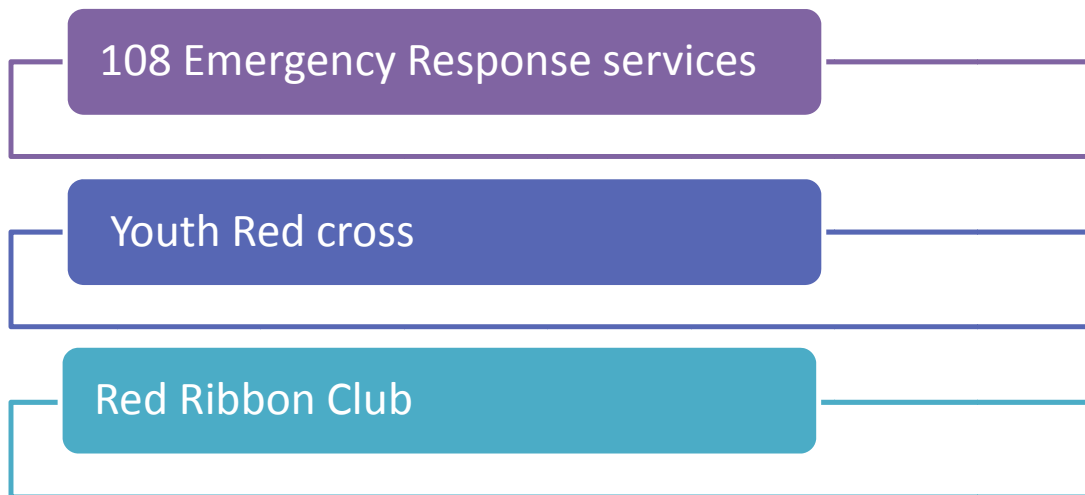
- Conducted AIDS and Cancer awareness programme
- Science Exhibition.
- Blood Donation camp
- Awareness about Environment and pollution.
- Eye camp

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

- Daily assembly is conducted to inculcate values through various activities
- Every day a student is made to write a “thought for the day” on the blackboard
- Important events from newspapers and magazines are taken and are put on the notice board
- Cultural & sports events are encouraged
- Students are made to participate in controlling the traffic with the help of traffic constables during festivals
- Group discussions, debates, etc. are conducted frequently on current affairs

3.5 Collaborations

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



Our student teachers' benefited from these organizations by knowing the importance of 108, its availability for critical patients for all types of emergency cases including pregnancy, accidents, unconsciousness, paralysis, inflation and heart attack and they were taught about sense, reach and care.

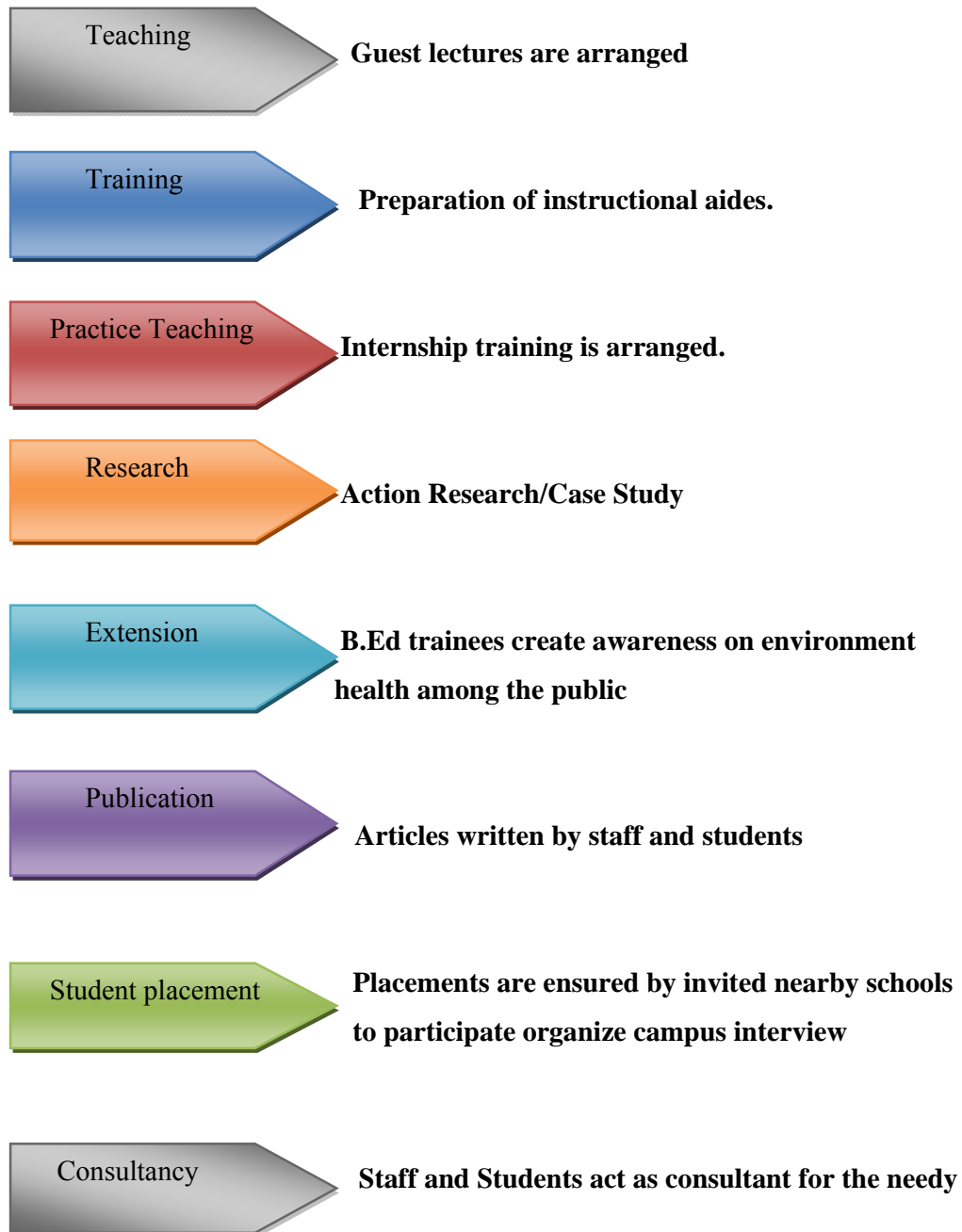
The red cross helped our student teachers' to know about the seven fundamental principles such as humanity, impartiality, neutrality, independence, voluntary service and universality.

The guide camp helped our student teachers' to develop leadership quality, teamwork, community service etc.

3.5.2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

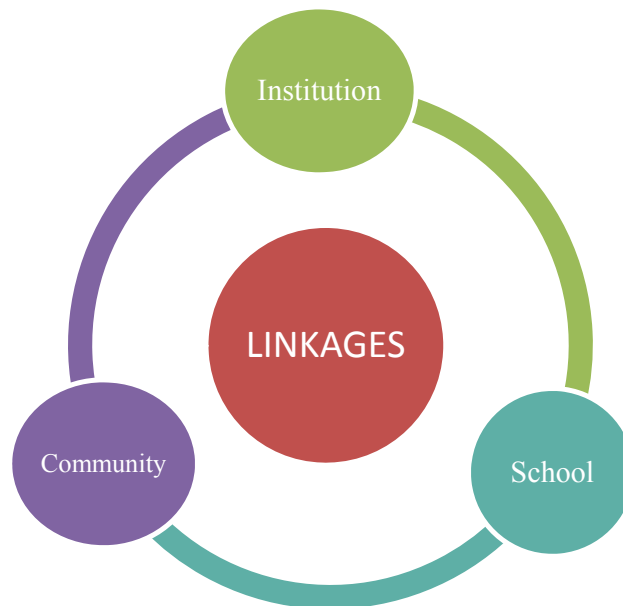
NIL

3.5.3 How did the linkages if any contribute to the following?



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

(Institute-school-community Net working)



Teaching practice takes place in the Government Corporation and Matriculation schools. Besides teaching, the trainees take special coaching classes for the learners. Spoken English skill is given importance and school pupils are trained in that skill.

Case study and action research done by trainees helps to find out remedial measures for the identified problems.

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

Yes, the teacher educators are actively involved with the school teachers and other personnel from the school to design, evaluate and deliver practice teaching by:

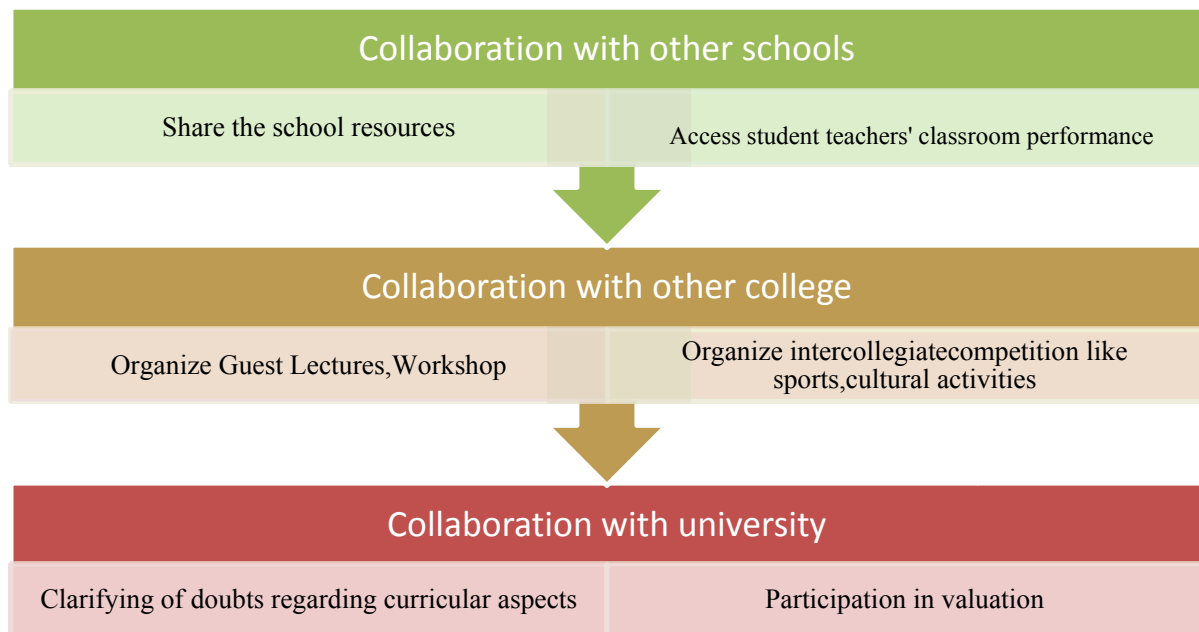
- Plans out lessons to suit the needs of the school
- Discusses the methodologies suitable to the requirements of the school
- The expectation of the school with respect to the practice lessons
- The design of practice teaching is done with the consultation of school authorities and teachers.
- The permission for practice teaching is granted by the Chief Educational officer for Government schools, by the Commissioner of Corporation for Corporation schools and by IMS for Matriculation schools.

- The duration of practice is fixed with the concurrence of the schools concerned. The portions to be covered are received well in advance. The lesson plans and teaching aids are prepared under the supervision of the teacher-educator.
- During practice-teaching, the trainees are monitored. Instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.

The teaching methodology is observed and evaluated by both the guide teacher and the supervisor in the profile meant for observation of teaching practice. The necessary comments are given by them.

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

The teacher educators collaborate with schools and other colleges or Universities by



General Benefits

- Teachers are invited to give demonstration classes to B.Ed. students.
- Head masters, experienced school teachers, and professors' from other institution and Universities were invited to deliver lectures in seminars and workshops organized in the Institution.

c. Research Consultancy is obtained from field experts

Our faculty members provide consultancy and acts as resource person for various programs.

Our faculty members participate in faculty development programs organized by other institutions and Universities.

3.6. Best Practices in Research, Consultancy and Extension

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

- Coaching programmes are conducted for officially privileged SC/ST/OBC and minorities for getting into the services like banking, railways, TNPSC, etc
- There is a career counseling placement cell which enlightens the students by circulating the downloaded information on job opportunities, scholarships, student exchange programmes, etc
- Extension activities are programmes of issues of high social relevance like rural sanitation, AIDS awareness, national integration, afforestation, water harvesting, red ribbon club, flood relief disaster Management, polio eradication, blood donation, etc
- Department of sports and culture conducts athletic meet, badminton , volley ball, throw ball, in door games, chess, carom, folk arts, music, dance and drama competitions
- Xerox facilities are available in the campus at a nominal rate. There is a provision for canteen out sourcing it to local entrepreneurs
- Medical unit is managed by a staff and other leading medical practitioners are on the call list of the college

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

Feedback from the Parents, Principal and the staff members of Practice Teaching schools is obtained on a Performa as an extension activity. They are also invited to observe the lessons delivered by student teachers' to get necessary suggestions and feedback.

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 institution has a history of 7 years, and over this period of time it has built up adequate infrastructure facilities as per NCTE norms for B. Ed. The college has a vast campus spread over 2 acres and 13 cents of land with adequate facilities and resources for various educational programmes, administrative functions and extension services.

