N.V.K.S.D.COLLEGE OF EDUCATION

ATTOOR, KANYAKUMARI DISTRICT, TAMILNADU.

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RE-ACCREDITATION REPORT

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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206206

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OUR INSTITUTION

OUR INSTITUTION

The college was started during the year 1963 by the Nalloor Vettuvenni Kandan Sastha Devaswom Trust under the dynamic leadership of the then president Sri. K. P. Ramakrishna Pillai. The college was started by the Trust in Kanyakumari District which did not have any teacher education college at that time. The new institution, named N.V.K.S.D. College of Education, at Attoor, Kanyakumari District, started functioning in June 1963. This place is located in the southern most part of Tamilnadu near the banks of the river Tamirabarani. It has a cultural heritage which can be traced back to the century when the area was under the rule of an ancient Jain dynasty. The trustees of the Devaswom hail from five Nair families who belong to the linguistic Malayalam minority of Tamilnadu.

The main aim of the college has been to provide world quality teacher education to students of the area who want to enter the teaching profession, especially the poor aspiring teachers from rural and downtrodden communities. From its very inception, the college management and the faculty have been taking special care to develop serene and motivating learning environment and an excellent academic ambience, where the new generation teachers along with their professional orientation would get trained in disciplined social life. The college offers the prospective teachers an environment where they can unfold their creative talents and professional teaching skills with special attention paid to their overall development - social, moral and ethical. Special importance is given for inducting the would-be teachers into the theory and practice of education through varied experiences like internships, fieldtrips and extension programmes.

The facilities provided by the college include well- equipped state of the art library, laboratories, classrooms as well as highly academically motivated faculty and a management with progressive concepts about teacher education. In conformity with the vision of our college, namely Gnana (Knowledge), Dharma (Righteousness) and Sneha (Love), the prospective

teachers who pass out from this institution are all the more conscious of their social responsibility and professional etiquettes. The institution has always steadfastly pursued the main objectives of teacher education where the institution gives equal importance to teaching and learning, research and educational extension.

The benchmark of the institution is to maintain a high quality teacher education system relevant to the needs of the modern society. The institution is unique in the following respects:

- This is the only private-aided single faculty college offering teacher education programme at different levels in Kanyakumari District, Tamilnadu.
- This is the only teacher education institution in the district to receive grants from the State as well as from the Central Government through UGC.
- This is the first teacher education institution in the district to secure NAAC Accreditation with B^{++} Grade.

Significant Milestones

Some of the significant milestones achieved by the institution are given below.

1963	• The college got affiliated to Madras University. • The first lamp of the institution was lit by Shri. A.N.Thampi, Retd. Director of Public Instruction, Kerala. • The foundation stone for the college building was laid by His Excellency Shri.Bishnuram Medhi, the then Governor of Tamilnadu.
1964	• The college was admitted to Grant–in-aid system. • The college re-affiliated to Madurai Kamaraj University, Madurai.
1972	• The college was included under section 2(f) and 12 (B) of the UGC Act.

1974	• A model school under CBSE system was established.
1976	• Early Childhood Education was introduced as an optional subject for the B.Ed. course.
1978	• Physical Science Education was introduced as an optional subject for the B.Ed. programme.
1987	• Postgraduate programme in Education (M.Ed.) was started with an intake of 15 students.
1988	• A new building of the college was constructed to mark the Silver Jubilee Year.
1990	• The college was re-affiliated to Manonmaniam Sundaranar University, Tirunelveli.
1999	• A fully equipped computer lab was established.
2004	• Alumni Association was organised and started with the initiative of Dr.R.Mukundan, Principal and Shri. K.Gopinathan Nair, Secretary who were both the alumni of this institution.
2005	• Indira Gandhi National Open University recognised our college as a study centre for the B.Ed course.
	• The college auditorium was inaugurated by Dr. P.Chellathurai, the Registrar of Manonmaniam Sundaranar University.
	• Teacher Training Institute with NCTE and Government approval was established.
2006	• M.Phil. Course (Full time and Part time) in Education was started with an intake of 15 students.
	• The college was accredited by NAAC with B++ Grade.
2007	• NCTE approval for additional intake of 25 students for the M.Ed. programme was obtained.
2008	• Foundation stone for the UGC aided Women's Hostel was laid by Shri. T.K.A. Nair, Principal Secretary to the Honourable Prime Minister of India.

- Extension of the main building was inaugurated by the Shri. Kapil Kumar.C.Saratkar, I.P.S. Superintendent of Police, Kanyakumari District, in the presence of Shri.D.Sahayadas, Joint Director of Collegiate of Education, Tirunelveli.
- The college was re-affiliated to the Tamilnadu Teachers Education University, Chennai.

2010

- An additional 10 seats were added to the M.Ed. course making the total strength fifty.
- Additional common room for girl students was constructed.

2011

- Two more additional programmes of IGNOU namely Post Graduate Diploma in Pre-Primary Education and Diploma in Elementary Education were introduced.
- News letter of the college was released.
- Class rooms were digitalised.

2012

- A journal in Education entitled 'Frontiers in Education and Research' was launched.
- Another new building for the college to mark the Golden Jubilee Year was constructed.

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution : N.V.K.S.D.College of Education, Attoor P.O., (via) Thiruvattar, Kanyakumari District, Tamilnadu. Pin: 629 191

2. Website URL : www.nvksd.edu.in

3. For communication :

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. B.C.Sobha	04651-282130	04651-282130	nvksdcollege@gmail.com
Vice-Principal		-	-
Self - appraisal Co-ordinator Dr. S. Sreelatha	04651-282130	04651-282130	sreelathanvks@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. B.C.Sobha	0471-2357266	09746875133
Vice-Principal	-	-
Self-appraisal Co-ordinator Dr.S.Sreelatha	0471-2250817	09446969747

4. Location of the Institution:

Urban		Semi urban	
Rural	✓	Tribal	

Any other (specify and indicate)

5. Campus area in acres: 4.50

6. Is it a recognized minority institution?

Yes ✓ No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	1963

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		Month & Year
2(f)	MM: 06, YYYY: 1972	**12(B)**	MM: 06, YYYY: 1972

10. Type of Institution

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

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

Yes ✓ No ☐

If yes, has the institution applied for autonomy?

Yes ✓ No ☐

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

Sl. No	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Pre-primary			Certificate		
				Diploma		
				Degree		
ii.	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii.	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Degree	Degree	1 year	English and Tamil
iv.	Postgraduate			Diploma		
		M.Ed.	B.Ed.	Degree	1 year	English
v.	Other (specify)			Certificate		
				Diploma		
		M.Phil. (Full time) (Part time)	M.Ed.	Degree	1 year 2 years	English

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	SRO-96/ NCTE/2143 Dt. November 26,1996	Permanent	100
Postgraduate	M.Ed.	SRO-96/ NCTE/2143 Dt. November 26,1996	Permanent	50
Other (specify)	M.Phil.	N.A.		12 Full time-6 Part time-6

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

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

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

Yes

If yes,

a) How many programmes? One, M.Phil.

b) Fee charged per programme Rs.30,000/-

3. Are there programmes with semester system? No

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

Yes [ ] No [✓]

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

-

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

D.Ed.	
B.Ed.	Methods-6
M.Ed. (Full Time)	Elective-8
M.Ed. (Part Time)	
Any other (specify and indicate) M.Phil. (Fulltime& Part-time)	Elective -7

6. Are there programmes offered in modular form?

   Yes [ ] No [✓]

   Number [-]

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

   Yes [✓] No [ ]

   Number [3]

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

   Yes [✓] No [ ]

   Number [1]

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

   - Heads of practice teaching schools — Yes [✓] No [ ]
   - Academic peers — Yes [✓] No [ ]
   - Alumni — Yes [✓] No [ ]
   - Students — Yes [✓] No [ ]
   - Employers — Yes [✓] No [ ]

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

    [Six months]

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

    Yes [ ] No [✓]

    Number [ ]

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

    Yes [✓] No [ ]

    Number [3]

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

Yes [✓] No [ ]

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

Yes [✓] No [ ]

Criterion II: Teaching-Learning and Evaluation

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)	[ ]

(If more than one method is followed, kindly specify the weightages)

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

a)	Date of start of the academic year	06.09.2011
b)	Date of last admission	28.09.2011
c)	Date of closing of the academic year	16.05.2012
d)	Total teaching days	180
e)	Total working days	200

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	32	68	100	3	47	50	29	21	50
M.Ed. (Full Time)	15	35	50	5	20	25	10	15	25
M.Ed. (Part Time)									
M.Phil.	5	7	12	3	6	9	2	1	3

4. Are there any overseas students?

Yes [ ] No [✓]

If yes, how many?

[ ]

5. What is the 'unit cost' of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

	B.Ed.	M.Ed.	M.Phil.
a) Unit cost excluding salary component	5,913	5,942	5,000
b) Unit cost including salary component	74,898	55,532	27,000

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 (%)
D.Ed.				
B.Ed.	87.44	59.56	82.5	56.5
M.Ed. (Full Time)	84.00	80.00	BC -79.77 MBC-79.40 SC -79.16 ST -79.75	BC -73.7 MBC-75.80 SC -78.70 ST -79.75
M.Ed. (Part Time)				
M.Phil.	73.28	59.57	BC -63.28	BC -56

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
D.Ed.			
B.Ed.	40	30	30
M.Ed. (Full Time)	73	5	22
M.Ed. (Part Time)			
M.Phil.	70		30

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days — 0 5

    b) Minimum number of pre-practice teaching lessons given by each student — 0 2

11. Practice Teaching at School

    a) Number of schools identified for practice teaching — 2 5

    b) Total number of practice teaching days — 4 0

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

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

    No. of Lessons in simulation — Number 7

    No. of Lessons Pre-practice teaching — Number 2

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
D.Ed.		
B.Ed.	12	88
M.Ed. (Full Time)	3.5	96.5
M.Ed. (Part Time)	-	-
M.Phil.	33.33	66.67

16. Examinations

a) Number of sessional tests held for each paper | 0 | 6 |

b) Number of assignments for each paper | 0 | 3 |

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) LCD Projectors & Handicam	✓	

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

Yes [✓] No [ ]

Number [3]

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

Yes [ ] No [✓]