The details are as follows.

Facilities provided by the college are as follows

S.NO	Name	Nos	Size in "M"	Area in Sq. m	Total Area in Sq. m
Ground floor					
1.	Class room - 1	1	8.99 x 7.79 m	70.03	70.03
2.	Seminar hall	1	11.90 x 7.79 m	92.70	92.70
3	Class room - 2	1	5.80 x 7.79 m	43.47	43.47
4.	Principal & staff room	1	8.99 x 7.79 m	70.03	70.03
5.	Toilet ladies	1	2.68 x 7.79 m	20.88	20.88
6	Class room – 3	1	5.80 x 7.79 m	43.47	43.47
7.	Toilet gents	1	2.68 x 4.00 m	11.20	11.20
8.	Class room - 4	1	5.80 x 7.79 m	43.47	43.47
9.	Toilet ladies	1	2.68 x 7.79 m	20.88	20.88
10	Class room – 5	1	5.80 x 7.79 m	43.47	43.47
11	Computer room	1	5.80 x 7.79 m	43.47	43.47

12	Library	1	14.95 x 7.79 m	116.46	116.46
13	Class room - 6	1	8.99 x 7.79 m	70.03	70.03
14	Verandah	1	95.27 x 3.05 m	290.57	290.57
15	Portico	1	6.10 x 6.10 m	37.21	37.21
16	Staircase Portico	1	2.68 x 3.79 m	10.16	10.16
First floor					
1.	Multipurpose hall	1	35.95 x 7.79 m	280.05	280.05
2.	Store Room	1	2.68 x 4.00 m	0.72	0.72
3.	Class Room	1	5.80 x 7.79 m	43.47	43.47
4.	Ladies rest room	1	2.68 x 7.79 m	20.88	20.88
5.	Ladies rest room	1	2.68 x 10.50 m	28.14	28.14
6.	Toilet (Ladies)	1	2.68 x 7.79 m	20.88	20.88
7.	Class room8	1	5.80 x 7.79 m	43.47	43.47
8.	Class room9	1	5.80 x 7.79 m	43.47	43.47
9.	Class room10	1	5.80 x 7.79 m	43.47	43.47
10	Class room 11	1	5.80 x 7.79 m	43.47	43.47
11	Class room 12	1	5.80 x 7.79 m	43.47	43.47
12	Class room 13	1	5.80 x 7.79 m	43.47	43.47
13	Verandah 1	1	95.27 x 3.05 m	290.57	290.57
14	Verandah 2	1	6.10 x 6.10 m	37.21	37.21
15	Staircase Portico	1	2.68 x 3.79 m	10.16	10.16
Total					2020.40

The existing building was well arranged and furnished. The Principal's room, Administrative office and Staffrooms in the existing building were furnished and computerized. Common rooms, guest rooms and various laboratories such as science laboratory, technology laboratory, psychology laboratory and the computer laboratory were also well furnished. The college has a work experience room which provide facilities for the students to do Socially Useful Productive Work (SUPW), to conduct activities and to prepare teaching aids like charts and models.

There is a conscious effort to provide the best infrastructure for the students: a congenial environment, well ventilated classrooms, suitable furniture, open shelf library, teaching aids and equipment, LCD projector, computers, laptops, slide projectors, O.H.Ps, VCDs, DVDs and also audio CDs, cassettes, camera, internet facility, display boards, soft boards, laboratory, clean drinking water and cooler, store rooms etc. There are sports goods, indoor games, and spacious common rooms for the students. The college has a generator back-up.

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

- The Institute continuously augments its infrastructure to keep pace with its academic growth.
- The Institute has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further. It has two units of B.Ed. Besides, every year, funds are year marked in the budget to meet the existing needs and for augmentation in library, ICT lab, Institute building (for renovation and maintenance), science lab, art and work experience lab, etc. Sports and play ground is properly maintained, and additional sport material and other material is made available to the students.
- The budgetary provisions are accordingly made to meet the requirements for augmentation.
- The Institute has made an effort to successfully provide additional infrastructure to add material as needed under the revised norms laid down by the NCTE
- Institute lawn is upgraded and improved by adding more saplings and plants.

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

The following infrastructure facilities are available in the institution for conducting co-curricular activities and extra-curricular activities including games and sports.

- Fully Furnished Auditorium
- Multi Purpose Hall
- Work Experience Room
- Computer Lab with Internet Facility
- Printer, Scanner and Photocopier
- Display Board

- Generator
- Audio Visual gadgets such as T.V.,D.V.D player, Video Camera, Tape-recorder, laptop, Multimedia projector, O.H.P

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.

The Physical Infrastructure is not shared with other programmes of the Institute:-

1. Play Ground
2. Canteen
3. Multipurpose Hall
4. Outdoor games
5. Sports material and kits.

The Institute does not share various physical facilities with other Institute/organization like Computer Lab, Language Lab, Playground, MPH, etc.

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

- Separate rest rooms and toilets for men and women
- Drinking water at all the floors
- The college has 2 water purifiers and a water cooler for supplying purified drinking water
- Dustbins at various locations
- A first aid center is functioning in the sports room.
- A health center is functions in this college under the leadership of the Physical Education Teacher.

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

There are no hostels facilities

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. (Building, Laboratories, Furniture, Equipments, Computers, Transport/Vehicle)

- There is a provision for infrastructure maintenance in the budget.
- The major annual budget allocation resources for maintenance and development of the college.
- AMCs are arranged for RO plant, Generator and PCs in the computer lab. Other facilities are maintained on an on-call basis.
- The College development committee ensures the optimal and proper use of the budgetary allocations. In order to have best utilization of funds, the college has an internal audit mechanism.

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

The infrastructure is created as per the norms of NCTE which is optimally used for all the curricular, co-curricular and extracurricular purposes for which it is meant. In addition the infrastructure facility is extended to educational and community related programmes.

- The optimal use of infrastructural facility is ensured by skill fully planned time-table.
- Various laboratories are fully utilized in their prescribed by each class as per the timetable. ICT, language lab and computer lab enable the students to use innovative teaching methods using internet, Video, CDs etc.
- To ensure optimal use students of each optional class are divided into two. One half makes use of the computer lab and other half the library
- The auditorium and seminar hall are used for organizing the state, national and international level seminars, cultural programmes, celebrations, intercollege competitions, debates etc.
- Staff and students of the college optimally use the broadband facility
- Staff and students are using digital copier in the library and office
- Stock register and issue register are maintained for the optimal use of equipment / gadgets

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

- The institution is situated in natural green atmosphere; each room is well ventilated, proper disposal of waste on a regular basis.
- The institution's management is fully aware of the current environmental issues and environmental protection actions. Full attention is paid towards environmental issues by all – management as well as staff personals.
- The college takes keen interest in planting of trees and plants which helps to reduce the emission of carbon-dioxide.
- A vermiculture and vermicompost plant is constructed and maintained properly for bio-waste management and pollution control. Rain water harvesting system is incorporated for the proper utilization of rain water and for natural resource management.
- We offer 'Environmental Education' as an elective paper for B.Ed. courses to inculcate adequate environmental spirit in student-teachers.

4.3 Library as a Learning Resource

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

Yes, the Institution has one professionally qualified librarian and two library assistants to support the librarian in his duties.

S.NO	DESIGNATION	NAME	QUALIFICATION
1	Librarian	Mrs. B. VASANTHAM	M.Com.,M.L.I.Sc.,

4.3.2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

The college library is located in the ground floor of the college Building for easy access to students.

Books

Damaged and obsolete books were removed during the period 2012-13 as part of library automation. At present library has a collection of 8517 books on different subjects. About 95% of the books are in English and about 5% in Tamil. Our reference collection consists of 762 books in different areas of education.

Journals

Twenty Nine National and international journals including that of NCTE are available in the library.

List of Journals available in the Library

S.NO	NAME OF THE JOURNEY	COUNTRY OF ORIGINE	PERIODICITY
01	Journal of Indian Education	India	Quarterly
02	Teacher Education: Reflection Towards Policy formulation	India	Yearly
03	Organising Teaching Learning Resource	India	Yearly
04	Indian Educational Review	India	Bi Annual
05	Indian Journal of Teacher Education	India	Yearly
06	Teacher support	India	Yearly
07	Journal of Modern Science	India	Yearly
08	Journal of Humanities and Social Science	India	Yearly
09	Indian Journal of Research in Education and Extension	India	Yearly

Magazines

The library has a total of 5 Magazines both in English and Tamil. Magazines intended for general reading, career development and spiritual awakening are subscribed.

List of Magazine

S.NO	NAME OF MAGAZINE	PERIODICITY
01	Sattakathir	Monthly
02	NadarPeedam.	Monthly
03	Teacher Plus	Monthly
04	Down to Earth	Monthly
05	Edutracks	Monthly

Encyclopedias - Dictionaries and Rare Books

The library has 34 sets of Encyclopedias and 15 Dictionaries. These include very old and rare collections

Number of CD/DVDS available in the library

S. NO	SUBJECT	NO
01	Mathematics	18
02	Physics	12
03	Chemistry	17
04	Biology	12
05	Information technology	10
06	Geography	13

Thesis - Research Tools - Dissertations

Many researchers and students are benefitting from our research resources. Our research materials include a collection of 40 dissertations, research tools, dissertation abstracts and a few doctoral theses.

Collection of Question papers

Question papers of different subjects for the last 6 years are kept in separate files for ready reference.

Learning Aids

Different learning aids like Maps - Charts - Photographs - Globes etc are available in the library.

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

Composition of Library Committee

A library committee is constituted to advice and recommend on all matters related to the organization and services of the library. In the members committee Principal acts as the Chairperson and the librarian as the secretary. A representative is also nominated from among the student community by the Principal to ventilate their needs and grievances. The other five members are from teaching faculty on rotation basis.

The selection and purchase of books is based on a draft list prepared by the librarian. This list is handed over to the faculty and they evaluate each title and finalise the list in consultation with the librarian. The Principal places orders according to the availability of the funds from the government and management.

The functions of the library committee

- To maintain co-ordination between students and library staff
- To advise the librarian on the selection of books, journals, periodicals, magazines..etc to enrich the library.
- To check the records of library.
- To plan the budget of the library
- To ensure rules and regulation related to library operations are understood by all
- To keep in touch with students and faculties to understand their needs and requirements related to books and periodicals.

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

Yes, The library is functioning with MODERNLIB an open access software with bar coding and a Gateway register is installed.

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.

The library has three computers. All of them have Internet connection. One computer is mainly intended for maintaining the records of the library books. The other one is attached to a printer for reprographic facilities. Automated and manual registers are maintained to monitor the frequency of use

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

It is part of our future plan. It has as yet not been worked out well.

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.)

The library functions from 9.30 am to 5 pm on working days. The library is open around 214 days per year and 7 hours per day. Library periods are allotted for students, subject wise for the better use of the library.

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

The new arrivals are regularly displayed on a display shelf. List of new arrivals are displayed on the general Notice Board. Faculty members brief about the new arrivals in the optional classes.

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

There is book bank in the library. The books to this bank are donated by the students, guests, community members, teachers and Alumni. These books are issued to needy students at the beginning of the academic year and collected at the end of the academic year

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

- For the convenience of visually and physically challenged persons the library and reading rooms are in the ground floor.
- Special seating arrangement is made as and when required for the visually and physically challenged students.
- Assistance in selection and retrieval of books is provided
- Preference is given to such category persons/ students in issue and returns the books / materials

4.4 ICT as Learning Resource

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

The institution has a well-equipped ICT lab, language lab and computer lab with 30 computers with Internet facilities. Staff and students can make use of these facilities free of cost. The students in small groups are given practical training in computer operations with peer tutors. Teachers and students are making use of Interactive Smart boards, Computers, CD's, T.V, DVD, Stereo, Tape-recorder, Radio, Slides, LCD, OHP, White board, Projector screen and other audio-visual facilities available in our institution for teaching learning process.

Student teachers are given training in handling these equipments and using them in making teaching effective. All the classrooms are equipped with LCD Projectors.

The major ICT facilities added during the last five years are given below

- LCD Projectors.
- All students and staff have free access to internet facility .
- A digitalized language lab with computers, along with unlimited internet access.
- Two OHP.
- Two 3Kv Online UPS with 3 hrs Back up.
- Two laser Jet Printer.
- Laboratories of different departments

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

Yes, the elective course of Computers in Education deals with theory of computers. Apart from it the college administers a computer test at the beginning of the programme and provides training in computer skills.

A practical training of one hour is given to students/week in the computer laboratory. Various books on computer education are also available in the library.

The institution ensures basic computer knowledge to all the students by giving training in;

- Using MS-Office like word, excel, power point. Internet browsing
- Creating and using E-Mail ids.
- Using blogs in teaching learning.
- Developing and using multimedia for teaching.
- Training for using Interactive white boards, LCD Projectors, Preparation of instructional materials etc. are given.
- Training in accessing E journals

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

The teacher educators as well as student teachers' use computers, projectors during the lectures, workshops and seminar presentations. OHP presentations made by the student teachers are used in schools to teach their lessons during the internship programme. Internal assessment marks and all other correspondence related to the curriculum is being processed through computer. Extra information is procured through internet.

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

- Student teachers prepare soft copies of lesson plans and achievement tests and also prepare Power Point slides
- Student teachers utilize smart classroom facilities while teaching.
- Students are trained to use internet facility for acquiring the latest knowledge in their respective subjects for the preparation of lesson plans.
- Video presentations relevant to the topic are downloaded and presented in their classroom during practice teaching sessions.

- Other technological devices like LCD and OHP are used in classroom for enriching transaction.

4.5 Other Facilities

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

Institution organizes various events such as Seminars, Conferences, Symposium, Workshops, etc. for the educational development of the student teachers as well as the faculty members. Computers, LCD and audio visual devices are extensively utilized in these events.

- These devices are also used in various competition and cultural programmes organized by the institution.
- The institution shares its instructional facilities with sister institutions
- The audio visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the institution.

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

- CDs and audio cassettes for language development, Educational CD's related with all school subjects, CD's meant for personality development, public speaking skills, communication skill, conservation of environment, civic training, life skills etc. are available.
- Various audio visual aids facility and materials like, Audio and Video CDs Transparencies and power points based on content of various school subject areas are available.
- Charts, models and improvised apparatus in science are also available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions.
- Well equipped laboratories are available with the institution where demonstration and experiments are conducted.

- Teachers themselves prepare and use the audio visual aids while presenting the content before the student teachers in class room.
- The students are motivated by faculty members to make use of these AV aids during micro teaching/simulation sessions.
- The preparation of AV aids is specially supervised and evaluated.
- The student teachers use LCD and OHP facilities during seminar presentations, lesson transactions, assembly, educational programmes, , co-curricular activities etc. Guest speakers also use these facilities.

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?

Different labs available with the institution as follows

- Computer Lab
- Language Lab
- Educational Technology Lab
- Work Experience Lab
- Psychology Lab
- Physical Science lab
- Biology Lab
- Mathematical Resource Center
- Commerce and History Resource Center

The institution periodically purchases equipments for various laboratories. Faculty members are in charge of the various laboratories; The institution ensures regular maintenance of all equipments.

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

- The institute has a multipurpose hall where special guest lectures, debates, quizzes and other cultural programmes are organized.

- There is an Art & Craft Resource centre where student teachers prepare teaching aids and other materials.
- Institution has playground, basket ball ground and has all required sports goods.
- Transport facilities are one of the best in the town. The institute owns a fleet of around 3 buses which runs in Sivakasi city as well as outside.

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,

- All the classrooms are equipped with LCD projector.
- Seminars hall, ICT lab, Psychology lab and Science lab, are well equipped for the use of latest technology for teaching.

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?

- Faculty are well qualified in handling technological equipments like interactive white board, LCD projector, OHP etc and have the competency in developing ICT mediated learning materials.
- The faculty seek to model and reflect best practices in the diversity of instruction by using LCD, OHP etc in the programme of classroom discussions, question-answer sessions, Brain Storming and seminar based study material prepared by faculty.
- Faculties are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD player, OHP in pedagogy.
- The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners.

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

- Enabling all the students to use computer
- Developing the presentation skills using power point presentation
- Internet connectivity
- Video recorder class room/Micro Teaching
- College website with news flash
- Interactive language lab
- Online registration for availing SC/ST Students stipend

4.6.3. What innovations/best practices in infrastructure and learning resources are in vogue or adopted/ adapted by the institution

- Generator provision allows uninterrupted power supply
- Well equipped and spacious library
- Well equipped laboratories
- Multipurpose Auditorium
- Seminar Hall
- Waste Management Systems
- Students initiated Gardening

CRITERION V: Student support and Progression

5.1 Student Progression

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

The students preparedness for the programme is ensured through course orientation, tests to assess entry level behaviour, talent show, collection of profile, self- introduction, and interaction with Alumni

Course orientation

At the beginning of the academic year, the college arrange an Orientation-cum-Introduction program for one week for providing a wholesome initiation into the programme and the facilities in the college. The details of the schedule of the orientation programme is given below.

Tests to assess entry level behaviour

Students Teaching Aptitude, Computer Literacy, and English Language Proficiency are assessed by appropriate tests during the first week of the B.Ed programme. A test is also administered to know the content knowledge of the concerned optional subjects of the students.

Talent Show

Student teachers are given opportunities to exhibit their talents in different art forms individually and in groups.

Profile

A personal profile is collected from the students through which the past accomplishments, strengths and weaknesses of the teacher trainees are known by the faculty members.

Self- introduction

At the beginning of the course a self- introduction programme is organised to provide an opportunity for the students to get acquainted with each other

Interaction with ALUMNI

The members of the alumni association provide orientation to the students on teaching, and professional ethics.

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

The college is situated in a beautiful place with full of greenery, away from the city with a calm and quiet atmosphere. Well ventilated and properly lighted classrooms add fervour in making the college environment more conducive to learning.

The free and fair treatment given to the students improves their performance and the display of the mottos, thoughts and vision of the institution in the strategic places motivates the students.

The campus environment is conducive for the all round personality development of the learners with adequate facilities for health care, social service, knowledge development, skill training and research work.

Proper academic guidance such as tutoring, mentoring and remedial instruction is provided to student teachers to bring out optimum performance.

The college motivates the students by giving certificates, trophies medals and endowment prizes for their outstanding performances in individual and group activities in intramural and extramural competitions. They are congratulated in the general assembly and the names are displayed on the notice board. The best teaching learning performances are also acknowledged by giving endowments.

A scheme for extending financial aid to needy students is offered by the college.

Integral Personality Development Programmes

The institution provides an environment for effective learning and development of students. For the development of the various aspects of their personality versatile programmes are organized in the college through the student council, subject associations and clubs for example,

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?

The total intake of B.Ed. programme is 100. During the last five years two students have dropped out. The reasons for drop-out are employment, higher studies, pregnancy and health related problems. The gender-wise dropout rate of students during the last five years is given below.

ACADEMIC YEAR	STUDENTS ENROLLMENT			NO OF STUDENTS APPEARED IN ANNUAL EXAMINATION	DROP OUTS		
	BOYS	GIRLS	TOTAL		BOYS	GIRLS	TOTAL
2008 - 2009	06	10	16	16	--	--	--
2009 - 2010	12	88	100	100	--	--	--
2010 - 2011	07	86	93	92	01	--	01
2011 - 2012	08	94	100	100	--	--	--
2012 - 2013	03	51	54	53	01	--	01

Teacher educators counsel the student teachers who are going to discontinue the course due to health and other reasons. Supportive and caring college environment help a lot to the student teachers.

Discussion is also held between the parents of the concerned student teachers about the importance of the course and the need for educating women.

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?

In order to enable student teachers to compete for the jobs and progress to higher education the college organizes; Career coaching, Career talks, Visits by professionals, Incorporating community resources, Remedial coaching for filling knowledge gaps.

To compete for the jobs

The Placement Cell of our college is actively involved in searching out the vacancies in different government/ aided/ self- financing schools. The subject wise vacancies in various newspapers, classifieds are sorted out. The Placement Cell has established linkages with private and aided schools and colleges through the local networking.

Campus recruitment programmes are also arranged. The schools place their demand for competent teachers in various subjects over the telephone, e mail or by post. The Placement Cell thereafter informs the registered student teachers to appear for the interview.

Training in life skills such as communication skills, problem solving skill, negotiation skills, critical thinking, decision making skill, self management skill, creative thinking, time management, stress management, self management etc. are provided to students to strengthen their employability.

For Progressing to Higher Education

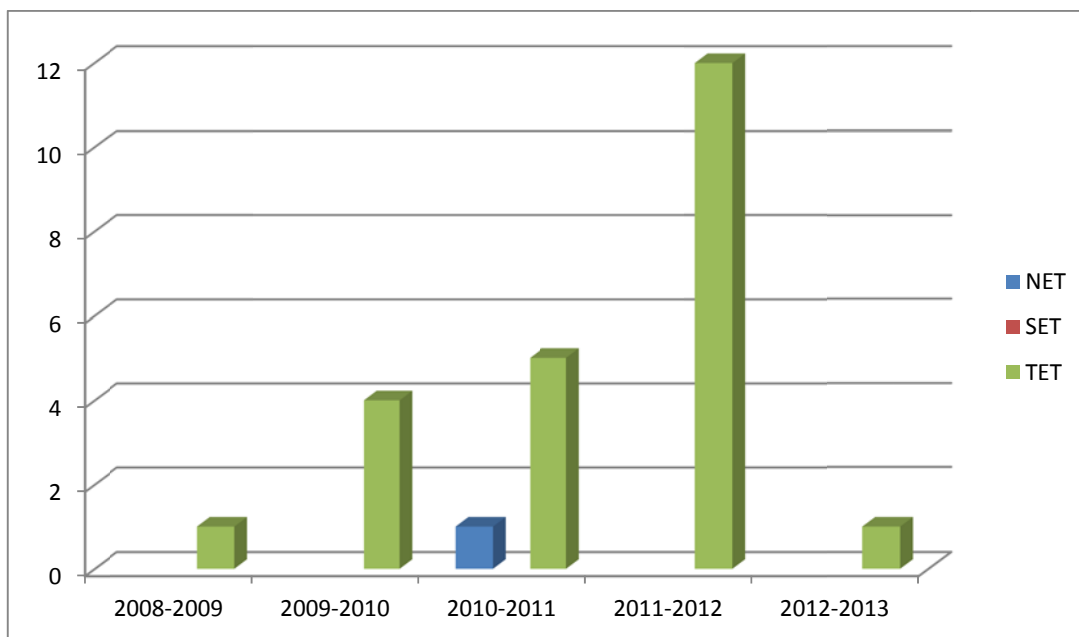
Career Guidance cell of the institution helps students get awareness about higher education opportunities and career options.

Career talks by experts are also arranged for the benefit of students

Students are encouraged to take up research after completion of PG. Student teachers go for their further studies like M.A., and M. Sc., M.Ed. M/Phil., and Ph.D. courses.

The cell maintains a display board regarding higher education opportunities.

ACADEMIC YEAR	NAME OF EXAM	NO OF STUDENTS QUALIFIED
2008 - 2009	NET	--
	SET	--
	TET	01
2009 - 2010	NET	--
	SET	--
	TET	04
2010 - 2011	NET	01
	SET	--
	TET	05
2011 - 2012	NET	--
	SET	--
	TET	12
2012 - 2013	NET	--
	SET	--
	TET	01

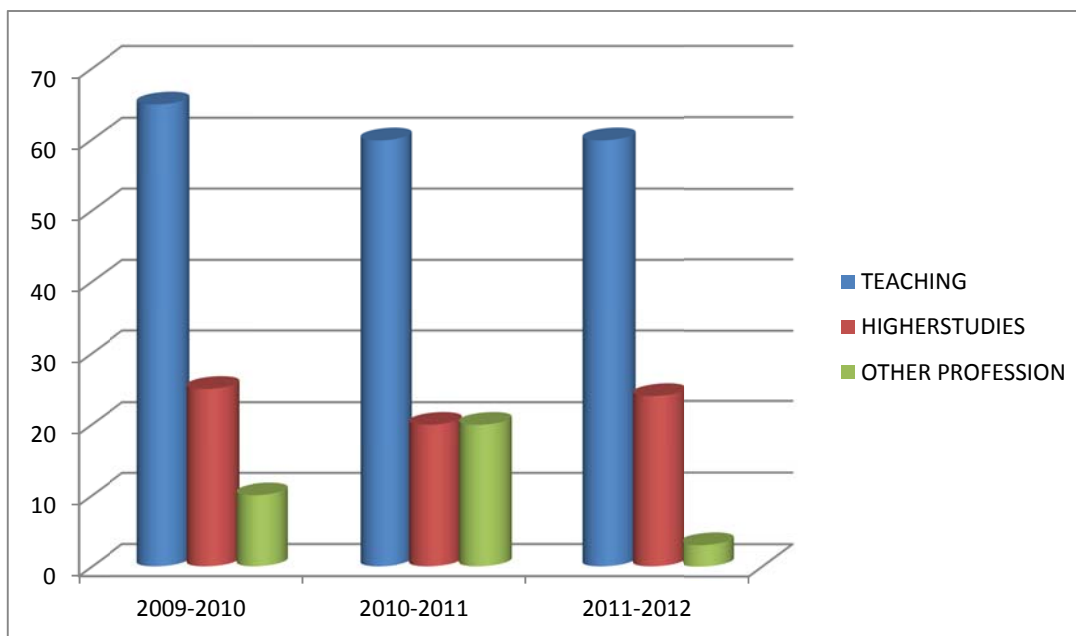


5.1.5. What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Majority of our student teachers choose teaching as their career and are working in various government/aided/ unaided schools and colleges on regular/ temporary basis.

Around 20 to 25 per cent of our student teachers go for higher studies such as post-graduation and Research.

ACADEMIC YEAR	TEACHING CAREER	HIGHER STUDIES	OTHER PROFESSIONS
2009 - 2010	65	25	10
2010 – 2011	60	20	20
2011 – 2012	60	24	16



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

Yes, All the resources can be accessed by the alumni after submitting a written request in the prescribed format. A file is maintained in the library for this purpose.