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	06	%	40

2. Does the Institution have ongoing research projects?

Yes [✓] No [ ]

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
U.G.C.	1,14,000/-	18 months	Nil
NVKS Educational Society	25,000/-	6 months	Nil
NVKS Educational Society	10,000/-	3 months	Nil

(Additional rows/columns may be inserted as per the requirement)

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

[One]

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. [23]

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	✓		3
National journals – referred papers Non referred papers	✓		16
Academic articles in reputed magazines/news papers		✓	
Books	✓		7
Any other (specify and indicate) College Magazine	✓		7

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

Yes [✓] No [ ]

Number [2]

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

	Faculty	Students
National seminars	44	16
International seminars	39	3
Any other academic forum Regional Seminar	8	15

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

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate)	
Research tools	✓
Psychological tests	✓

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

4

16. Does the institution provide consultancy services?

Yes [✓] No [ ]

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

Nil

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

Local level	✓
State level	✓
National level	✓
International level	-

Criterion IV: Infrastructure and Learning Resources

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

3485

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

a)	Methods lab	Yes [✓]	No [ ]
b)	Psychology lab	Yes [✓]	No [ ]
c)	Science Lab(s)	Yes [✓]	No [ ]
d)	Education Technology lab	Yes [✓]	No [ ]
e)	Computer lab	Yes [✓]	No [ ]
f)	Workshop for preparing teaching aids	Yes [✓]	No [ ]

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

50

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

6,00,000

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

5,06,713

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

64,260

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

30,00,000

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

Yes [✓] No [ ]

9. Total number of posts sanctioned [26]

	Open		Reserved	
	M	F	M	F
Teaching	6	7	-	-
Non-teaching	9	4	-	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-			
Non-teaching				

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

	Open		Reserved	
	M	F	M	F
Lecturers/Asst. Professors	5	6		
Readers/Associate Professors	1	1		
Assistant Professors under Self-Financing	2			

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

	Open		Reserved	
	M	F	M	F
Assistant Professor	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-
Visiting Faculty	2	-	-	-

c. Number of teachers from

Same state	11
Other states	4

12. Teacher student ratio (program-wise)

Programme	**Teacher student ratio**
D.Ed.	
B.Ed.	1:11
M.Ed. (Full Time)	1:10
M.Ed. (Part Time)	-
M.Phil.	1:4

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	9	4	-	-
Temporary	-	-	-	-

b. Technical Assistants

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

14. Ratio of Teaching – non-teaching staff

15:14

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

56.67

16. Is there an advisory committee for the library?

Yes [✓] No [ ]

17. Working hours of the Library

On working days	8.30 am to 6.00 pm
On holidays	10.00 am to 1.00 pm
During examinations	9.00 am to 5.00 pm

18. Does the library have an Open access facility

Yes [✓] No [ ]

19. Total collection of the following in the library

a. Books	13395
• Textbooks	1860
• Reference books	11535
b. Magazines	15
c. Journals subscribed	
• Indian journals	36
• Foreign journals	2
d. Peer reviewed journals	3
e. Back volumes of journals	559
f. E-information resources	
• Online journals/e-journals	As per N-list
• CDs/ DVDs	126
• Databases	N-list, ERIC(Open Access resources)
• Video Cassettes	7
• Audio Cassettes	6

20. Mention the

Total carpet area of the Library (in sq. mts.)	327.78
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	
Partially automated	✓
Fully automated	

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✓
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	-

23. Are students allowed to retain books for examinations?

Yes [✓] No [ ]

24. Furnish information on the following

Average number of books issued/returned per day: 110

Maximum number of days books are permitted to be retained

by the students: 7 days

by the faculty: 30 days

Maximum number of books permitted for issue

for students: B.Ed -3, M.Ed -5, M.Phil-7

for faculty: 15

Average number of users who visited/consulted per month | 2500

Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled | 1:69

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

2.5

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

	I (2009-10)		II (2010-11)		III (2011-12)	
	Number	Total cost(in Rs.)	Number	Total cost(inRs.)	Number	Total cost(inRs.)
Text books	20	3230	26	4630	16	3337
Other books	142	19697	324	86031	284	123097
Journals/ Periodicals	1	315	20	9683	11	4175
Any others e - journals					As per N-List	5000/-

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12
D.Ed.			
B.Ed.	1	1	1
M.Ed. (FullTime)	-	3	1
M.Ed. (PartTime)	-	-	-

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

Yes [✓] No [ ]

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

12

3. Does the institution offer Remedial instruction?

Yes [✓] No [ ]

4. Does the institution offer Bridge courses?

Yes [✓] No [ ]

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

	UG			PG			M. Phil		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Pass percentage	98.80	97.87	80.80	80	95.74	87.75	37.5	20	Waiting for result
Number of first classes (T)	72	87	69	29	39	37	3	2	
(P)	72	87	91						
Number of distinctions (T)	16	11	10						
(P)	40	49	39						
Exemplary performances (Gold Medal and university ranks)	IV Rank					V, VI, VII, IX Rank			

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

	2009-2010	2010-2011	2011-2012
NET	5	10	6
SLET/SET	-	1	-
Any other (specify and indicate) (TET)	-	-	-

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

Financial Aid	**I** **2009-10**	**II** **2010-11**	**III** **2011-12**
(i) Merit Scholarship	-	-	-
(ii) Merit-cum-means scholarship	-	-	-
(iii) Fee concession	B.Ed.10 M.Ed.3	B.Ed.9 M.Ed.7	B.Ed.17 M.Ed.6
(iv) Loan facilities	-	-	-
Any other BC Scholarship MBC Scholarship SC/ST Scholarship	 9 - 9	 20 - 10	 19 11 21

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

   Yes [✓] No [ ]

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 [ ]

    If yes, number of students residing in hostels

    Men [ ]

    Women [45]

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

    Sports fields Yes [✓] No [ ]

    Indoor sports facilities Yes [✓] No [ ]

    Gymnasium Yes [✓] No [ ]

12. Availability of rest rooms for Women

    Yes [✓] No [ ]

13. Availability of rest rooms for men

Yes [✓] No [ ]

14. Is there transport facility available?

Yes [ ] No [✓]

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

Yes [✓] No [ ]

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	-	3	✓	-	2
Inter-University	-	-	-	-	-	-
National	-	-	-	✓	-	3
Any other (Specify and indicate)	-	-	-	-	-	-

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	5	III Place
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes [✓] No [ ]

If yes, give the year of establishment

2004

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

Yes [✓] No [ ]

20. Does the institution regularly publish a college magazine?

Yes [✓] No [ ]

21. Does the institution publish its updated prospectus annually?

Yes [✓] No [ ]

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

	Year 1 (%) 2009-10	Year 2 (%) 2010-11	Year 3 (%) 2011-12
Higher studies	25	25	26
Employment(Total)	50	52	54
Teaching Non-teaching	45 5	46 6	49 5

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.

2009-10	2010-11	2011-12
20	22	24

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	10
Staff council	10
IQAC/or any other similar body/committee	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	6
Grievance Redressal Committee	5
Examination and Evaluation committee	5
Research Committee	6

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

Loan facility	Yes ✓	No
Medical assistance	Yes ✓	No
Insurance	Yes ✓	No
Other (specify and indicate) PF, Maternity Leave, Earned Leave	Yes ✓	No

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

2009-10	2010-11	2011-12
01	01	02

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.

Nil

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

	2009-10	2010-11	2011-12
National	2	2	4
International	-	-	-

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

2009-10	2010-11	2011-12
02	02	03

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

2009-10	2010-11	2011-12
02	07	03

   e. Research development programmes attended by the faculty

2009-10	2010-11	2011-12
04	04	05

f. Invited/endowment lectures at the institution

2009-10	2010-11	2011-12
08	07	09

Any other area (Career service)

2009-10	2010-11	2011-12
02	02	02

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

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes	✓	No	
d. Combination of one or more of the above	Yes	✓	No	
e. Any other (Superior Evaluation)	Yes	✓	No	

7. Are the faculty assigned additional administrative work?

Yes ✓ No

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

1 hour

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

Grant-in-aid	91,97,971
Fees	1,81,115
Donation (Books)	57,266
Self-funded courses	3,60,000
Any other (specify and indicate)	
Endowment Interest	1,35,670
Computer Fees	2,70,000
Income from Properties	60,000
Miscellaneous Income	38,787

9. Expenditure statement (for last two years)

	2010-11	2011-12
Total sanctioned Budget	13521858	15623871
% spent on the salary of faculty	57.01	56.67
% spent on the salary of non-teaching employees	12.00	10.02
% spent on books and journals	0.74	1.08
% spent on developmental activities (expansion of building)	17.09	14.87
% spent on telephone, electricity and water	0.83	0.80
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.65	2.62
% spent on maintenance of equipment, teaching aids, contingency etc.	0.64	1.44
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.44	2.68
% spent on travel	0.07	0.06
Any other (specify and indicate)		
Purchase of Computer, Equipments etc	5.07	5.79
University Exam fees and others	2.10	1.81
Other expenses	3.36	2.16
Total expenditure incurred	13549675	16133094

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.
68,832	
	27,817
	5,09,223

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
Finance	Yes ✓	No
Student Records	Yes ✓	No
Career Counselling	Yes ✓	No
Aptitude Testing	Yes	No ✓
Examinations/Evaluation/ Assessment	Yes ✓	No
Any other (Web site, Online notes)	Yes ✓	No

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 on-going 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 sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation 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?