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.

The Placement Cell of the institution motivates and empowers the students for finding out suitable jobs. It acts as a nodal agency for recruiting teachers to various schools.

Students can register their names with the cell and get informed of the job opportunities. Email IDs are created for each student every year. Guidance and Placement Cell data sheet was designed and recorded. Colleges and managers of schools are invited to conduct campus interviews. Approximately 50 to 60 students have benefited from this facility every year.

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

Difficulties faced by placement cell:

Many school authorities approach us to conduct campus interview in the month of April and May. But the placement cell found it difficult to arrange for it during this period as the students will be preparing for their university examination. The course commences in November and ends in October while the school academic programme commences in June. The advertisement for teacher recruitment is usually done during summer vacation in private schools.

Overcoming difficulties

In spite of the time lag in graduation and placement we keep in touch with the sister institutions/recruiting agencies.

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

Yes, student trainees of this institution go to 20 schools for practice teaching. Of the 20 practice teaching schools, 11 schools are govt. schools for which appointment is made by government after completing TET exam. Except 4 self- financing schools the 5 schools are in the aided stream. For these 9 schools we arrange for adhoc/temporary placement as and when required. The Placement & Guidance Cell always remain in touch with practice teaching schools also and the students are placed in these schools also if vacancies exist in these schools.

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

The resources provided to the placement cell by the institution are :

- A faculty is appointed as the Placement In-Charge who takes full responsibility in matters relating to campus recruitment, notice board display, informing student teachers about the schools and date of interview, preparing subject wise list of students, makes arrangement for campus interview, sending reply to the schools through post and mail etc.
- The College provides financial support to the placement cell to gather information and maintain the records.
- Can make phone calls from the college office to communicate with various schools to conduct campus interview for the benefit of the student teachers.
- A Computer with internet facility is available for the faculty to send mails and to prepare list of students.

Funds are allotted for subscribing career magazines and for conducting training in competitive exams.

5.2 Student Support

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

- The curricular, co-curricular and extra-curricular programmes are planned at the beginning of each academic year so that they can be smoothly implemented
- Prior to the planning, the previous year's work is reviewed and feedback is taken from the teacher educators', student teachers', alumni and also from the practice teaching schools. Suggestions provided are discussed and wherever required changes are made
- An academic calendar is drawn to aid the activities of the entire year. Any feedback received is reviewed and if required, necessary revisions are then carried out
- Circulars are sent to all the staff regarding exams, programmes or any events to be conducted along with the duty list

- The various subject papers, curricular and co-curricular activities are equally distributed among the teacher educators
- Extra-curricular activities and various competitions are planned and conducted according to the schedule of the college calendar
- Staff meetings are held to discuss and ensure that the activities are carried out as per the planning and certain changes are made if needed
- This further helps in achieving the objectives and implementing the curriculum effectively. Thus good co-ordination and team work helps in the effective functioning of all the activities

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

The curricular and co-curricular activities planned for physically challenged students are:

- Individual attention by the teacher concerned
- Providing peer mentors
- Alternate arrangements for the completion of practical records
- Scribe is provided for public examination
- Extension of time for public examination
- Guidance and counselling to help him/her to face problems
- Special seating arrangements in classrooms

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

Yes, Every lecturer in the institution is being involved in the Mentor system, and is allotted a group of students to find out their strong and weak points which they do through informal contacts and with the wards and provide necessary academic and personal counseling individually.

The counseling varies from the individual requirements to high achievers, slow learner, students with personal problems. While the high achievers are given counseling for enhancing their talents by using the library and other resources, the students talented in sports are given special coaching for achievements.

The students are divided among the teacher guardian with the 13:1 ratio.

The institutions, under the mentoring system, 13 students are placed under the guidance and

supervision of one lecturer. Every lecturer is communicating with others for the improvement programme of the respective student. Student's all round benefit is assured by the mutual cooperation of the lecturers.

Personal guidance is also available to the students with the guidance and counseling cell. There is a familiar atmosphere and excellent support exists among the management, teachers and the students.

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

- Encourages teachers to attend seminars, symposia, workshops, academic conferences organized by various academic bodies. Duty leave is provided to the faculty members for participating in workshops/seminars/Conferences/ refresher courses and orientation programme conducted by various Universities / Colleges to update their knowledge.
- Supervised study is arranged for the low achievers. Students are required to go through the content and the students are free to clear their doubts with the faculties. After learning they present it in a paper. The concerned faculty evaluates it and gives feedback.
- Institution provides support for organizing workshops /seminars/ conferences and other activities for the development and enrichment of the faculty members.
- To enhance the effectiveness of the faculty the institution:
- Motivates the faculty to take up major and minor research projects and publish papers regularly.
- Purchases new editions of books as per the recommendation of the faculty.
- To enhance the effectiveness of the faculty in mentoring of students separate time is allotted in the timetable and provides facilities such as data sheet, teacher's diary etc. Technical support is also provided for this purpose.

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

Yes, the institution has a website which is updated annually i.e. www.agcp.co.in

Information and flash news are posted regularly.

The following information has been uploaded on the college website:

ABOUT US	History of Institution	Trust
	Vision & Mission	
	Management	About Chairman
		Correspondent
		College Governing Body other institutions
	Principal	Principal Message
	Mandatory Disclosure	
COURSES / ADMISSION	Courses	
	Syllabus	
	Admission	
	Rules and Regulations	
	Teaching Practice	
	Co-curricular Activities	
	Study Tour	
	SUPW	
	Download	
IQAC	IQAC Committee	
NAAC	LOI	
	IEQA	
	Self-Appraisal Report	
	TNTEU Order	
	NCTE Order	
FACULTIES	B.Ed. Faculty	
	Administrative Staff	
	Non – Teaching Staff	

RESOURCES / FACILITIES	Library
	ET Lab
	Language Lab
	Physical Science Lab
	Biological Lab
	Psychology Lab
	Computer Lab
	Mathematical Resources Center
	Seminar Hall
	Auditorium
	Health Center
	Rest Room (Separate for boys & girls)
	Transport (College Bus)
	Gym
	Indoor Games
	Smart Class Room
	Purified Water
	24*7 Power Backup
Internet Facilities	
ACADEMIC	Academic Extension
	Workshops
	Seminar
	Journals
	Orientation Programme
	Newsletter
	College Magazine
	Social Extension
	Social Visits
	Educational Tour

STUDENTS SUPPORT	College Union Activities	
	Various Clubs	Tamil Club
		English Club
		Computer Club
		ECO Club
		YRC
		RRC
	Sports and Games	
	Endowment and Scholarships	
	Career and Guidance Cell	
	Grievance Redressal Cell	
	Anti - Ragging Cell	
	Placement Cell	
	Various Committees	Admission Committee
		Library Committee
		Research Committee
		Scholarship Committee
Cultural Committee		
Infrastructure Committee		
Extension Activities Committee		
Various Committees		
Discipline Committee		
Assembly Committee		
Tour Committee		
ACTIVITIES	Events	
	Achievements	
CONTACT US	College Address	
	Admission Office Address	
	College Map	

5.2.6. Does the institution have a remedial programme for academically low achievers?

If yes, give details.

The teacher educators identify low achievers after each unit test. Immediate remedial classes are arranged for them. The subject teachers help them to prepare for the examination by providing them clarifications, extra books, and handouts for easier assimilation. Weak students are given differentiated home assignments.

Question banks are provided in each subject and answers to the questions are discussed.

Additional training in teaching skill is provided to low achievers in each optional class. Provisions are made in boarding house of the model school to take additional classes at the convenience of the teacher trainees.

5.2.7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

Specific teaching strategies for advanced learners :

- Special Assignments
- Seminar from the challenging areas
- Additional reference materials, books etc are also provided
- Assign duty as proctors
- Book review presentation
- Demonstration of preparation of unique learning materials

Specific teaching strategies for slow learners :

- Supervised Study
- Tutoring
- Remedial Teaching
- Mentoring by Teachers
- Summary presentation of the Previous class

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

Give details.

- A Guidance and Counselling Cell is functioning in the college to provide necessary support to the needy students.

- Students are informed about various career opportunities, available scholarships and other financial assistance from government and other agencies.
- If there is a need, parents of students are called for briefing about their wards progress in the college.
- Guidance services are provided for students in their personal, educational and occupational domains.
- Vocational guidance is provided by the Career and Placement Cell of the college.

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

The grievance redressal mechanism operates through a three tier system

Tier I : Class teacher;

Tier II : Student advisor;

Tier III : Staff council consisting of the principal , student advisor, senior staff member and the class teacher concerned.

Grievances of Students are collected through the suggestion box, informal communication and representations from office bearers of student council.

Following grievances are redressed during the last two years

- Change in lunch timing
- Extending the time for using photocopier
- Conveyance for extension and co-curricular activities
- Provision for un interrupted power supply
- Purchase more books for personality development and competitive exams

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

Orientation to the B.Ed., programme: In the orientation phase the entry level behaviors are assessed through The English Proficiency Test (EPT), Computer Literacy Test (CLT), Teaching Aptitude Test (TAT). Mentoring strategies are designed according to the entry behaviors.

Theoretical orientation through common/core/elective courses and cultural and extension activities: Assignments, projects, unit tests, mid semester examinations, seminars are used to

monitor the progress at this stage and individual guidance is given.

Preparation for teaching practice to undertake research work: Discussion lessons, micro teaching, case study, value education lesson plans, learning materials, finalisation of research proposals, tool preparation are used to monitor the progress of students

Practice teaching/ Practical examination/Internship, Research report: These are monitored by supervision of teaching practice and correction of the research report and evaluating teaching manuals/ internship reports

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

The Student teachers undertake practice teaching exercise in three steps:

A. Pre-practice teaching preparation

As an initial attempt few lesson plans are discussed based on different nature of the content / subject. With their experience in the development of discussion lesson plans each teacher trainee develops individual lesson plans. The practice of micro teaching, link teaching and criticism lessons equip the students for actual practice teaching

Discussion lesson Plans

Student teachers are familiarized with the concept, purpose and ways of developing lesson plans. They are taught to prepare a workable and effective lesson plan in particular subject/content. Problems faced by the student teachers while preparing lesson are solved by the faculty by discussing and explaining the weaknesses found in the lesson plans. At this stage five sample lesson plans are discussed in the class by groups of five to seven students

Demonstration classes

During demonstration session teacher educators, expert alumni members and senior high school teachers deliver the lessons in real classroom. Student teachers are actively involved in discussions and clarify their doubts. The students are given chances to observe five demonstration classes

Micro Teaching Sessions and Link Practice

An orientation session regarding the concept of micro teaching is provided to the students by the faculty at the outset. Each student-teacher is given opportunity to take at least three

micro-lessons in three different skills in a complete cycle in the micro-teaching. Micro teaching skills like stimulus variation, probing question, reinforcement, questioning, black board work, and skill of explaining are generally practiced by the student teachers. Students complete micro teaching cycle/spiral such as plan, teach, feedback, re-plan, re-teach and re-feedback during practice session. Link practice is also followed in the class. Link practice lessons have the time duration of 20-25 minutes. Every time when a student-teacher engages the lesson the trainee gets feedback from peers and supervisor or teacher-in-charge and necessary suggestions are provided for the improvement.

B. Actual practice teaching

The college organized a meeting with the teachers of practice teaching schools to share the views and ensure the smooth conduct of practice teaching. The faculty members grouped into three teams visit all the practice teaching schools before the commencement of the teaching practice to interact with the school teachers and enhance the practice teaching experience for the students.

Before practice teaching personal guidance is given to student teachers in dividing the topic into individual lessons, writing lesson plan, selection and preparation of teaching aids. In view of the significance of ICT in modern education, all the students in the college are given computer education. Free access to Internet through broadband is made available to students. Student teachers are assigned different schools for teaching practice. The convenience of the student teachers is kept in mind while allotting the schools for the practice teaching, for example, distance of the school from the residence, and suitable medium of instruction etc.

Student-teachers in B.Ed. are required to take a minimum of twenty Lessons forty days as part of their practice teaching, along with three lessons in Health & Physical Education Lessons and two Value Education Lessons. The mentor teacher at the school is the immediate supervisor of the student-teacher. The mentor teachers are often present in the classroom while the student-teacher is engaging the class.

She/he gives directions/suggestions to the student-teacher after the class. The peers also observe the classes and make discussions and give feedback in the prescribed format given from the college on classes taken by each student-teacher. The Heads of the Institutions also supervise the classes. They provide a rating of the student-teacher in a prescribed format given by the college at the end of the practice teaching session. The teacher educator visits

the schools and supervises the classes. The feedback is communicated in writing and if is discussed after the completion of the class. The trainees are provided with student's diary in order to reflect on their teaching on a daily basis. All student teachers meet the teacher educators on every Saturdays for the approval of lessons plans for the week ahead. Reinforcement and suggestions for improvement are provided at this meet. Reflections regarding their teaching during the week are made by the student teachers.

Along with the practice teaching student teachers are assigned with the work of maintenance of regular attendance, organization of seminars and projects, construction and administration of unit test, achievement tests and assessment of pupils answer script, organization of co curricular activities and sports and games in the school. Student teachers are acquainted with school records by the headmasters. Ultimately each and every student teacher acquires competency in teaching through rigorous practice teaching programme.

C. Post-practice teaching follow-up

After the completion of practice teaching, leaders have to submit attendance register and the sealed evaluation proforma send by the schools to the Principal. A reflection session on the experiences -during practice teaching takes place on the first working day in the college auditorium. In the optional class each and every trainee reflects their experiences.

5.3 Student Activities

5.3.1. Does the institution have an Alumni Association? If yes, List the current office bearers, Give the year of the last election, List Alumni Association activities of last two years., Give details of the top ten alumni occupying prominent position, Give details on the contribution of alumni to the growth and development of the institution.

There is a vibrant Alumni Association in the College. It is supporting and helping all college activities. Elections are held every year.

Current office bearers:

President – S. Premalatha (2008 – 2009 batch)
Vice president – B. Sindhuja (2010 – 2011 batch)
Secretary – A. Kartheeswari (2011-2012 batch)

S.No.	Name	Batch	Placement
1.	Premalatha S	2008 – 09	Principal, Shruthi Vidyadoah, (ICSE), Sivakasi
2.	Maruthappan K	2009 - 2010	Vice Principal, CBSE School in Thiruvannamalai
3.	Mohamed Abdul Kadar. S	2010 – 2011	PG Asst. in Commerce Muslim HSS, Sivakasi
4.	Kumarammal S	2009 – 2010	B.T. Asst. in Science, Govt. High School Sukkiravarpatti
5.	Rajalakshmi A	2010 – 2011	B.T. Asst. in Maths, Govt. High School Muthalnaickenpatti
6.	Karpagavalli K	2009 – 2010	Assistant Professor in Tamil, Aksaya College of Education, Karthigaipatti
7.	Anand	2009 – 2010	Assistant Professor in Biological Science Aksaya College of Education, Karthigaipatti
8.	Chitra S	2008 – 2009	Clerk, Treasury, Virudhuangar
9.	Sureshkumar S	2008 – 2009	Clerk, Taluk office, kariapatti
10.	Bakrudeen Ali Ahmed M	2009 – 2010	Village Administrative Officer, Namakkal District

Contributions of the Alumni to the growth and development of the college:

- Many members share their experiences with fresher's during Orientation program.
- The association has given many healthy suggestions and feedback from time to time.
- The members of the Alumni Associations actively participated in orientation program, seminar and other activities arranged for trainees.
- They give demonstration classes as part of monitoring and training as mentioned in class.
- The alumni members actively involved in social extension activities as mentioned.

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

The institution has a competent student council, various clubs, and five associations to encourage the student teachers to participate in extra - curricular activities which help them to work as efficient teachers in future. These are coordinated by Teacher educators under the supervision of the Principal.

At the very outset students are randomly divided into various houses to promote healthy competition in sports, games, arts and literary competition. Various clubs are organising competitions such as quiz, debate, personality, garden etc. Students participated in Zonal and

District level sports meet organized by Tamil Nadu Teachers Education University and got prizes in various events.

The institution encourages the best performers in the extracurricular activities

- Recognising in the morning assembly by the principal
- By displaying their names in the college notice boards/digital display board
- By giving certificates, awards, prizes and medals.
- By providing additional facilities such as costumes.
- Faculty and non-teaching staff assist students during holidays and odd hours for practice

Details on the Achievements of Students during the Last Two Years in Various Inter-Collegiate Competitions

NAME	EVENT	PRIZE	VENUE	DATE
A.G.ARUNA DEVI	QUIZ	PARTICIPATION	Peniel Rural College of Education, Dindugal	04.04.2014
S.RAMALAKSHMI	RANGOLI			
@GEETHA	POWER POINT			
M.PONMANI	PRESENTATION			
S.P.VISALA PRIYA	AS YOU LIKE IT			
G.LATHA MAHESWA	WIN A WORD			
M.ANITHA	MODEL			
PAZGHU PANDI	PRESENTATION			
S.RAJARAESWARI				
J.PONSELVI				
P.LATHA	Talent Teacher,			
S.CHITRA	Art from Waste			
	Art from Waste			
	Tamil Verse			
	Writing ,Mime			
	Mime			

NAME	EVENT	PRIZE	VENUE	DATE
R.BHUVANEESWARI	STATE LEVEL ESAAY COMPETITION	4 TH PRIZE	JAMAL MOHAMMED COLLEGE OF EDUCATION, TRICHY	08.04.014
S.MANIRAJ	ESSAY WRITING	2 ND	TAMILNADU TEACHE EDUCATION UNIVERSITY, CHENNA DISTRICT LEVEL SPORTS AND CULTURAL MEET, conducted at Sri Vidhya College of Education, Virudhunagar	17.03.2014
S.RAJARAJESWARI Z.MUMTAZ RANI S.JENSHEELAL M.MALATHI D.SHEERENA BEAGU S.BHUVANEESWARI R.PUVANEESARI S.CHITRA J.PONSELVI S.MALATHI A.G.ARUNA DEVI V.LAKSHMI PRIYA S.P.VISALA PRIYA A.PANDICHELVI	Essay & Verse Writing	Participation	STATE LEVEL COMPETITON ON KULANDHAIKAL THINA KALAI ILLAYAKI POTTI Organised ANNAI TAMIL ARAKATALAI, MADURAI	15.10.2013

NAME	EVENT	PRIZE	VENUE	DATE
Anantha Prasana S Muthumari C.B Krishnaveni S Ramalakshmi M Jeyachitra O Rathi T Ramy Banu Anusya S Pavitrpriya S	Techno Revolt Magnum Opus Talent Scout Boon or Bane Draw on Odds & Sods Haste Damaka Blazon Show	Our Student win in the competition of Talent Scout Boon or Bane	Our College along with Rotary Club of Sivakasi Town organised an Inter Collegiate Cultural Competition Elite – Elate 2013 on	05.01.2013
M.Rajiprabha V.Rosy Selvarani R.Jesima Nishna T.Gowri S.S.Vidhya A.Kartheeswari D.Thanuja K.Anantha Backiyam M.Karpaga lakshmi T.Muthulakshmi M.Nallathangal	Western Dance Folk Dance Variety Entertainment Dumbcharada We will meet Vegetable carving	Western Dance 3 Place(M.Rajiprabha V.Rosy Selvarani R.Jesima Nishna T.Gowri S.S.Vidhya)	Xatec -2012 Intercollegiate competitio St. Xavier College of Education, Palayamkottai	28.02.2012
P. Selvi J.Jeyashelli R.Jeima Nishna A.Kartheeswari D.Sindhiya S.Abirami sundari A.Dhanalakshmi R.Saranya Devi K.Rohini	Verse Writing , Essay Writing Tamil Handwriting	Participated	State Level Verse Writing Essay Writing	26.02.2012

NAME	EVENT	PRIZE	VENUE	DATE
P.K.Seethalakshmi P.Muthupushparani R.Saranya Devi S.Neela K.Anantha Backiyam J.Sumathi A.Kartheeswari T.Muthulakshmi	Elocution Competitio Drawing Short story Writing Essay Writing Quiz	Elocution Competition 1 st Prize (K.Anantha Backiyam)	Gurukula Thendral monthly magazine organized elocution competition conducted in Standard Fireworks Rajaratnam College, Sivakasi	16.09.2011
K.Anantha Backiyam R.Kartheeswari D.Thanuja J.Thamari Selvi R.Saranya Devi S.Nirmala R.Menaka E.Shyed Ali Fathima P.Priya Dharshini	Verse Writing, Drawing Essay Writing, Short Story Writing Quiz	Tamil Elocution Competition K.Anantha Backiyam –I Prize	Organised by Nadar Saraswathi College of Education, Theni	29.02.2012
K.Anantha Backiyam R.Saranya Devi	Elocution	Elocution Ist Prize – K.Anantha Backiyam 2 nd Prize R.Saranya Devi won Vijaya kumar civic trophy	Inter Collegiate Elocution Contest Organised by Rotary club of Sivakasi	07.09.2011

NAME	EVENT	PRIZE	VENUE	DATE
P.Poornima M.Nallathangal D.Santhiya K.Kalarani R.Selvi K.Pandichelvi M.Jothilakshmi V.Nagalakshmi N.Krishnaprabha V.Rosy Selvarani	Master Mind Dynamic Slicing Jamai Dumb Charade	Participation	STRATO -2011 ORGANSIED BY Ayya Nadar Janaki ammal Arts College Sivakasi	23.09.2011
A.shanthi A.Meenakshi V.Radha M.Viji T.Muthulakshmi	Elocution Competitic	Participation	Inter Collegiate Completion organized Anna ammal College of Education, Thootukudi	18.10.2010
V.Sharmila Devi P.Aruna Devi T.Muthulakshmi S.Radhika M.Meenabigai	Elocution Poetry Quiz Drawing	Participated	Inter Collegiate Sundareswari College of Education, Malli	30.10.2010
S. Malarvizhil R. Chitraa Devi G.Priya J.Sharmila Devi S.Saraeswathi A. Anitha	Quiz Essay Writing	Participated	Tamil Thiran Thervukal Organised by Chennai Manavargal Tamil Sangam	06.09.2010

NAME	EVENT	PRIZE	VENUE	DATE
R.Reetha Rajkumari K.Kartheeswari	Elocution competition	R.Reetha Rajkumari I Prize in Elocution Competition	Vijay kumar Civic Trophy Inter Collegiate Elocution Contest Organised by Rotary Club of Sivakasi	25.03.2010
S.Chellathai C.A. Deepa Lakshmi	Oratorical Contest	Participated	Y. S. Mens Club of Sivakasi	20.09.2009

NAME	EVENT	PRIZE	VENUE	DATE
S.MANIRAJ	Short Put	State Level Sports Meet 6 th place	Organised by TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI State Level Sports Meet Conducted at Jamal Mohammed College of Education Trichy	04.04.2014
S.MANIRAJ	Short Put	Zonal Level Sports Meet – 2 Prize	Zonal Level Sports Meet organized by TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI Conducted at VOC College Education, Thootukudi	25.03.14

M.BALAKRISHNAN	100mt,LongJum	Participated	TAMILNADU	17.03.2014
K.RAMADOSS	800mt	Participated	TEACHERS EDUCATION	
S.MANIRAJ	Shot-put	1 st	UNIVERSITY,	
A. KARUPPASAMY	High Jump	Participated	CHENNAI	
A.KALITHAS	1500mt	Participated	DISTRICT LEVEL SPORT	
S.RAJARAM	1500mt,Throw ball	3 rd	AND CULTURAL MEET conducted at Sri Vidhya	
T.RAMALAKSHMI	400 mt	Participated	College of Education,	
P.AZHAGUPANDI	Short Put	3 rd	Virudhunagar	
M.PONMANI	Long Jump	3 rd		
M.ANITHA	Javelin Throw	3 rd		
MANIMALAR	100mt	-		
	200MT	Runner		
NAME	EVENT	PRIZE	VENUE	DATE
ANNALAKSHMI R	THROW BALL	participates	State level Inter Collegiate	30.03.2013
ANTONY JENIFER S			Throwball Tournament	
ANUSAYA S			Organised by	
BAGHYA P			Mahatma Gandhi College of	
GAJALAAKSHMI S			Education,	
JEYAPRIYA B			Soaliseri	
MUTHUMALA S				
RAJESWARI R				
SUGANYA G				
SRI LALITHA				
LAKSHMI				
UMA MAHESWARI I				
VELLATHAI S				

RAJESH KUMAR	100MT	Participated	INTERCOLLEGIATE SPORTS MEET ORGANISED BY ST. XAVIER COLLEGE OF EDUCATION, PALAYAM KOTTAI	12.04.2012
MOHAMMED	SHORTPUT			
AYYKHAN	&JAVELIN			
	100 MT			
PRIYADHARSHINI	200 MT SHORT			
RAJESWARI	PUT, JAVELIN			
	400 MT			
SANTHIYA	400MT RELAY			
ANANTHA BAGHIYA	400MT RELAY			
JESIMA NISHA	400MT RELAY			
SANTHIYA	400MT RELAY			
PRIYA DHRSHINI				

NAME	EVENT	PRIZE	VENUE	DATE
PRAVEEN RAJ A	SHORT PUT	PARTICIPATES	INTERCOLLEGIATE ZONAL MEET ORGANISED BY ST. Ignatius College of Education, Palayamkottai	04.03.2011
JEYARAJ J	JAVELIN			
<u>WOMEN</u>				
SANKAREESWARI P	100 MT			
KALAISELVI	200 MT			
MUTHULAKSHMI T	SHOT PUT			
BANU M	JAVELIN			
VAIRA MUNESWARJ	RELAY			
ANGEL JENIFER J	RELAY			
MEENACHI A	RELAY			
BHUVANESWARI	LONG JUMP, RELAY			

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

The college encourages publishing and displaying the materials prepared by the students. Following are some of the published works :

- The college bulletin - AGCP on wheel
- Displaying thought for the day
- Publishing quotations
- Photography and art Exhibition
- Question bank
- Posters publication – Environmental/ozone/Human Rights day

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

The college has a student's forum, consisting of a chairman, vice chairman general secretary, university union counsellor, editor of the college magazine, arts club secretary, lady representatives, and the secretary for sports.