	Category	Men	%	Women	%
a	SC	13	8.07	5	3.10
b	ST	2	1.24	0	0
c	OBC	7	4.34	80	49.6
d	Physically challenged	2	1.24	0	0
e	General Category	0	0	32	19.87
f	Rural	32	19.87	108	67.08
g	Urban	3	1.86	18	11.18
h	Any other (specify)(MBC)	13	8.07	9	5.59

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-		-	
b	ST	-		-	
c	OBC	1	6.66	1	7.14
d	Women	7	46.66	2	14.28
e	Physically challenged				
f	General Category	14	93.33	13	92.85
g	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 (2010-11)	**Batch II (2011-12)**	**Batch I (2010-11)**	**Batch II (2011-12)**
SC	10.19	12.34	9.5	12.34
ST	0	1.23	0	1.23
OBC	54.71	63	53.5	62.34
Physically challenged	0.63	1.23	0.63	1.23
General Category	18.47	11.72	18.47	11.11
Rural	80.25	87.65	78	86.41
Urban	19.74	12.34	19.74	12.34
Any other (specify)	16	11.72	15.28	11.72

PART – II: EVALUATIVE REPORT

1. EXECUTIVE SUMMARY

Introduction

Nalloor Vettuvenni Kandan Sastha Devaswom College of Education, popularly known as N.V.K.S.D. College of Education owes its origin to the famous Nalloor Vettuvenni Kandan Sastha Devaswom which is located in Marthandam very near to the banks of river Tamirabarani. With the blessings of Lord Dharmasastha, the founder trustees of the Devaswom under the able leadership of the then president, Sri.K.P.Ramakrishna Pillai, passed a resolution on the trust committee to start a teacher education institute of excellence that had been a distant dream of the people of this district. The college was established in the year 1963 with the approvals of the government of Tamilnadu and University of Madras under grant-in-aid system. Later it was elevated to a position of the first postgraduate teacher education institution of this district by adding M.Ed. and M.Phil. courses. Thus the college has become a springboard for a large section of people to transform themselves into competent and committed educational practitioners. Over the last 50 years, the college has been producing highly talented and cultured teachers and educational administrators that the nation is much proud of.

The Environment

The picturesque 4.5 acres of land owned by the college is a locale of beauty with a pleasant climate. The calm, serene and eco-friendly green campus provides an ambience to have an excellent teaching–learning experience and social life. The lovely coconut and mango trees grown in large numbers add beauty to the campus. The institution from its very inception has been firmly insistent on maintaining an excellent academic atmosphere, discipline and culture among the students.

The college is co-educational and it offers programmes in teacher education leading to the degrees of B.Ed., M.Ed., and M.Phil. of the Tamilnadu Teachers Education University. The college functions in two buildings with a built up area of 37,398 sq.ft. with sufficient infrastructure, well equipped laboratories and digitalized class rooms. The library possesses an excellent collection of 13,395 books.

Regulatory Bodies

The institution is managed by Nalloor Vettuvenni Kandan Sastha Educational Society (Regd. No.26/69). The governing body is constituted as per the provisions in the by-laws of the society. It controls all matters related to administration, finance and development activities. The secretary of the educational society who is the executive head of the management manages and supervises the effective functioning of the day-to-day affairs of the college. An excellent audit system is in place with internal and external audits.

Relationship with Practice Teaching Schools

We have a model school on our campus where our students get hands on experience. There are about 25 other schools in and around Attoor where our students do their practice teaching. Practice teaching programmes are cooperatively planned with the involvement of the heads of the schools, mentor teachers and the faculty of the college. The college maintains a very good rapport with all the practice teaching schools.

Relationship with the Community

The college has implemented a village adoption scheme and also has engaged in public utility services, and many other extension activities. The institution is very keen on making the society prosper by giving quality education.

Strength, Weakness, Opportunities and Threats

The strengths, weaknesses, opportunities and threats of our institution are given below:

Strengths

- Visionary management committed for the development of quality education.
- Private aided institution.
- Qualified and committed faculty.
- Able and devoted administrative and supporting staff.
- Focus on quality and innovative practices.
- Campus placement facilities.
- Blessed with two sister institutions, a Model school, and TTI, in the adjacent campus.
- Public support.
- Eco friendly and salubrious campus.

Opportunities

- Finance support from the UGC.
- Establishing Research Departments.
- Autonomous status for the college.
- Scope for adding new courses.

Weakness

- Lack of flexibility in curriculum.

Threats

- Delay in starting the classes due to the government policy of single window system.
- Delay in sanctioning of retirement vacancies by the government.

I. CURRICULAR ASPECTS

CURRICULAR ASPECTS

CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

Objectives

The objectives of our institution are to:

- Practise world class teacher education and use this as a method of teacher empowerment.
- Practise a skill-oriented and technology-centered teacher education to develop a team of teachers who can practice the profession successfully in any part of the world.
- Develop a new cadre of teacher educators who have imbibed the right values, attitude towards education and environment.
- Develop a sense of discipline and moral values among teachers by developing competence to evolve solutions for some of the burning problems faced by the present day society.
- Develop and practice a teacher education programme to empower the disadvantaged and the marginalized sections of society.
- Develop new approaches, strategies and methodologies in teacher education needed for meeting the new challenges faced by the global society.
- Evolve new methodologies for teacher education which will help teachers to develop organizational skills through teamwork, collaboration and co-operation.

- Develop a humanistic model of teacher education which will help to reform the minds of the teachers through new practices.
- Help nearby schools and lower level teacher education institutions to get acquainted with new knowledge relating to teacher education and use of research practices for solving problems faced by such institutions.
- Develop communication skills, computer skills and life skills among student teachers.

Major Considerations Addressed

We take constant efforts in shaping the individuals into well balanced personalities and also equipping them with the necessary skills required to be excellent teachers.

By organizing citizenship training programme, thought for the day sessions, research colloquium, various national and state level seminars, expert talks related to stress management, value education, communication skills, etc. and by conducting workshops, interactive sessions with experts in the field of education and by doing extension activities, we achieve the above objectives to a great extent.

Realizing the need to keep in touch with the latest technology in teaching, we give all our students enough opportunities to use computer technology in their teaching-learning process. A well-equipped computer lab provided in the college helps the students to get hands on experience in computer techniques.

To create awareness about environment issues, an eco-club has been formed. Special talks on preserving our environment, zero waste management, pollution problems, planting trees, poster competitions, plastic-free campus, etc. are also held.

To equip the student teachers with the necessary skills and knowledge of global trends in education, we offer varied learning experiences including interactive sessions with foreign nationals. Chances to visit educational institutions and opportunities to participate and present papers in seminars outside the state are encouraged.

To create a right attitude towards research, the teacher educators and the student teachers of our college have jointly undertaken community surveys. As part of the curricular activity, each student is encouraged to conduct an action research in schools. They share the outcomes of their research with the school authorities. M.Ed. and M.Phil. students are encouraged to do research projects on socially relevant topics. Moreover, the faculty members are encouraged to take up projects on current issues.

Various community outreach programmes are conducted to make the students realize their responsibility towards the society. Awareness on national issues are highlighted through seminars, workshops, debates and awareness rallies.

Citizenship training programmes are organized for our students in which personality development programmes, cultural activities, community work, etc. are done.

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)**

Most of the curricular development processes are done by the university. However, the college has a systematic feedback mechanism. At the end of every academic year, we get feedback about the syllabus and teaching-learning transactions and campus experiences from students. Their feedback is seriously considered for the betterment of educational

strategies. Feedback is also collected from the heads of practice teaching schools and the external examiners. The above feedbacks are periodically discussed in the staff council meetings. Based on the discussion, we take necessary steps for further improvement in curricular development processes. Further, we convey our suggestions to the university in this regard.

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

Since our college is an affiliated one, the curriculum is prescribed by the university and it is manipulated to give exposure on global trends through ICT. We organize various programmes and activities that are not restricted within the four walls of the college. It goes beyond and gives exposure on global issues. Several programmes such as environmental awareness, programmes related to health, expert talks on various topics, interaction sessions for developing communication skills, and sessions on current international scenario are organised.

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

The students are given chances to participate in various seminars related to environmental issues. Eco club actively functions in our institution with the motto of "Save our Mother Earth". The programmes that are done by our college in this connection are:

- Planting trees.
- Campus cleaning.
- Gardening.
- Awareness programmes.
- Zero waste management.
- Plastic free campus.
- Medicinal garden.

Every student teacher is urged to practice integrity, morality, honesty and virtuousness. For that various programmes are organized by our college.

- Regular attendance and punctuality in every kind of work.
- Moral values are imparted through various programmes and through special value education sessions.
- Our institution encourages all the students to participate in various national and state level seminars on 'Values'.
- Observation of all the National and International days by inviting renowned personalities in the fields concerned.
- Organising cultural programmes related to the traditions and culture of India.

In order to equip the student teachers with the skills needed in the age of globalization, we provide ample training by using modern technology in classroom teaching. In connection with this, the following programmes are done.

- Computer education.
- OHP presentations.
- LCD presentations.
- Web based instruction.
- Net browsing assignments.
- Internet access in the library and in the computer lab.

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.

- Our curriculum is planned by the university, and it is given in the university website. We, in the college, keep and maintain computerized documents related to curriculum.

- The syllabi for the spoken English, computer instruction, soft skills and life skills are planned by the college. In the planning and preparation of the above syllabi ICT is fully used.

1.2 Academic Flexibility

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

To equip student teachers with necessary teaching skills, we carry out micro teaching sessions in the beginning of the academic year. They find this very effective during their practice teaching. Necessary guidance and feedback are provided by the faculty systematically. The individual differences, talents and aptitude of the students are duly recognized and they are assisted accordingly. Before going to practice teaching, we provide varied teaching experiences to them in the form of demonstration classes and criticism classes.

In order to give valuable insight about the teaching outcomes of student teachers, after each lesson is over, they recall the lesson and thereby get trained to be self- reflective and self-evaluative about their lessons. For this a reflection diary is maintained by the students.

The following learning techniques are adopted in the institution to make teaching a reflective one.

- Group discussions
- Brainstorming sessions
- Seminars
- Quiz
- Debates
- Symposium
- Project works
- Buzz sessions

- Portfolios
- Peer team teaching
- Research colloquium
- Educational tours
- Field trips
- Book reviews

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?

Our institution provides adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students. Student teachers of B.Ed. have choice in the selection of optional II subjects and elective subjects.

Option is available in selecting optional paper – II. Students can select either General English or Early Childhood Education or their major subject. Option is available in elective subjects too. The college offers the following elective subjects.

- Guidance and Counselling.
- Physical and Health Education.
- Library and Information Science.
- Environmental Education.
- Perceptives in Special Education.
- Curriculum Development.
- Pre-primary Education.

The student teachers can select any one of the above subjects. The college has taken initiatives in introducing communication skills and computer education for all the students. Option is also given to do practice teaching in Tamil, English, or Malayalam. For M.Ed. students, options are

available in selecting their elective subjects. Students are permitted to write the examination either in English or in Tamil.

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

   The following programmes are organized by the college to develop ICT skills, Life skills, Community orientation, Social responsibility, etc.