Major Activities are

- To assist the Principal in fixing college functions and inviting guests of honor
- To celebrate and honor the days of national importance and services of great men
- To represent the grievances of the students to the Principal and the Management
- To assist the Principal in maintaining peaceful academic life in the campus

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

The institution has various bodies which has representation of students for academic, co-curricular and administrative levels. The vision of the college itself declares the active participation of the student community in all the areas of the teacher training programme. The following are the bodies where there is student representation and their activities:

- IQAC
- Discipline Committee

- Student Council
- Placement Cell
- Grievance Redressal Committee
- Anti Ragging Cell
- Library Committee
- Cultural Committee
- Admission Committee
- Faculty Selection Committee
- Infrastructure Committee
- Science Club
- Examination Committee
- Youth Red Cross
- Red Ribbon Club
- Alumini Association

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

Yes, the institution has developed a data base of the feedback formally collected from its graduates, alumni and employers. The feedback form seeks information on the usefulness of the B.Ed. course with respect to various subjects in the curriculum, the practice teaching and other activities conducted throughout the B.Ed program. The data collected is utilized to improve upon the programs or to bring about necessary modifications wherever possible.

5.4 Best Practices in Student Support and Progression

5.4.1 Give details of institutional best practices in Student Support and Progression?

College conducts a one week orientation programme to the students during the first week of the programme and their needs are assessed. The members of the alumni association provide orientation to the students on teaching, values of teachers, code of ethics, etc.

Remedial programmes for English Language Learning and Short term courses in computer literacy were organized involving various techniques like peer tutoring, individualized learning, practical laboratory experiences and classroom teaching.

The Morning assembly is organized every Monday at the college. In the assembly the Principal and faculty members give instructions and a general awareness to the students on various aspects, appreciate the progresses and stresses the areas which are to be improved, give advices leading to academic and professional excellence by keeping self discipline, time management etc. The college assembly is a platform for the students to develop the creativity and self initiative. It also helps the trainees in imbibing the leadership qualities

The institution follows a three tier mentoring system namely teacher- teacher, teacher- pupil, and pupil-pupil. In teacher–teacher mentoring activities such as peer observation, team teaching, discussion with regard to innovation in lesson plans, publication of articles and books, and undertaking projects in collaboration, development of instructional materials as joint efforts, research consultations, sharing of topics and consultation between teachers in B.Ed. Teacher –teacher mentoring is informal and it offers as and when needed. In teacher-pupil mentoring 10-15 students are assigned to each teacher. One hour per day is allotted for mentoring.

In order to facilitate pupil-pupil mentoring proctors are selected from among students of each optional subject based on their competencies in the thrust areas. Half an hour per day is utilized for this purpose. Groups of five students are formed which comprises of low achievers and high achievers. They discuss in groups which enables them in overcoming the learning difficulties.

The following are some of the best practices other than the above mentioned

- Democratic involvement of students in academic and administrative Committees
- Publication of college magazines
- Study tours to historical places
- Observation of National days
- Hosting inter-collegiate meet
- Extension lecturers, group discussion, seminars, workshops and conferences for empowering students and keeping abreast with the latest development.
- library facilities are available for student teacher
- Placement Services

CRITERION VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

The Institution has well defined vision and mission and it is displayed in the college. Mission and Vision are well framed to satisfy the needs of the society and the development of the student teachers' to maintain tradition and value.

1. Vision:

To be an excellent institution to mould noble teachers with high thinking, sound knowledge and healthy virtues to be a beacon light to the learners.

2. Mission:

- Offer high quality teacher education
- Bring the inherent talents and skills of teacher trainees with quality education
- Provide a comfortable environmental of learning to prepare the teacher trainees to
- meet the future needs of the society
- Provide with excellent infrastructure for the conducive learning environment
- To develop people who propagate the values of true education.

3. Values:

- Accepting the importance of learning
- Encouraging curiosity and the questioning mind
- Motivating and rewarding effort and achievement
- Promoting logical and critical thinking based on evidence
- Demonstrating a commitment to truth
- Recognizing the partnership between school, home and community in education
- Seeing education as a lifelong process.

The stakeholders of the institutions are the student teachers', the practice teaching schools, the community, and the society at large. It is therefore essential for the institution to communicate its mission, vision and values to the stake holders.

The institution makes known its mission, vision and values to the stakeholders in the following ways:

- The mission, vision statements and the values are mentioned in the college website
- Every year, the Principal at the inaugural program of the B.Ed. instills in the minds of the prospective student teachers' about the mission, vision and values of the institution
- It is also displayed on the notice board of the Principal's office, staffroom, library, corridor and almost at all the places in the campus
- Teacher educators reinforce and accomplish the mission, vision and values of the institution through their lecture programme and day-to-day activities

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

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students seek to serve, the school sector, education institution's traditions and value orientations.

The mission statements of the institution are

- Offer high quality teacher education
- Bring the inherent talents and skills of teacher trainees with quality education
- Provide a comfortable environmental of learning to prepare the teacher trainees to
- meet the future needs of the society
- Provide with excellent infrastructure for the conducive learning environment
- To develop people who propagate the values of true education

The objectives of the institution are as follows:

Intellectual

- The College is committed to sustain high quality education.
- To make employable and responsible citizens with the value education in focus.
- To enhance individual, social, emotional and intellectual competence.

Academics

- The college is committed to the principle in life through learning to ensure the growth of human resource of the country.

- It nurtures intellectual and academic quest among the student teachers.
- To cultivate organizational skills through teamwork, collaboration and co-operation.

Training

- Developing latest professional life skills
- Training learners to excel in all spheres of life, useful and purposeful to the society
- To train the student teachers in imparting and evaluating learning experiences.
- Encouraging student teacher to take up action research in the practice teaching schools and share the outcome, recommendations with the school teacher for the betterment of the student.

The Disadvantaged

- To provide supportive skills to the disadvantaged with equity and accessibility
- Empowering the females through vocational-professional education
- Promoting the educational interest of the lower strata of society by providing them quality education and financial assistance
- As per its objectives the college is committed in providing scholarship to the intelligent, poor and needy students.

Equity

- The college is committed in providing education to all irrespective of considerations of caste, creed, religion and the social strata
- Providing quality education for overall growth and development of general
- The college follows state reservation policy in favor of the SC/ST and OBC

Self Development

- The college strives to make the youth self reliant and capable of showing direction to others.
- To improve communication skills
- To sensitize the student teachers' towards threatening environmental issues.
- To enables its students to solve the complexities of life

Community and National Development

- The college is committed to inculcate a sense of social responsibility towards society
- The institution contributes to the national cause of human resources development i.e. contributing for Flag Day, blood donation, celebrating Republic Day, Independence Day, Teachers Day and festivals of all communities etc.

Issue of Ecology and Environment

- The college spreads awareness among student teachers and enriches environment by saving natural resources.
- Promoting tree plantation through “Each one Plant one” motto
- Using and promoting eco-friendly items e.g. making of jute bags by each student teacher in their S.U.P.W. classes

Value Orientation

- The college has been developing value-based holistic vision by imparting moral education through examples and practical actions motivated through regular lectures by faculties, guests and other visitors
- Pursuing hidden curriculum for instilling values of respect to elders, honesty loyalty, and equality of opportunity
- Organizing cultural activities related to values in society, family and individual life.

Employment

- Creating and promoting employment potential and opportunities are central to the objectives of the college
- Emphasis is laid on creating and promoting educational opportunities for the student teacher by inculcating competitive employable skills.
- The college’s placement cell takes efforts for getting the student teachers’ recruited in school sector

Global Trends and Demands

- The college makes endeavour to establish its presence in the market, through well conceived instructional strategies, meticulous planning and execution of projects.
- It remains committed with the cause of imparting quality education at the grass root level; theory as well as practice

- Intensively utilizing the communication skills with the help of advanced technological skills using ICT in teaching-learning process to enhance effective communication.

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.)

- There is continuous monitoring of all the activities of the institution by the Management
- To impart high quality education integrated with values and technology
- Educational visits to the various places are encouraged by the Management
- Management interacts with the student teachers’ as often as possible for growth and development of the institution.
- The Principal personally interacts with the student teachers’ sharing her views and plans with them
- An exemplary and effective leadership and supervision shows that the institution has improved its performance
- To develop this college as a center of excellence.

Details of various committees: Principal is the Chairperson of the committees and various administrative and academic bodies.

S.NO	COMMITTEES NAME	STAFF INCHARGE	STUDENT INCHARGE
01	ADMISSION COMMITTEE	Mr. S. RAJASEKARAN	--
02	GRIEVANCE REDRESSAL CELL	Mrs. M. GOMA	S. Selvalakshmi, M. Balakrishnan
03	LIBRARY COMMITTEE	Mrs. B. VASANTHAM	A. Pandichelvi P. Azhagupandi

04	RESEARCH COMMITTEE	Ms. B. SINDHUJA	S. Pradeepa D. Shereena Begam
05	SCHOLARSHIP COMMITTEE	Mr. A.S. KANNAN	S. Karuppasamy S. Amsaveni
06	CULTURAL COMMITTEE	Ms. M.P.MAREESWARI	A.G Aruna Devi T. Ramalaskhmi
07	INFRASTRUCTURE COMMITTEE	Mr. A.MUTHUKUMAR	S. Kalithas S. Puvaveswari
08	EXTENSION ACTIVITIES COMMITTEE	Mrs. S. JULIE	S. Maniraj S. Raja Rajeswari
09	CAREER & GUIDANCE CELL	Mrs. M. GOMA	J. Jennifer S. Ramalakshmi@Geetha
10	PLACEMENT Cell	Mrs. M. GOMA	J. Ponselvi M. Josephine Kavitha
S.NO	COMMITTEE NAME	STAFF INCHARGE	STUDENT INCHARGE
11	YRC	Mrs. A.S. KANNAN (Program officer)	K.PUVANESWARI (Student Chairman)
12	RRC	Mr. S. MUTHURAJ (Convenor)	K.RAMADOSS (Co-Convenor) K. JESINTHA (Co-Convenor) V.LAKSHMI PRIYA (Executive Members) D.MANJULA

			(Executive Members)
13	ENGLISH CLUB	Mr. S. MUTHURAJ	P. Annamayil J. Noore Jesima
14	TAMIL CLUB	Mrs. M. GOMA	G. Manon mani M. Meenakshi
15	COMPUTER CLUB	Ms. B. SINDHUJA	M. Vijayalakshmi D. Manjula
16	ANTI-RAGGING COMMITTEE	Mr. A.S. KANNAN (Nodal officer) Mrs. M. GOMA (Member) Ms. B. SINDHUJA (Member) Mrs. M. MALAIARASI (Sub Inspector of Police)	M. BALAKRISHNAN (B.Ed. – English) J.JENNIFER (B.Ed. Biological Science)
17	Eco Club	Ms. M. P. MAREESWARI	R. Bhuvaneeswari G. Jasmine Kiranapoo
S.NO	COMMITTEE NAME	STAFF INCHARGE	STUDENT INCHARGE
18	Discipline Committee	Mr. A.S. Kannan	S. Chitra M. Anitha
19	Assembly Committee	Mr. K. Rajasekaran	P. Latha K. Manimalar
20	Tour committee	Mr. S. Muthuraj	D. Sudha S.P. Visalapriya

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 college council meetings are conducted by the Principal to plan various academic activities of the college for the smooth functioning of the college. The issues regarding academic activities are discussed with the management for solution and responsibilities are allotted to the staff members on the basis of potential ,academic record and interests.The allocated responsibilities for staff members are communicated through meetings.

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

The Management has entrusted the Principal with the task of leading the B.Ed. College to greater heights. Freedom is given to the Principal to take decisions regarding the conduction of various programmes. However the Management is kept informed about the progress and programmes of the institution by the Principal. The Principal ensures that responsibilities are defined and communicated to the staff of the institution in the following ways:

- The Principal organizes meetings with the staff on a regular basis
- Planning for the next academic year is done through staff meetings and major portfolios and persons responsible for handling the portfolio are decided
- The Principal clearly describes expectations from the subordinates and deadlines are set for every task
- Activities to be conducted in each portfolio such as Practice Teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visits and Picnics, etc are discussed in the staff meetings
- At the end of the year work done in various portfolios are discussed. Members of the staff are asked to share their views on the efficiency with which a portfolio was carried out and suggestions, criticisms are welcomed to improve upon the practice
- The Management provides the resources and finance needed to accomplish the various tasks

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

The Management and the head of the institution encourage a continuous feedback system and thereby using this critical information in a constructive way to improve upon the practices of the institution. The feedback is collected from student teachers', practice teaching school's alumni as well as teacher educators. The feedback is collected through feedback forms once at the end of every year. The data collected through these feedbacks are analyzed and a detailed report is made and it is executed with the acknowledgement of the Management.

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

All the staff members are encouraged to be an active part of planning as well as execution, so that barriers, if any, can be removed by working as a team. The Institution identifies and addresses the barriers in achieving the vision/mission and goals. This is executed through feedback.