   - Computer training
   - First aid training
   - Bridge course
   - Training in communication skills.
   - Life skills development.
   - Craft materials
   - Citizenship training camp
   - Value Education
   - Study circles
   - SUPW activities

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

   i. **Interdisciplinary/ Multidisciplinary**

   ii. **Multi –skill development**

   iii. **Inclusive education**

   iv. **Practice teaching**

   v. **School Experience / Internship**

   vi. **Work experience / SUPW**

   vii. **Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated)

i. Interdisciplinary/ Multidisciplinary

Every student is exposed to develop insight into other disciplines. Micro teaching sessions are conducted in an interdisciplinary way. In the curriculum transaction, an interdisciplinary approach is followed. For example, the syllabus of Teaching of English and Teaching of Biological Science share certain common areas. In such contexts we follow interdisciplinary approach. In the same way, all the subjects are interrelated to a certain extent.

All the students are exposed to topics and subjects related to other than the ones that they are familiar with. When there is a session on English Grammar/ language, the students of other disciplines are also allowed to attend.

ii. Multi –skill development

We encourage our student teachers to incorporate computer technology in practice teaching sessions. In order to keep pace with modern ICT, student teachers are asked to prepare lessons using power point presentation and OHP, and they have to use them in the classroom situation. Again they have to prepare their seminar topics with the support of ICT.

To develop their organizational and management skills, citizenship training camp is conducted for six days. Our student teachers play an important role in organizing all the programmes that are held in our college campus such as sports day, college day, National and State level seminars, workshops and various celebrations etc. Their participation in these activities gives them a right platform in moulding their leadership skills and management skills.

We encourage all the students to participate fully in community outreach programmes aiming to develop a sense of social responsibility and adjustment skills that are needed to make them lead a good social life.

To equip the student teachers to face the challenges of the present educational scenario, we organize micro teaching sessions, demonstration and criticism sessions, feedback sessions and practice teaching sessions very effectively.

iii. Inclusive education

The institution and the teacher educators take necessary steps to provide the differently abled students with all the help they need to catch up with the rest of the class. Special assistance is provided to the visually challenged and physically challenged students. Visually challenged students are provided with scribes during examinations. For the slow learners, remedial coaching is given. And also bilingual approach is followed in classrooms.

iv. Practice teaching

Practice teaching is conducted in selected neighbouring schools (around 25) for 40 working days. Students have to prepare 20 lessons for each optional paper. In the practice teaching session, certain aspects of internship functions such as classroom management, taking attendance, setting question papers, evaluating examination papers, maintaining school records, engaging extra classes, doing sports activities ,remedial teaching and correction work are incorporated. The students prepare reports about their school experiences during the practice teaching days and present it to the college after the completion of practice teaching.

v. School Experience / Internship

In addition to the regular schoolwork like teaching, testing, supervising and evaluation, our student teachers gain experience in doing the following activities:

- Conducting morning assembly
- Participation in celebration of festivals and days of national and international importance
- Participation in school co-curricular activities
- Doing Action Research
- Conducting case studies
- Participation in Association meetings
- Organising Science Exhibitions
- Participation in Arts and Craft work
- Participation in Scout
- Organising sports and games
- Participation in NSS activities
- Participation in Junior Red Cross

vi. Work experience / SUPW

The institution conducts the following SUPW activities:

- Preparation of craft items.
- Preparation of jam and pickles.
- Preparation of improvised aids.
- Arts and painting.
- Interior decoration.
- Making books for donating to the neighbouring schools.
- Making paper covers.
- Gardening.

vii. Any other (specify and give details)

1. Cultural activities

- Observation of all days of significance
- Celebration of festivals
- Inter-collegiate competitions.
- Alumni meets
- College day celebrations
- Intramural cultural competition
- Sports competition

2. Eco club

- Special talks on preserving our environment.
- Environment day celebration.
- Tree plantation.
- Plastic free campus.
- Zero waste management.

3. Department-wise club activities

- Special talks.
- Essay competitions.
- Elocution competitions.
- Wall magazines.
- Puzzle contests.
- Slogan writing.

1.3 Feedback on Curriculum

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

Our college has developed a mechanism to collect formal and informal feedback from students, alumni, employers, academic peers and parents on the different aspects of curriculum, teachers' performance, academic matters, campus environment and infrastructure facilities provided by the college. Informal feedback is collected through oral interaction and formal feedbacks gathered through rating scales.

At the end of every academic year feedbacks are collected from all the students in the form of exit evaluation regarding curricular and co-curricular activities and performance of the staff.

Feedbacks from the alumni are obtained through annual alumni meetings. Also feedback forms can be downloaded from the college website and can be sent to the college.

Feedbacks are also collected from the employers about the employed alumni.

Feedbacks from the community and other stakeholders are also obtained through interaction with the community and heads of the practice teaching schools.

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.**

Yes, with much positive attitude we analyse all the feedback and carryout the suggestions made. IQAC and staff council take into account every feedback, while framing further action plans. Accordingly, weak areas that need improvement are identified and conveyed to all faculty

members. Thus we make stupendous efforts to enhance the quality of our system.

Areas improved are:

- Teaching with the support of technology.
- Communication skills through organising bridge courses.
- Adopting various methods of teaching learning transactions.
- Teaching learning methodology by using participatory learner centered pedagogy.
- Evaluation of teaching and learning.
- Enhancement of teaching learning environment.
- Bilingual approach in classrooms.

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

Our faculty members have served as members of BOS and we send timely suggestions and feedback for the purpose of further curriculum revision to the university.

1.4 Curriculum Update

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

Due to the formation of an exclusive university for teacher education in the name of Tamilnadu Teachers Education University in 2008, all the courses namely B.Ed., M.Ed., and M.Phil. have undergone major curriculum revision.

The ICT component is included in all the papers of the B.Ed curriculum.

- Use of internet.
- Websites and webpage analysis.
- PowerPoint.
- E-learning.
- Practising various models of teaching.

In B.Ed. curriculum the weightage for the components of practicum is changed from 600 to 400 marks. Action research on school related problems, conducting psychology experiments on school students, computer assisted learning, variety of co-curricular activities, new methods of teaching, curriculum management and innovations and evaluation procedures are introduced. More electives like Library and Information Science, Physical and Health Education are introduced. Practice teaching days are also increased to 40 working days. This curriculum revision enables the students to face the global challenges, make them socially and emotionally well balanced and contribute more to national development. Also it enhances the ICT skills of student teachers.

For M.Ed., and M.Phil. new areas are included in all the papers. The elective paper namely Special Education is also included. It is very relevant, because it equips the students to be familiar with inclusive education which is the need of the hour.

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

The curriculum revision and update are done by the board of studies of the university. However the viewpoints of the faculty and students are communicated to the University

1.5 Best Practices in Curricular Aspects

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

The college has taken positive action to initiate and promote quality teacher education. An IQAC has been functioning in the college to ensure quality sustenance and enhancement measures in curricular aspects.

- Self-appraisal method to evaluate the faculty members
- Feedback from students is analyzed and conveyed to the faculty members concerned
- Academic and personal guidance to students are given by the carrier and counseling cell and the Grievance Redressal cell.
- Alumni association and a Placement cell function effectively
- Parent -Teacher Association functions well
- Innovative methods of teaching
- Net browsing assignments
- Web based instruction
- Mentor system
- Remedial teaching
- National seminars, workshops and conferences
- Publication of seminar papers
- Outreach programmes
- Adoption of Village
- Research colloquiums
- Well-equipped library and laboratories
- Digital classrooms
- Continuous student evaluation
- Bridge courses for Communication skills

- Soft skill sessions

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

   Innovative practices implemented by the college are:

   Practising individualized learning through:

   - Programmed Instruction (PI).
   - Computer Assisted Instruction (CAI).
   - Computer Assisted Language Learning (CALL).

   Group Learning through:

   - Co-operative learning.
   - Collaborative learning.
   - Team learning.
   - Guided learning.
   - Debates.
   - Seminars.

   ICT enabled classes

   Evaluation through:

   - Continuous assessment.

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

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

The main evaluative observation made by the NAAC peer team was that the college has no idea regarding the gestation period for running a new course. We have made institution to start new add on courses.

2. **What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

    - Formation of IQAC.
    - Curriculum transactions through models of teaching like concept attainment model, collaborative learning, co-operative learning, inquiry training model, etc.
    - Using ICT in teaching and preparation of instructional materials.
    - Digital class rooms.
    - Shift to learner centered teaching methods.
    - Life skill education.
    - Value education programmes.

II. TEACHING -LEARNING AND EVALUATION

Teaching -Learning and Evaluation

TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

The institution is affiliated to Tamilnadu Teachers Education University, Chennai, and therefore adheres to the rules and regulations stipulated by the University regarding admission procedures.

The admission policy is given below.

Eligibility for admission to B.Ed. course

A candidate for B.Ed. course must have passed UG degree examination of the UGC approved universities in any one of the school subjects offered by the Directorate of School Education in the Secondary/Higher Secondary Education level.

Marks for Admission:

Minimum of 50% for OC students.

Minimum of 45% for BC students.

Minimum of 43% for MBC students.

Minimum of 40% for SC/ST students.

Admission process for B.Ed

Fifty percentage of the students are selected through counselling by the Government of Tamilnadu. Reservation of seats and other concessions for the SC/ST, MBC, BC and other special categories of candidates are provided in accordance with the statutory provisions of the Government of Tamilnadu in force from time to time. Remaining 50% of the seats are filled through minority merit based on the qualifying examination marks.

Eligibility for Admission to M.Ed. course

A candidate for M.Ed. course must have passed Bachelor's Degree Examination in Education, with a minimum of 50% marks in theory and practicals separately. The reservation policy stipulated by the state government is strictly followed.

Eligibility for Admission to M.Phil. in Education

A candidate for M.Phil. Degree course must have passed Post Graduate Degree Examination in Education with a minimum of 55% marks. A concession of 5% of marks is given to SC/ST candidates.

Admission process for M.Ed. and M.Phil.

Admission is done by the college admission committee formed by the teachers of different departments. Admission forms are thoroughly scrutinized by the admission committee and merit list is prepared following the rules of the University and the Government.

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

   The programmes are advertised through:

   - Regional news papers.
   - The institutional website.
   - Prospectus of the college.

   The information provided about the programmes includes:

   - Eligibility criteria.
   - Duration of the course.
   - Subjects offered.
   - Fees.
   - Co-curricular activities of the institution.
   - Hostel facilities.
   - General instructions.

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

   An admission committee is formed with senior faculty members and the committee ensures transparency in the admission procedures. The admission criteria are equally applied to all applicants.

   Admission forms are thoroughly scrutinized by the admission committee and merit list is prepared. Since the college is a linguistic minority one, minority rights are also considered.

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 various measures adopted by the institution to retain the diverse student population admitted to the institution includes programmes like:

- Financial assistance to economically backward students by the management.
- Financial assistance by way of distributing government scholarships.
- Celebrating all religious festivals.
- Encouraging general reading of books and newspapers in various languages.
- Forming tutorial groups.
- Interaction of student teachers through students council.
- Training in leadership qualities.
- Women grievance cell.
- Bilingual class rooms.
- Option of three languages (English, Tamil and Malayalam) for practice teaching.
- Providing opportunities to perform different cultural programmes.
- Providing varied opportunities through seminars, workshops and discussions.
- Providing Braille books to visually challenged and arranging scribes for the examination.
- Arranging the classes in the ground floor for physically challenged students.

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, provision is available to assess students' knowledge, attitude and skills for the programme.

- At the beginning of the academic year, Entry Behavior Test is conducted, which consists of questions to assess students' knowledge, attitude, interest and skills needed for the programme.
- Oral communication skills are tested through interviews and extempore speech.
- Student teachers are made to write articles to assess their writing skills.
- Each student teacher is asked to teach a topic for five minutes each in order to test his/her teaching skills.

2.2 Catering to Diverse Needs

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

The institution works towards creating an overall environment conducive to learning through the following activities:

- Forming tutorial groups to enable the student teachers to be responsive to others' needs and contribute towards their improvement.
- A students council is formed through democratic practices for providing training in leadership qualities.
- Encouraging library reading by providing library hours.
- Encouraging the students to use internet facilities on extended hours.

- Establishing a link between teacher educators, student teachers, alumni and practice teaching schools through organized programmes.
- Continuous monitoring and evaluation through regular tests and feedbacks.
- Providing learning resources.
- Organizing workshops on preparation of lesson plan, teaching aids, tool preparation, etc. and seminars to encourage student teachers' participation which provide scope for working together and thereby helping them to understand each other.
- Arranging interactive sessions wherein maximum participation of student teachers is ensured through discussion.
- Enabling the student teachers to interact freely in classroom activities using bilingual approach.
- Fostering values like empathy, co-operation, punctuality, cleanliness, etc. through community programmes.
- Various extension activities help the student teachers to understand social issues.
- Making them grasp and realize social issues and responsibilities through extension activities.
- Conducting citizenship training camp.
- Organizing 'Thought for the Day' programme which provides opportunity to the students to discuss on Education and current issues.
- Organizing various co-curricular activities, observation of national days and celebration of festivals like Pongal, Onam, Christmas, Id, Diwali, etc. to help in the development of organizational skills and in inculcating spiritual and secular values.

- Eco-club activities and zero waste programme enable the student teachers to be aware of the environmental conservation programmes.

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

The institution caters to the diverse learning needs of the students through:

- Creating a highly challenging and stress free learning environment.
- Achieving positive transfer of learning by adopting modern teaching learning strategies.
- Cooperative teaching technique, team teaching, brain storming etc. to empower the student teachers as active learners.
- Giving constant exposure to new teaching methods. Initiating group discussions to help to keep abreast with the latest trends in the field of education.
- Encouraging high achievers to take up the task of being mentors. Conducting lectures and classes in two languages to cater to the needs of students who are weak in English.
- Conducting remedial teaching for academically backward students.
- Encouraging advanced learners to present papers in seminars and prepare various projects related to the curriculum.
- Question Bank Facility.

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

Various curricular activities are organized for students to understand the role of diversity and equity in the following ways.

- Theme based lectures.

- Organizing awareness programmes.
- Conducting seminars.
- Small group discussions.

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

    - Staff council discusses the needs and problems of student teachers and necessary steps are taken for solving the problems.
    - Regular interactive sessions are held to sense the diverse learning needs of the student teachers at different stages of their academic course.
    - Interaction during classroom teaching and co-curricular activities gives an insight to the teacher educators to be aware of the needs of student teachers.
    - Teacher educators are given opportunities to attend workshops, seminars, conferences, etc. to enable them in handling any problematic situations.
    - Interaction of the principal with the student teachers individually helps to have an insight into their problems.
    - Grievance cell collects the grievances of the students and takes remedial measures.
    - Guidance and Counselling cell helps in dealing with personal problems.
    - Field trips, national, religious and cultural festivals to sense the diverse needs.
    - Talks by experts on diverse student needs.

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

The various practices that help student teachers to develop knowledge and skills related to diversity and inclusion are:

- Group discussion on diversity and inclusion.
- Seminars on inclusive education, learning disabilities, etc.
- Visiting special schools of different types.
- Citizenship Training camp.
- Special talks on diversity and inclusion by experts.

2.3 Teaching-Learning Process

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

The student teachers are engaged in active learning in the following ways.

- Lecture- cum- discussion method.
- Brain- storming sessions.
- Seminars.
- Debates.
- Panel discussions.
- Group discussions.
- Preparation of teaching aids, preparation of lesson plans, test development, preparation of research proposals, etc.
- Research colloquiums.
- Co-operative learning approach.

- Role plays.
- Assigning tasks to the tutorial groups and evaluating the progress regularly.
- Assignments.
- Uploading notes on the college website.
- Projects.
- Action research.
- Self-learning.

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

Learning is made student centred by encouraging participatory learning techniques. The various participatory learning techniques adopted by the institution are:

- Group works.
- Pair works.
- Group Assignments.
- Brainstorming sessions.
- Seminars.
- Group discussions.
- Panel discussions.
- Debates.
- Symposia.
- Workshops.
- Projects.
- Power point presentations.
- Field visits and study tours.
- Research colloquiums.

- Co-operative learning.
- e-learning.
- Use of ICT.

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 various models and approaches of teaching used are:

- Concept attainment Model.
- Inquiry training Model.
- Jurisprudential Model.
- Advance Organizer Model.
- Lecture cum discussion method.
- Problem solving approach.
- Co-operative learning approach.
- Collaborative learning approach.

An innovative approach used in the college is collaborative learning approach. The various instructional phases in collaborative learning are:

- Teacher sets the stage by providing the class with a collaborative activity.
- Students work in groups on initial exploration of ideas and information.
- Students reshape information by organizing, classifying and simplifying the concepts.
- Each group presents their findings.
- The class analyses what they have learned and adopts constructive measures to improve their learning.

This approach facilitates the learning of problem solving skills and gives student satisfaction. It fosters a positive attitude towards learning and promotes collective thinking.

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

Yes, the institution provides additional training in models of teaching through special workshops. The optional subject teachers arrange workshops on lesson planning and teaching based on various models of teaching.

- Concept attainment model
- Advance organizer model
- Inquiry training model
- Jurisprudential model

The student teachers are trained to take one lesson on any one of the above mentioned models of teaching. Minimum two lessons are prepared by all the student teachers.

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.**

Yes, the student teachers use micro-teaching technique for developing teaching skills.

Students are given one week intensive practice in micro-teaching on different skills. The procedure is as follows:

- Orientation on theoretical aspects of micro-teaching by teacher educators.
- Skill demonstration by the teacher educators.
- Skill practice by student teachers.
- Link practice.
- Feedback.

The different skills practised are:

- Skill of probing questions
- Skill of reinforcement
- Skill of stimulus variation
- Skill of blackboard writing
- Skill of illustrating with examples
- Skill of fluency in questioning

Each student teacher prepares one lesson in each skill and takes class. After the class, feedback is given by the teacher educators and peers.

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.)**

The process adopted for practice teaching is given under the following heads.

Preparation of lessons

The student teachers who are allotted to different schools for doing practice teaching are asked to get the school time table and the topics well in advance for both their optional subjects. Lesson plans and teaching aids are prepared well in advance by the student teachers under the supervision of the teacher educators for a minimum of 20 lessons for each optional subject. They undergo intensive practice teaching for 40 working days.

Monitoring mechanism

Lesson plans and teaching aids have to be shown to the teacher educators before taking the lessons in the school. The teacher educators

correct the lesson plans and individual guidance is given to them. Ample opportunities are provided to student teachers to exhibit their creativity.

Observation of lessons

The teacher educators observe 2 to 3 lessons of the student teachers during practice teaching. Peer observation is done for every student teacher in 4 to 5 lessons. The mentor concerned observes all the classes.

Feedback mechanism

- The teacher educators assess the classes using a rating scale.
- Teacher educators give individual feed back to the students after observing the classes on the same day.
- Feedbacks from the mentors and the head of the institution are collected through feedback forms.

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

The process of Block teaching/ Internship is given below.

- Getting prior permission for doing practice teaching from Chief Educational Officer, Nagercoil.
- Informing well in advance about the dates of practice teaching to the heads of schools concerned and getting their approval.
- Allotting schools to the student teachers.
- Getting syllabus and timetable well in advance from the respective practice teaching schools.
- Sending student teachers for intensive practice teaching.
- Conducting pre diagnostic tests.
- Peer observation.
- Evaluating student teachers by the guide teachers and teacher educators.
- Participation of student teachers in school based activities.

- Conducting achievement tests and doing valuations.
- Conducting post diagnostic tests.
- Giving remedial measures.
- Conducting case study and action research.

8. **Are the practice teaching sessions/plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details on the same.**

Yes, the practice teaching sessions/plans are developed by involving the school staff and mentor teachers.

The practice teaching time tables are prepared in consultation with the mentor teachers. The lessons to be taken by the student teachers are given by the mentor teachers. The lesson plans are first submitted to the teacher educator concerned. The lesson plans are also checked by the mentor teachers. The mentor teacher supervises the classes and gives feedback for further improvement.

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

Before practice teaching, the student teachers are well oriented with the teaching skills, different methods and techniques of teaching, models of teaching, preparation of different teaching aids, power point presentations, etc. Training is given to them to identify the diverse needs of the students by observations, case study, discussion and informal talks with the students. Student teachers are also trained in meeting the needs of slow learners and high achievers.