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

The Management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- The Management provides financial as well as moral support to meet the challenges
- The Management encourages and supports involvement of the staff for improvement of effectiveness and efficiency of the college
- The institution encourages and deputed teacher educators to attend seminars, workshops, refresher courses, training programs and present papers at state, national and international levels
- The Management supports its staff by funding the various projects undertaken by teacher educators, seminars, workshops attended by the teacher educators
- The institution encourages the teacher educators to go for higher studies
- The teacher educators who have completed doctorate degree and are fully qualified and competent are chosen as Principals in various institutions of the organization

- The office staff and the supportive staff are given importance by felicitating them in the formal gathering of the college.

6.1.9. 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.

In this regard, the head of the institution plays a major role.

- The Principal being an energetic, versatile and dynamic personality encourages and stimulates everyone to work enthusiastically by being a role model and welcomes every innovative and worthy idea for the betterment of the college
- The Principal is easily accessible to the students as well as to the staff members. The humane and understanding approach of the Principal makes it easy to carry out various portfolios smoothly
- The Principal acts as a link between the teacher educators and the Management
- The Principal allocates the duties to the teacher educators with respect to their abilities
- The financial assistance needed to organize a function or workshop etc., is sought from the Management through the Principal
- The Principal acts as a bridge between the Management and the parents
- The Principal is a link between the stakeholders and the Management
- The Principal maintains a cordial relationship with teaching practice schools
- The Principal informs the Management with the updates of the NCTE norms
- The Principal maintains a smooth relationship with the alumni

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 Committee:

Members of the committee: Principal, two faculties and two students

The meeting was held among the Principal, teacher educator and student teachers' regarding the improvements of teaching methodologies to be used for better understanding of the student teachers'.

The decision in the meeting was to use innovative technologies by using power point presentations which is easily reachable to the students. In addition to it, the teacher educators can guide them by giving notes, and details of the reference books to enrich their studies.

Library Committee:

Members of the committee: Principal, librarian and two faculties

Meeting was conducted to discuss about the maintenance, improvement and maximize utilization of the library. Decision taken was to add more text books each year. The flexibility of timings was made. Entry of student teachers' can be increased by pursuing them to go in for more reference books.

Grievance Redressal Committee:

Members of the committee: Principal, 2 faculties and a student

Meeting was held regarding the grievances of the student teachers' about the difficulty faced by them during the course and the requirements needed etc., were discussed.

A guidance and counseling session was arranged to provide support for student teachers' with academic, personal, social hurdles and the demands on the requirements needed was fulfilled.

Placement Committee:

Members of the committee: Principal, 1 faculty, 2 students

The placement committee meeting was held as to how job opportunities could be increased for our student teachers.

The placement team planned to invite more number of schools to recruit the student teachers from our institution. Professional training programme to be conducted and to guide student teachers' to choose the best career.

Examination Committee:

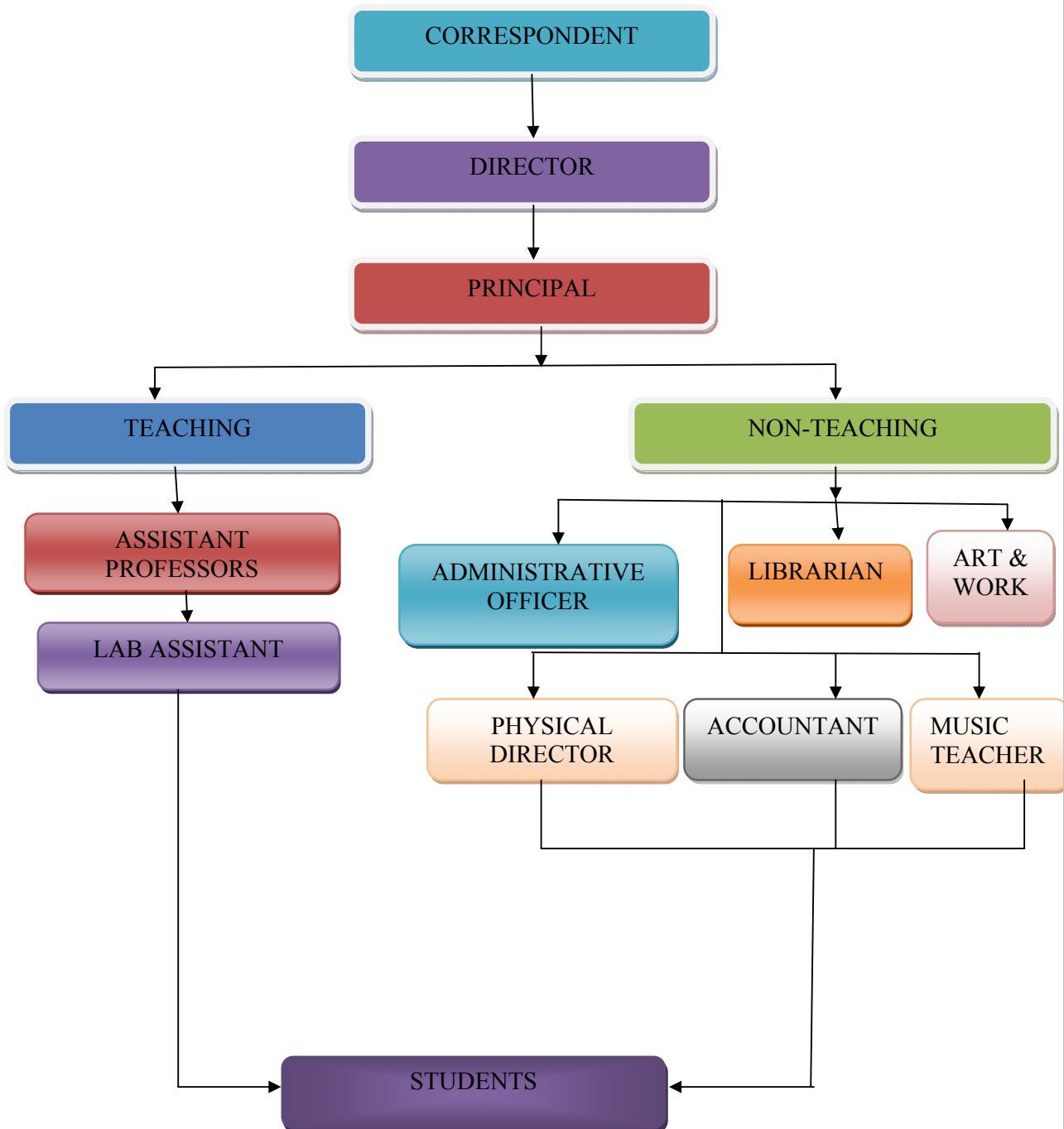
Members of the committee: Principal and all the faculty members

Meeting was held to plan the date of the examination to be conducted, framing time table, setting of question papers, submitting the answer keys, correction of papers, papers to be submitted, marks to be computerized and updated was discussed.

Time allotment was given to submit the above said and to see that no repetition of questions should take place while setting the question paper. The corrected papers should be submitted on the Principal's table on time.

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

ORGANISATION STRUCTURE



The co-ordinating and monitoring activities of the colleges is done by the Principal with the assistance of faculty members. Besides, a number of committees are formed for smooth and democratic functioning of the college.

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

The administration is largely decentralized to enhance the quality of education. The Management administers the college in consultation with the Principal. The Principal executes total democratic leadership style and believes that none of us is as smart as all of us together. Though total decentralization and freedom is given to the Principal and all the teacher educators to take decisions and smoothly conduct various activities of the institution yet, the institution looks forward for constant support from the top Management.

Similarly the librarian, physical director, staffs are all delegated with powers for a better and effective educational service to the student teachers’.

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

Any institution has to maintain good relationships with the community it intends to serve. The institution has to work in co-ordination and co-operation with several other institutions. To have a smooth relationship

- The institution seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills
- The Principal gets the permission order from CEO and IMS, Coimbatore District for internship training and maintains a cordial relationship
- Permission is got from the heads of the practice teaching schools
- The institution is constantly in contact with the Tamil Nadu Teachers Education University, Chennai
- Admissions are done according to the rules framed by the University
- Any changes or innovations made by the institution is immediately reported to the university
- Great experts from the other educational departments are invited and suggestions are collected from them to improve the quality of education

- The institution has a friendly relationship with the other B.Ed. institutions by encouraging and deputing teacher educators to attend seminars and work shop conducted by them
- The Principal or the staff members definitely attend the functions conducted by other institutions
- The institution invites teacher educators and students from other institution to participate in the inter college competitions and various programmes conducted by our institution

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 the feedback from the student teachers, alumni, teacher educators and from the Principal and guide teacher of their practice schools, through a feedback form
- The feedback forms are scrutinized by the Management and the Principal
- The suggestions received from them are discussed
- Then the Management and the Principal will take the necessary action to improve the process and implement it

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

- The success of any institution depends on how well activities were done with team spirit
- Our institution is known for its quality education amongst the other institutions and this cannot be achieved unless all the teacher educators work in co-ordination with each other
- The institution encourages the portfolios to be shared by two or three teacher educators so that there are enough creative ideas to work on
- If any activity to be performed, then all the teacher educators are involved and entrusted with responsibilities so that there is a judicious delegation of work
- During the meetings, teacher educators are given freedom to express the problems faced in a particular portfolio and suggestions are incorporated

- Teacher educators are encouraged to attend various workshops, seminars, refresher courses, orientation programs needed for their professional development
- The institution provides funds needed for these programs
- The Principal encourages the teacher educators to present their lectures using innovative techniques
- Experts from other colleges are also invited to conduct workshops and seminars in the college to share our knowledge, and to use the innovative techniques to develop the skills

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?

The institution has a Management Information System to store the academic and administrative aspects of the institution. Modern computerized system continuously gathers relevant information from the organization. This data is then processed intergraded and stored in a centralized database where it is constantly updated and made available to all those who have the authority to access it in a forum and that suits their purpose.

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

- The institution has employed proper human and financial resources to achieve its mission and objectives and thereby set a ground to attain the vision of the organization
- The institution selects well qualified and experienced teacher educators for the effective functioning of the college
- The Management and the Principal screens the resume and conducts interviews for selecting trained and efficient staff for the college
- The institution is known for being an organization that pays its employees well
- The top Management not only controls but also cares for every need of each employee which motivates the teacher educators towards achieving the mission and vision of the institution
- The institution invests on the growth and development of the teacher educators. It funds for the seminars and workshops, for which the teacher educators have attended

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

- Our Management provides strong support for human resource and finance
- The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, extension work, co-curricular activities, seminars, workshops, examinations, etc.
- The Principal along with the portfolio-in-charge for various activities decide upon the human resource, material and financial requirements for conducting the activities in the portfolio
- The Management then releases funds very magnanimously for the various requirements of the college and also sponsors the educational visits by arranging transport, refreshments etc
- The students are prepared to tackle global issues through the environmental based activities, placement and training cell, guidance and counseling services
- The institution arranges for training the students to secure a job through the placement cell
- The institution trains students to become techno-savvy by conducting training to use ICT, OHP, LCD and other audio-visual aids effectively

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?

- Academic plan of the institution is prepared by the Principal in coordination with all the teacher educators
- The college calendar is strictly prepared by following the rules and regulations of the Tamil Nadu Teacher Education University, Chennai
- Staff meeting is conducted and if any need arises, the modification is done in the schedule and reported to the Management
- As mentioned in the calendar all the events of curricular and co-curricular activities are followed in a systematic manner throughout the year

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

- The Principal along with the teacher educators supported by the Management, frame the mission, vision, objectives and values after a lot of deliberations
- The mission and objectives are achieved by conducting various curricular and co-curricular activities
- All activities are planned to fulfill the vision, mission & objectives of the institution
- Teacher educators try to implement the activities in an innovative manner
- The Management also encourage the teacher educators to update their knowledge in the current affairs by asking them to go for paper presentation or publication
- They are also permitted to do the higher studies

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

- Vision and mission and implementation plans are used to express and communicate the institution's specific purpose and goals
- The Principal closely monitors whether the activities are being held according to the vision & mission of the college in the following ways:
- In the beginning of the academic year several meetings are held by the Principal along with the teacher-educator to reinforce the vision, mission and implement the plan of the college
- The portfolio for the academic year is announced by the Principal
- The required personnel, material and finance are sanctioned by the Management whenever required
- Staff meetings are held to provide an overview in each portfolio and to put forward the needs of the portfolio
- Additional infrastructural, financial and human resources required are deployed by the Management
- Brainstorming is done in the staff meeting to solve the problems and thereby achieving the mission and objectives of the college
- Suggestion box and feedback mechanisms are also used to a great extent in continuous evaluation

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

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

- The use of innovative teaching methods such as cooperative learning, self study, various models of teaching, seminars, workshops, study circle, tutorial, etc. are practiced in the institution
- The teacher educators also train student teachers to take seminars, and to conduct workshops
- Basic computer training is given to the student teachers to develop their skills
- The student teachers are instructed to use the OHP and the LCD projector while presenting a seminar. It enables the students to enter into the world of e-learning and self-learning.
- Teacher educators adopts the innovative teaching methods by using multimedia approach like LCD projector, OHP etc in the day to day lectures and activities in the institution

6.4 Human Resource Management

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

As the saying of Tagore goes “A lamp cannot light another lamp unless it continues to burn in its own flame”, the teacher educators whose mission is to train future teachers should continuously develop and enhance their own professional skills. The institution identifies the need of each teacher educator and works towards their career progression.

- The institution sends teachers to attend seminars and workshops held by various colleges of education, universities and other institutions to equip the teacher educators with latest knowledge and to keep up with the trends in education
- Institution deputed them for orientation and refreshers courses
- The Principal inspires teacher educators to write and present papers on various topics at state, national and international levels
- The institution encourages the teacher educators to pursue higher education such as post-graduation and doctorate degree
- The Management has made provision for all the teacher educators to avail the resources of the computer to upgrade their computer skills

- Teacher educators' different abilities are utilized by holding seminars and workshops so that their skills are utilized to the maximum and that the student teachers benefit from it
- Teacher educators are encouraged to write articles for magazines and to publish in research journals
- Faculty members have free access to the Principal whenever they have any problem or requirement
- OD is provided for extension Programmes.

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?

Teacher's performance assessment is done on the basis of:

- Self Appraisal method by the teacher himself/ herself
- Feedback from the student teachers'
- Feedback from the Principal
- Feedback from alumni
- Yearly once the Management appraises the faculty
- Suggestion is given for further improvement in teaching, research work and service to the institutions

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)

No organization can flourish without winning the trust and confidence of the people working in the organization and it is here at AGCP, that people who enter into the organization are bound to it because of the respect and trust it has shown towards its employees. The Management not only controls but it cares for the employee. Many welfare measures have been adopted by the institution to improve the well-being, provide satisfaction and motivation to the faculty

- The institution pays the registration fees for the faculty to participate and attend the seminars, workshops and training programmes

- It also provides the traveling expenses incurred by teacher educators in visiting various schools at the practice teaching
- It permits the faculty to use all the resources available in the campus
- The institution encourages its teacher educator to upgrade their qualification and pursue higher studies and doctorate degrees
- Grants OD for attending seminars/symposium and conferences
- Special leave with pay on occasion like marriage, ill-health and maternity
- Free transport facility in college buses on all working days
- Educational concession facilities are given to the teacher educator's sons/daughters studying in the college and in sister institutions
- Above all, the Management respects and appreciates the work done by each and every member of the organization right from the senior level to the supporting staff

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 conducted various activities and programmes related to the staff development to improve their skills
- Staffs are given training through orientation programmes
- Faculty development programmes were conducted for staff by inviting experts from other fields and training was given to them in personality development, soft skills, guidance and counseling
- For non-teaching staff, training was given to put their signatures
- Awareness programme was conducted for non-teaching staff by teaching them the importance of health and hygiene, cleanliness of the environment

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

- The staffs' applications are scrutinized and well qualified, experienced teachers are called for interview
- The interview is conducted for the faculty by the Principal and Management

- The selected staff members are given an appointment order binding the rules and regulations of the college
- Fixing of pay scale commensurate with qualifications, experience and skills
- The staff members are given increment every year
- The institution takes care of the employee by fulfilling their needs by giving them medical leave, supporting them with advance, free transport facilities etc
- Concession on Education facilities is given to the sons/ daughters of the staff members who are studying in our college/sister concerns
- In case, an experienced or skilled staff wants to leave the institution, the Principal and the Management will talk to them in person and try to get the reason and if there is any expectation for them and if it is genuine then the Management will try to retain them by fulfilling their need

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

There are enough permanent faculty to handle the classes and manage the situation. No part time teachers are appointed.

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

Policies practiced by the institution to support the professional development of the faculty are:

- Encouraging teacher educators to do research activities
- Motivating them to participate in faculty development programmes
- Encouraging them to participate in seminars, conferences, workshops, etc. and presenting papers in state, national and international level Resources and Practices

- Faculty members are supported for advanced study, research as well as participation in seminar, conferences and workshops by providing them OD as per their requirement
- The Management spends money on research work by paying the registration fees for the staff members who attends the seminars, conferences and the workshops
- The Management is giving a cash prize of Rs. 1000/- for teacher educators who publish their papers
- Faculties are encouraged to have memberships and active involvement in local, state, national and international professional and academic associations
- The Management allocates budgets for faculty development programme by inviting guest lecturers and experts from outside. They provide remuneration with hospitality.

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

The physical facilities provided by this institution are motivating the employees in the organization to work efficiently and comfortably.

The institute provides the following physical facilities for the staff:

- The institution has a well maintained and functional office
- A cosy staff room with amenities is provided for the faculties
- The institution is well furnished with multipurpose hall, psychology lab, physical science lab, biological science lab, educational technology, language lab and computer lab
- A well established library is available with many educational books, reference books, educational journals, news papers, CD's etc. The library provides open access and proper seating arrangement for student teachers as well as teacher educators
- Intra and Internet facility is available
- Canteen facility is available
- Stationery is available
- Reprography facility is available
- Purify drinking water (water doctor) is available
- Rest room is available

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

- In front of the Principal room a suggestion box is kept, where the faculty and stakeholders can drop their suggestions/complaints
- Any information can be collected from the office room
- Information can also be collected from the notice board
- Faculties and stakeholders can also meet the Principal and the Management directly in person by getting prior permission and there they can get further information or make a complaint
- Principal and guide teachers of the practice teaching schools can collect information or give complaints through phone contacts or through emails.

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.

Effective distribution and delegation of work to all the teacher educators in the institution ensures that the goals and objectives are met and proper monitoring and check is done with respect to every portfolio. The Principal ensures that work load is evenly distributed and every teacher educator is exposed and given experience in handling diverse jobs.

Some of the policies and practices are as follows:

- In the beginning of the academic year, the Principal plans and allots the subjects to be handled by the teacher educators. The allotment is done judiciously taking into consideration the experience, talent and their skill
- Various committees are formed and duties are allotted for the faculty during functions and other celebrations to enable them to perform the particular task with involvement
- Duty chart is also framed for the teacher educators to visit the practice teaching schools to supervise the student teachers
- Supervision time table for exams are also framed and equal allotment duty is given for teacher educators
- The Principal motivates teacher educators to undertake research projects in their field of interest

- The Principal gives opportunity to every teacher educator to attend two or even more seminars, workshops and present papers at state, national and international level.

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

Yes, the Management recognizes the work of the staff members and it motivates them by giving a positive reinforcement.

- The Principal appreciates immediately the good work done by the teacher educators during the staff meetings
- Monetary incentives in the form of increments are provided every year to each staff which boosts them to do their best
- Innovative staff members are rewarded by verbal appraisal as well as by honoring them with awards.

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, the institution does not receive any financial support from the government. Since it is a self financing college, the sources of income are generated through the tuition fees collected from the students and contributions from the Management.

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

There is no donation collected in our 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?

Yes, the operational budget of the institution is adequate to cover the day-to-day expenses. Even if any deficiency arises, the Management provides financial support.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programmes?

(Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/ deficit)

Only fee is the budgetary resource that is fulfilling all our requirements. Budget allocation for the past five years is enclosed.

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).

The accounts are audited regularly by the internal and external audit procedures. Copy of the Audit Report of last two years is enclosed.

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

Yes, the whole finance management system is computerized and monitored by the trust office.

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?

- Leaders have always been and will continue to be the main movers and shakers of any organization
- Principal is a role model for a good leader
- The Management arranged a leadership development program to encourage the staff members to possess leadership quality because effective leaders have the power to propel themselves, their teams and the entire organization
- Faculty is assigned as a convenor of one or other committee to inculcate the leadership quality.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, the institution has established Internal Quality Assurance Cell (IQAC). The year of establishment of the IQAC is 3rd September 2012.

Composition of the Internal Quality Assurance Cell

S.NO	NAME	PERSON
01	Chairperson	Mr.A.M.S.G.Ashokan, Correspondent and Chairman
02	Secretary	Mrs. G. Nandhanila, Director
03	Coordinator	Mr.A.P.Selvakumar, Principal, Arasan Ganesan College of Preceptors, Sivakasi
04	Administrative Officer	Auditor Chandramohan
05	External expert	M.Nandhakumar, Principal, Arasan Ganesan Polytechnic College Sivakasi

Major Activities Undertaken

01. Documentation of all major activities
- 02 .Best Practices initiated
03. Encouragement to research activities
04. Commencement of the various clubs
05. Organization of workshops
- 06 .Technological Advancements
07. Academic Calendar
08. Formal feedback system
09. ICT in Education
10. Innovative Teaching Techniques
11. Faculty Enrichment
12. Community work
13. Attendance
14. Discipline
15. Internal auditing/stock-verification

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

The achievement of goals and objectives is evaluated by the analysis of the results at the end of the session. The feedback is obtained by IQAC from various cells, clubs and committees. The feedback is the basis of further planning.

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

The institution ensures quality in all its academic endeavors by

- Emphasizing quality improvement, particularly with focus on the results
- Involving the teacher-educators directly in all academic improvement and discussions with respect to revision of work, evaluation, and modification wherever necessary
- Timely feedback on one-to-one basis and support rendered to improve student teachers' educational performance
- Use of technology in the academic spectrum
- Report of institutional performance and achievements are available to stakeholders

- Modifications are brought about to meet the dynamic educational environment through the use of ICT, conducting of workshops, using innovative teaching methods in the class room

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

- The institution ensures total quality Management in all its aspects. The Management board conducts regular meetings to deliberate on issues like academic performances, discipline, up gradation of resources, and monitoring of the supportive staff
- The teacher educators are given encouragement to participate in various seminars, workshops, academic professional development and substantial amount is spent to enhance the administrative abilities of the teacher educators
- Expenditure report is to be submitted with respect to all expenditures incurred during an academic year
- Budget allocation takes into account all expenses for an academic year
- The institution ensures the quality of its administration and financial management processes by maintaining the system transparent and involving every individual in institutional planning and execution.

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

The good practices are identified and shared by conducting time to time meetings with various constituents of the institution.

7.2 Inclusive Practices

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

National policies are discussed in the B.Ed. education system. Whenever a new policy is introduced by Government, discussions are held by the teachers concerned to their subjects. It is assured that every faculty member and the student teacher should be an active participant in it.

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 student teachers are encouraged to learn about inclusion and gender issues through extension activities.

Various activities are conducted like:

- Dramatization
- News reading
- Seminars
- Workshops
- Debates
- Group discussions

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 learning environment is democratic. Equal opportunities are provided to every individual according to his/her talents and potentialities. Abundant of curricular and co-curricular activities are arranged every year. Calendar is prepared at the beginning of every year to conduct the events systematically. Seminars, debates, discussions, club activities provide the students ample opportunities for positive social interaction and active engagement in learning. Adequate verbal as well as non-verbal reinforcement is provided to them so that they are self-motivated to learn enthusiastically.

S. NO	ACTIVITY	PARTICIPATION
01	Morning assembly	Principal, faculty and students
02	Classroom teaching	Faculty and students
03	Co-curricular activities	Principal, faculty, students and experts

04	Community survey & community welfare programme (Camps)	Principal, faculty, students, Management members, parents, alumni and society
05	Practice teaching	Principal, guide teachers and students of the teaching practice schools, IMS, CEO, DEO, Principal, teacher education institutions, parent teacher association, etc.
06	Sports activities	Principal, faculty and students

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

Students are instructed to do case study when they go for internship to develop their proficiency to work with children from diverse background and exceptional children and they are also encouraged to participate in community work and extension activities.

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

- Physically challenged student enrolled in our institution are dealt psychologically
- Seating arrangement and other comforts are ensured as per their need
- We had a physically challenged students in the year 2013-14. They were helped with a scribe to assist him during examinations
- Opportunities are provided to them to improve their talents and develop their confidence and self-esteem

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

The institution never faced any major problem regarding gender sensitive issues. However, minor issues that we faced were handled by our senior faculty.

7.3 Stakeholder Relationships

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

The institution ensures the access to the information on organizational performance to the stakeholders through:

- Website – www.agcp.co.in
- College magazine
- Administrative Records
- Financial Records
- Appraisal Records of teacher educators and also through the performances of the student teachers at the University Examination.

The above mentioned institutional information is documented.

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

The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvements through:

- Staff meetings
- Improving the quality of training programmes: with respect to lectures, and other activities conducted.
- Making adequate provision for the professional enrichment of all teacher educators
- Creating appropriate committees to monitor the adherence to proper standards in the programme
- Keeping an active touch with the alumni to understand changes in the school pattern

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

Feedback is collected from student teachers, alumni, professional community and other stakeholders through:

- Feedback format
- Personal discussions

Data collected is then segregated according to the area of suggestions like:

- Improvement in lecture programs
- Change in the attitude of teacher educators
- Preparedness of teacher educators for their lectures
- Use of technology by teacher educators
- Understanding student teachers problems
- Upgrading student teachers in academic, career and personal guidance given by the teacher educators
- Practice lessons given by the teacher trainees
- Behavior of the student teachers in their respective practice teaching schools

The institution ensures that the data collected is analyzed and remedial measures are taken. Follow ups is also done to check the improvement and the implementation of the suggestions.