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

The major initiatives adopted by the institution for encouraging student teachers to use/adopt technology in practice teaching are:

- Computer education is given to all students.
- Guidance is given for preparing power point presentation.
- Training is given to download materials related to their practice teaching lessons from the internet.
- The student teachers are encouraged to prepare question papers, time table, etc. using MS-Office package.
- Student teachers are encouraged to teach at least one lesson through power point presentation using self prepared CDs.

2.4 Teacher Quality

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

The ratio of the student teachers in identified practice teaching schools is 4:1. The decision is based on the advice of the head and the availability of the guide teachers of the practice teaching schools.

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

- Feedback mechanism is adopted by the institution to inform the student teachers about their performance. After observing the classes, the strengths and weaknesses are analysed and communicated to the student teachers. Teacher educators give individual feedback to the student teachers on the same day in which they observe the classes.
- The guide teachers concerned give feedback to the students after each class.
- Feedback from the mentors and heads of the institutions are collected by giving feedback forms. The teacher educators review the feedbacks given by the mentors and discuss the same with the student teachers for further improvement.

- Student teachers are asked to maintain a 'Reflection diary' in which they record their reflections about their lessons and their day-to-day school experiences. This helps them in getting insight into their lessons.

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

The institution ensures that the student teachers are updated on policy directions and educational needs of the schools by:

- Conducting orientation programmes with respect to every activity to be carried out in schools before the commencement of practice teaching.
- Giving additional training in Active Learning Methodology (ALM), which is now followed in schools of Tamilnadu.
- Discussion with the heads of the practice teaching schools concerned.

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

Students and faculty keep pace with the recent developments in school subjects and teaching methodologies through the following ways:

- Regular interactions between the teacher educators and school personnel are carried out and it gives an understanding of the requirements of the school. The teacher educators guide the student teachers accordingly.
- Interaction with DIET helps to understand the latest teaching methodologies which are followed in schools of Tamilnadu.
- Attending seminars/workshops related to school subjects and teaching methodologies help to keep pace with the recent developments.

- By reviewing text books prescribed in schools.
- Organizing in-service trainings with regard to the revision of syllabus/recent development in school subjects.

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

The institution supports professional as well as personal development of teacher educators through:

- Encouragement to acquire additional/ higher education.
- Promotion of research projects.
- Participation in orientation and refresher courses.
- Attending seminars, workshops, conferences etc.
- Paper presentations at National and International seminars and conferences.
- Publishing books.
- Publishing articles in reputed journals.
- Conducting seminars and workshops.
- Organizing faculty improvement programmes.
- Time bound career promotions.

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

Yes, the institution appreciates and motivates teacher educators for their good performance by:

- Publishing it in the Newsletter.
- Publishing it in the college magazine.
- Publishing it in the Newspapers.

- Staff members are rewarded with medals for their meritorious performances.

2.5 Evaluation Process and Reforms

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

   The barriers to student learning are identified through

   - Suggestion box.
   - Performance at practice teaching.
   - Informal talks.
   - Examinations.
   - Midterm reviews.

   Communicated through:

   - Tutorial meets.
   - Feedback sessions.

   Addressed through:

   - Mentoring.
   - Providing lecture notes.
   - Additional explanation in mother tongue.
   - Remedial teaching.
   - Guest lectures.

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

For all the courses (B.Ed., M.Ed. and M.Phil.) internal evaluation is done through continuous assessment. It includes:

- Class tests.
- Assignments.
- Seminars.
- Workshops.
- Open book examinations.
- Practice teaching.
- Quiz.
- Psychology experiments.

For B.Ed., out of a total of 100 marks for each theory paper, 20 marks are allotted for internal assessment. The practical works are assessed internally and marks are given by the teacher educators and later it is validated by the external examiners.

For M.Ed. though the students are assessed internally as per the university norms, internal marks are allotted only for viva voce examination.

For M.Phil. course, the syllabus for the area paper is designed by the college and examination is conducted internally and marks are submitted to the university. Both internal and external evaluations are conducted for M.Phil. Dissertation.

Midterm assessment is done for all the courses twice a year and it helps for mid course correction.

Term end evaluations are done in the end of every academic year for all the courses.

For all the courses the external examination is conducted by the university to assess the overall performance of the students both in theory and practicals.

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

    - The students' performance in tests, assignments, examinations and other activities are assessed and individual feedback is provided. This feedback is also communicated to the teacher in charge of the tutorial group and remedial measures are adopted.
    - After the examination, marks are sent to the parents.
    - Parent-Teacher meetings are conducted to inform them about students' progress.

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

    - The process of internal assessment is computerized.
    - Computer is used for data entry, mainly for the preparation of question papers and documentation of the internal marks for theory and practicals.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Teaching

- Handling classes with power point presentation.
- Team teaching.
- Group discussion.

Learning

- Cooperative learning.
- Learning by doing.

Evaluation

- Continuous and comprehensive evaluation by self, peers, guide teachers and teacher educators.

Detailed description of one of the best practices in this area followed in our institution is given below:

Title of the practice:

"Moulding Better Teachers"

The context that required the initiation of the practice

The students vary greatly in their knowledge acquisition, entry behaviour and educational backgrounds. Though all are graduates, many are poor in observation, communication and in teaching skills. Only through preparatory exposure of required skills it is possible to instill the required qualities of effective teaching irrespective of their individual differences at the entry point. This practice provides excellent opportunity

for the student teachers to learn the art of communication, skills and techniques of teaching, ability to manage situations and to acquire the capacity to be effective teachers.

Objectives of the practice

- To enable the student teachers to communicate effectively in instructional situations.
- To gain basic understanding of the dynamics involved in the instructional process.
- To develop competencies and skills required for effective classroom teaching.

The practice

The practice involves four phases. They are:

i. Micro teaching – skill practice.

ii. Demonstration lessons by the teacher educators and subject experts.

iii. Workshops for preparation of lesson plans and teaching aids.

iv. Criticism classes and peer observation.

i. Micro-teaching

Micro-teaching attempts to reduce the teaching - learning situation in manageable proportions. A duration of 7 days is given for practising micro -teaching. The schedule of the programme is given below.

Micro-teaching schedule.

Day I : Orientation on micro -teaching

Day II : Introduction and demonstration of first skill by the teacher educators. (Skill of probing questions)

Day III : Practice of the first skill followed by feedback from the teacher educators and introduction and demonstration of the second skill (Skill of reinforcement)

Day IV : Practice of the skill of reinforcement followed by feedback, introduction and demonstration of the third skill. (Skill of stimulus variation)

Day V : Practice of the skill of stimulus variation followed by feedback, introduction and demonstration of the fourth skill. (Skill of black board writing)

Day VI : Practice of the skill of blackboard writing followed by feedback and introduction and demonstration of Link practice.

Day VII : Reviewing of video recorded micro lessons followed by link practice using integration of skills by the student teachers.

A separate record is kept by the students to write in it briefly about various skills. They write one micro lesson in each skill and also record the lessons they have observed. All these give them a chance to know and practice various teaching skills.

ii) Demonstration of macro lessons by the teacher educators and the subject experts

After having a thorough practice in micro - teaching skills, the teacher educators and the subject experts demonstrate 2 or 3 lessons in each optional subject. This helps the student teachers to have an understanding of the teaching techniques and methods

iii) Workshops for preparation of lesson plans and teaching aids

After having practice in micro teaching and observing macro lessons students are divided into small groups and training is given in the preparation of lesson plans and teaching aids.

iv) Criticism classes and peer observation

Then every student teacher is given an opportunity to take criticism classes. After the class, the strengths and weaknesses of the lessons are discussed both by the student teachers and teacher educators and constructive suggestions are given for improvement. This enables the student teachers to rectify their defects and to improve their teaching before going for practice teaching.

Obstacles faced if any and strategies adopted to overcome them.

There were no hurdles that came along during the conduct of this programme.

Impact of the practice

- The student teachers are able to take macro lessons with more self-confidence during their teaching practice.
- The student teachers get more strength in their teaching competency.

Resources required

The following resources were required for the practice.

- Human Resources.
- Video.
- Books.

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

- Reflection sessions are conducted about the best practice of the college regularly in the staff council meetings.
- The staff and students are provided with internet facilities to refer to the required materials from the internet.
- The staff and students access essential teaching aids and other materials which are required for the teaching learning activities from the internet.

- The students use e-journals for reference.
- Digitalized classrooms are utilized by the students as well as by the staff

Thus the teacher educators and the students update themselves with the latest developments in the field of education and research. In this way the technological resources of the institution help the teacher educators to implement the innovative practices.

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

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?**

   In the first assessment report, suggestions made were to undertake activities relating to Science exhibition, Science clubs, Science quizzes, and Mathematics Olympiads etc. Based on the above suggestions we have been organizing Science exhibitions, Science quizzes and Mathematics Olympiads. Science club of the college conducts a variety of activities.

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

   - A new building has been constructed for the library and additional classrooms.
   - Technologically updated classrooms.
   - e-journal facility is made available in the library.
   - Addition of more foreign books in the library.
   - Teachers have undertaken research projects.
   - Publication of National level (bi-annual) research journal.
   - Started UGC-NET coaching classes.

- Internet is made available to all students and teachers free of cost.
- Organized intercollegiate competitions
- Faculty members serve as resource persons in various National seminars.
- Involving heads and guide teachers of schools in planning the practice teaching programme.
- Installing smart class room.

III. RESEARCH, CONSULTANCY AND EXTENSION

Research, Consultancy and Extension

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

- Continuous encouragement is given to faculty members for research projects, consultancy work, publications in academic journals and participation in professional programmes.
- Seed money is provided to the faculty to participate in professional development programmes.
- Circulars calling for research proposals are displayed on the notice board and sample proposals are made available for reference. Invitations regarding seminars / conferences / workshops are circulated to faculty members.
- Faculty members are encouraged to register for Ph.D. Six faculty members have secured Ph.D. Two have submitted their dissertations and the remaining are doing their research work. The college felicitates faculty members on whom doctoral degrees are conferred.
- A research committee has been functioning in the institution. Dr.B.C.Sobha, the Principal, is the co-ordinator of the committee. Dr.R.Mukundan, the former Principal acts as the consultant and Academic Advisor. They are assisted by two faculty members namely Dr.S.Sreelatha and Dr.R.P.Deepa. The committee meets periodically and charts out plans for research activities. The research approval committee of Tamilnadu Teachers Education University has inspected our college for the approval of research department (Ph.D Programme).
- Teacher educators are encouraged to take up action research on current issues.

- Internet facility is made available for all as a part of the promotion of research.
- Orientation programmes are conducted on a regular basis to hone the research skills of teacher educators.
- In order to facilitate research, appropriate support is provided by the institution in terms of acquisition of research materials, relevant technology and flexibility in time schedule.
- A full-fledged library is open to the faculty for research work. Research scholars from outside are also permitted to use the library.

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

The thrust areas of research prioritized by the institution are:

- Problems faced by teachers at different levels.
- Themes related to environmental education.
- Inclusive education.
- Problems of adolescents.
- Personality characteristics of teachers and students.
- Early childhood education.
- Guidance and counselling.
- Models of teaching.
- Distance education.
- e-learning
- Innovative practices
- Problems of disadvantaged sections.

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

Students of B.Ed., M.Ed. and M.Phil. programmes and teacher educators conduct action researches. The research programmes are of multidisciplinary in nature and cover a wide variety of themes such as

awareness on environmental issues, e-learning, mind mapping techniques in classrooms, co-operative learning, modular approach, etc.

Details of some of the important action researches conducted by the students are given below:

The action research conducted on environmental issues was to increase awareness and understanding among students about how rapid industrialization and advancement in science and technology have posed danger to humans polluting water and air and how it affects bio diversity. This study helped to realize the importance of protecting and preserving the environment.

The action research done on e-learning awareness of teachers showed that the main challenges of technical support for e-learning initiatives include lack of knowledge of how to alter instructional design to be effective and lack of confidence in using these applications.

When an action research on mind mapping technique was conducted, it was found out that mind mapping develops creative thinking of the students, encourages spontaneity and reflection, makes it easy to form associations and helps in increasing retention.

The outcome of action research on effectiveness of co-operative learning was that learning through this technique enables the learners in the classroom to work together and to view others as potential collaborators. It not only develops the intellectual aspect but also contributes to social and psychological development of the learner.

The impact of modular approach in teaching learning is that it leads to individualized instruction and makes the students interested in learning. Modular approach using self-instructional module which is self-contained and self-sufficient helps the learner to study in their own pace.

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

The details of the conference/seminar/workshop attended and organized by the faculty members are kept as **Annexure I**.

3.2 Research and Publication Output

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

Our institution has developed instructional and other materials. These instructional materials include:

- Bound volumes of Research proposals and Research tools for every year.
- Bound volumes of College Research Abstracts
- Lesson scripts using different models of teaching.
- Slides on various topics at B.Ed. and M.Ed. levels which can be used in Power point presentations.
- Programmed learning materials which help in self - instruction.
- Four of our faculty members authored books on Technology of Teaching English, Basic English Grammar, Bridge course for college students, Early childhood Education – Philosophy and Practice, Becoming a Reflective Mathematics Teacher, and Physical and Health Education.
- Our faculty members upload learning materials in the college website that can be accessed by student teachers.
- A 'Digital lesson' in Social studies is developed by one of the faculty members.

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

- A full-fledged computer lab with internet facility is available.
- Student teachers are encouraged to make use of the internet facility for preparing assignments and for presenting papers in seminars.
- Teacher educators and student teachers can access internet free of cost.
- Our library is also equipped with computers so that student teachers can make use of them during library hours.
- Photocopying facility is available in the library.
- The language lab helps the student teachers in developing their language as they listen to different programmes.
- A fully equipped Arts and Craft room is available in the institution to help the student teachers to develop instructional materials.

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

- Slides on various topics in each paper have been prepared by our faculties which are regularly used in classrooms.
- Students are encouraged to do power point presentations in seminars.
- Student teachers during their internship take classes with power point presentations.
- At the M.Ed. and M.Phil. levels, student teachers make lesson scripts in soft copies which they use in experimental studies.
- Our faculty have the soft copy version of the lecture notes which are given in the college website and also in the form of CDs which the students can access.
- One of the faculty members has prepared a "Digital lesson" in Social studies for standard IX.

- Programmed learning materials are available in school subjects as soft copies.

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

a. Organised by the institution

b. Attended by the staff

c. Training provided to the staff

a. Organised by the institution

- A workshop on 'preparation of CAI materials' was organized for student teachers at B.Ed. level.
- For the M.Ed. and M.Phil. students, workshops on tool preparation and writing research reports were organized.
- Workshop on preparation of teaching aids, chart writing, construction of flannel board and other teaching aids using locally available materials prior to practice teaching every year.
- Our student teachers are given training in making paper covers.
- The student teachers are also given training in making note books and they are distributed to the students of neighbouring schools.

b. Attended by the staff

- Dr.A.Ravi attended 'Yoga Training' and workshop on 'Individual Game Skill practice'
- Thiru.C.Bright attended 'SPSS training' and 'Personality Development' in New Delhi conducted by Quality Learning Systems, USA.
- Tmt.Bindu Gouri.V.P attended a workshop on 'Article writing'.
- Dr.R.P.Deepa attended 'SPSS Training' and workshops on 'Psychological Testing' and 'Article writing'.

- Tmt.S.Devika attended workshops on 'Psychological Testing' and 'Preparation of e-content'.

c. Training provided to the staff

- A training programme was organized on 'Construction of Research tools'.
- Training on 'System Operation' was given.
- A workshop on 'Bibliography writing' was organized

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

Our faculty-members have published their papers in the following journals.

i. Edutracks, Hydrabad, Andhrapradesh.

ii. Endeavours in Education, Calicut, Kerala.

iii. Frontiers in Education and Research, Kanyakumari Dist, Tamilnadu.

iv. GCTE Journal of Research and Extension in Education, Thiruvananthapuram, Kerala.

v. Gurujothi- Research and Reflections, Nedunganda, Kerala

vi. International Educator, Thiruvananthapuram, Kerala

vii. LPC Bulletin on Research, , Neyyoor, Tamilnadu.

viii. Research and Reflection on Education, Palyamakottai, Tamilnadu.

ix. The Review Master, Tirunelveli, Tamilnadu.

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

- Dr.B.Krishna Prasad, our former Principal received 'Jewel of India' award in 2009.
- Thiru.C.Bright was judged as 'Best Educationist' by Tamilian TV in 2009.
- Doctoral Degree in Education was conferred on Tmt.B.C.Sobha by Manonmaniam Sundaranar University in 2009.
- Doctoral Degree in Education was conferred on Tmt.S.Sreelatha by Manonmaniam Sundaranar University in 2010.
- Doctoral Degree in Physical Education was conferred on Thiru. A.Ravi by Manonmaniam Sundaranar University in 2010.
- Doctoral Degree in Education was conferred on Tmt.R.P.Deepa by Manonmaniam Sundaranar University in 2012.

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

Dr.B.Krishna Prasad completed a minor project funded by University Grants Commission on Teacher Constraints and Teacher Involvement in Adolescent Guidance at the Higher Secondary level.

Dr.S.Sreelatha has undertaken a project entitled 'Psychosocial Development and Career Choices of Socially Disadvantaged Adolescents in Kanyakumari District' funded by University Grants Commission.

3.3 Consultancy

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

The institution has been providing consultancy services at various educational levels.

- N.V.K.S.D. College of Education is a pioneer institution in the field of teacher education. Our expertise is being shared with the newly formed Colleges of Education. We have been regularly giving suggestions on academic as well as administrative matters.
- The staff provide consultancy for M.Ed. and M.Phil research scholars of other institutions.
- Our Principal Dr.B.C.Sobha and faculty members Dr. V.S.Minikumari and Dr.S.Sreelatha are consultants for the model school.
- Dr.A.Ravi is the consultant in Physical Education for the neighbouring school at Villunnikonam and in Yoga for the mentally challenged students.
- The women's cell functioning in our institution discusses problems related to girl students of various schools.
- Thiru.C.Bright is a consultant for various Colleges of Education and Schools.

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

The faculty members of the institution are competent to undertake consultancy. Areas of competency of the faculty members are :

- Women Grievances.
- Career Counselling.
- Early Childhood Education.
- Action Research.
- Physical and Health Education.
- Research in Education.
- Administrative matters.
- Personality development.

- Educational psychology.
- The available expertise is published on the college website.

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?**

Most of the consultancy services given by the staff members of the institution are honorary. In certain cases individual staff members get revenue only to meet their expenses.

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

The institution does not claim any amount for the consultancy service.

3.4 Extension Activities

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

Community service helps people to gain an understanding about each other. To make the student teachers aware that the greatest need of a broken world is not compassion, but actions motivated by compassion, our institution has taken up various community related activities with the motto "Building Hope and Strength".

Contribution of the institution through Community work and outreach programmes

Various outreach programmes of the institution are given below:

- A survey was conducted in Aruvikkarai village which we adopted keeping in view the conditions of the locality. Results showed that the health condition of the villagers was very weak and often there

was outbreak of many infectious diseases. Our institution took initiative in cleaning and maintaining the garden, park and surrounding areas of the village and also conducted a medical camp. Sign boards were also installed at important places.

- Further with the help of the Panchayat and the Church there, our students helped one of the villagers both financially and manually in the construction of a house. Our management also contributed financially to the construction work.
- Our institution has been the counting centre for the local body elections.
- Our student teachers help the students of the model school to develop good study habits. They also give awareness on stress management techniques prior to examinations.
- Our institution has been providing facilities for conducting programmes by the government.
- Our student teachers give assistance to the teachers of the model school to provide teaching for those students who lag behind.
- An exhibition on teaching aids was organized for the benefit of the students of the model school and neighbouring schools.
- For the mothers of Kindergarten kids, a talk on 'Problem Behaviour of Children' was conducted. The interactive session turned out to be very much fruitful for the young mothers.
- The Health club functioning in our institution gives regular training in Yoga for the teachers of the model school, student teachers and teacher educators.
- Mini marathons were organized for the students of schools and colleges on the theme 'Health hazards of the 21st century'.
- A street play by the B.Ed. students was organized at Attoor junction to sensitize the community to the overuse of mobile phones. The theme of the play is "How long is it safe to call"?

- To inculcate the values of compassion and humility in student teachers a visit to old age home is organized every year where they interact with the inmates sharing their joys and sorrows. Donations are given in the form of cash and kind.
- As a part of community living programme our student teachers and faculty members visited aurally challenged school at Kottaram, Kanyakumari. Financial assistance was also provided by our institution.
- To sensitize the student teachers to the socio-economic conditions of the local community a survey was organized.
- Based on the results of the survey conducted on socio economic conditions of Attoor locality, it was found that the hygienic conditions of the local community were highly inadequate and accordingly a 'Clean Drive' Programme was organized.
- To improve the health condition of the villagers, a medical camp was organized in the locality by our institution.
- To instill values and charity in the hearts of the students, 'Charity Box' has been installed in our institution. Teacher educators and students contribute generously to this gesture of service. The amount collected is used for the development of the adopted village.
- An eye camp was conducted for our students and for the public in Attoor locality in collaboration with Helious Eye Hospital, Marthandam.
- Coaching is given to the students of our institution and other institutions to prepare for Teacher Eligibility Test.
- Our institution conducts coaching camp in volleyball where students of neighbouring schools participate.
- An 'Inter School Science Exhibition' and 'Inter School Science Quiz' were conducted in which students from various schools participated.

- Funded by the University Grants Commission, our institution conducts classes to prepare students for National Eligibility Test (NET). Students from other institutions are also benefitted.
- A blood donation camp was organized in association with the City Union Bank and Primary Health Centre, Kuttakuzhi in which 35 of our students donated blood.

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

The institution has benefitted from the community in the following ways:

- Constant contact with the community via schools has helped in capacity building of the institution.
- The first hand experiences during these activities and the interaction with less privileged sections of society helped the student teachers in bringing awareness and sensitization thereby inculcating human values in them.
- Experts from diverse fields, through the Alumni are invited to initiate and orient student teachers as well as teacher educators on various topics like environment protection, human rights, and inclusive education.
- DIET has conducted classes on ALM for our student teachers to make them familiar with the new strategies.
- Aids Awareness Camp was organized by the District Aids Prevention and Control Unit. Based on the recommendations made by the University, Red Ribbon Club was officially inaugurated with the fund allotted by Tamilnadu State Aids Control Society (TANSACS). Programmes on "Celebrating Life" and an interactive session with the resource persons (HIV positive speaker, District STD counselor) were also organized.

- The Tamilnadu Science Club, Thuckalay organized an 'Eye Donation Awareness' Programme.
- As a part of Road Safety Awareness Week, the officials from Traffic Police Department interacted with our students to develop their road safety consciousness. Wall posters were also displayed on the campus.
- The National Science Forum organized an interactive session with Scientists from ISRO for the school and college students in our institution. It helped in enriching the scientific knowledge of the students.
- Our institution has collaboration with local agencies like Y.M.C.A., Marthandam, Palmira Developmental Society, Marthandam, Vivekananda Kendra, Kanyakumari, Kumari Ariviyal Paeravai, Mullankarai vilai, Swasthika Samaj, Verkilamphi, Art of Living, Kulasekharam, N.S.S. Karayogam, Attoor.

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

The ongoing project of adopting the Aruvikkarai village has yielded positive results. The student teachers are satisfied with their contribution towards the community. Further it has helped in developing the humane behavior of the student teachers. The institution looks forward to start new programmes to improve the overall condition of the village.

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

The project 'Adoption of a village' is successfully going on. The institution has plans to take up further projects for the uplift of the neglected sections of the community.

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

- Thought for the Day programme is conducted every day for the student teachers. Students give a brief report of the events in the newspaper which help them to be up to date in day–to-day happenings and issues around the world. Students present ideas on various topics like Positive thinking, Love and Peace, Unity and strength, Blood Donation etc. and others are made to express their views on these.
- As a part of community living programme, a citizenship training camp is organized for five days at Vivekananda Kendra, Kanyakumari. The camp aims at enhancing
- Qualities of a democratic citizen
- Values of co-operative living
- Community relationship
- Leadership qualities.

Our students celebrated festivals like Pongal and Christmas with the inmates of an old age home, which helped them to cultivate compassion.

Curricular and co-curricular activities provide scope for collaborative learning and co-operative learning which help the student teachers develop social and citizenship values and skills like tolerance, care for one another, helping each other, etc.

3.5 Collaborations

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

The institution keeps pace with fast growing societal needs and keeps it abreast with the latest information at the national level.

- Our college is the centre for IGNOU programmes and our teacher educators are actively involved in various activities like arranging lectures, practice teaching and assessment.
- Our institution is a member of the Council of Teacher Education (CTE), the professional organization for the teacher educators and Kanyakumari Academy of Arts and Sciences (KAAS), a multidisciplinary researchers' forum for promoting quality research and academic excellence. Our teachers are active members of these organizations.

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

Our institution takes efforts to have linkages with International Organisations. An Interactive Colloquim on Special Education Needs was organized and Dr.Jan Siska, Professor and Vice-Dean of Charles University, The Republic of Czechoslovakia, talked on Special Education Needs.

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

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

Linkages with different organizations helped the teacher educators to get insight into teaching-learning process wherein they get familiarized with the latest developments in the field of teacher education.

- Our faculty members are the members of All India Association of Educational Research (AIAER) and Indian Association for Educational Reforms (IAFER) and are up to date with regard to the latest developments in the field of education and research.
- The institution invites articles from renowned academics in the field of teacher education to be published in the institution's journal *Frontiers in Education and Research.*
- Our faculty also regularly publishes articles in national journals of repute.
- Linkages with various schools have helped in developing understanding of their requirements and problems faced by students and teachers at the school level and in the teaching-learning process.
- The various schools are allowed to conduct campus interviews, thus enabling our student teachers to be placed in reputed schools.
- ABI Educational Consultancy, a private employment agency has registered our students to apply for the post of teachers in various schools.
- In association with Academy for Global Education Services Pvt.Ltd. (AGES), a consultancy in Education, our student teachers got their names registered in Job portal which helps them for placement.

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

- Collaboration with DIET, Theroor
- Our student teachers undertake remedial teaching for students who are weak in studies and teaching aids are also provided to neighbouring schools.

- Teachers of the model school are motivated to take up action research.
- Through practice teaching, our students try to fulfill the requirements requested by the various schools like conducting competitions, school assembly, physical training, sports, quiz programmes and supervising examinations.
- Various schools are allowed to conduct campus interviews.
- A science exhibition was organized by our institution in which the various practice teaching schools participated actively.
- A quiz competition was also organized in which many schools enthusiastically participated and won prizes.
- Mini marathon was organized for the school students by our institution.
- Prior to the assembly election, our students visited houses of nearby locality and created awareness among the public about their right to vote. A rally was also organized by our students to sensitize the public.
- Our institution gives coaching to students on National Eligibility Test conducted by the University Grants Commission and Teacher Eligibility Test conducted by the Government of Tamilnadu. Students from other institutions and from the locality attend the classes.
- The IGNOU programme offered in our institution is giving opportunity for teachers of various schools to secure their B.Ed. degrees and Diplomas.

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.**

The teacher educators are actively involved with the school teachers and other personnel from the school to:

- Understand the expectation of the school with respect to the practice lessons.
- Plan out lessons to suit the needs of the school.
- Discuss the methodologies suitable to the requirements of the school.
- Achieve a rapport with the schools to understand the problems, observe the classes of school teachers and evaluate the same.

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

Our institution has collaboration with St.Xavier's College of Education, Palayamkottai in exchanging faculty and infrastructure.

The teacher educators collaborate with school and other college or university when they are:

- Invited as judges for various exhibitions and other competitions both curricular and co-curricular.
- Examiners at the university level.
- Members of Question paper setting panel.
- Academic counselors for M.Ed. IGNOU programme at New B.Ed. College, Nellimoodu, Kerala.
- Internal and external examiners for M.Ed. and M.Phil.
- Guiding M.Phil. Students in distance education programme of Manonmaniam Sundaranar University and Madurai Kamaraj University.
- Panel members on committees of interviews, career advancements etc.
- External valuators for B.Ed. programme of various universities.
- Associated with the members of advisory committees of the journals.

- Allowed to interact with invited experts of B.Ed IGNOU programme of our institution.

3.6 Best Practices in Research, Consultancy and Extension

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

- The faculties have been encouraged by the Management and Principal to conduct projects and research.
- The institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials and relevant technology, sabbaticals, release time.
- Senior faculty members have been providing their valuable consultancy to newly started B.Ed. colleges regarding the functioning, infrastructure required and resources needed.
- Research abstracts of M.Ed. and M.Phil. dissertations are separately kept in our college.
- The Bi-annual journal of the institution, Frontiers in Education and Research provides teachers, research scholars and teacher-educators, with an opportunity to publish research articles.
- To develop national consciousness and social responsibility among the students, our institution has adopted 'Aruvikkarai' village.

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

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

- Research projects
- Publication of research journal.
- Research skill development programme.

- Adoption of village.

The good practice namely 'Adoption of a village' is detailed below.

Title of the practice

Service through village adoption.

The context that required the initiation of the practice

Majority of the villages in the country still face constraints such as access to education, health facilities, drinking water, etc. Adopting a village would go a long way in ensuring holistic and integrated development of the village concerned. Our institution has adopted an educationally and economically backward village 'Aruvikkarai' in the nearby locality and set up programmes covering safe sanitation, personal hygiene and better housing facilities. All these programmes where students participate voluntarily, would contribute a lot to the society.

Objectives of the practice

- To develop a sense of social responsibility among the students.
- To sensitize the students to the difficulties faced by the under privileged sections of the community.
- To create awareness of needs and challenges of community and to promote participation, involvement and leadership qualities.
- To develop essential qualities of a responsible teacher.

The practice

Various activities carried out in the village are:

- A preliminary survey to learn about the socio economic status of Aruvikkarai village. Based on the survey, it is found that the hygienic condition of the village is very poor and many of the villagers are in need of proper housing facilities. Our institution

took initiative in cleaning the garden, park and surrounding areas of Mathoor Hanging Bridge.

- Our college in association with St. Joseph Church took initiative to construct a house to a homeless villager. The financial assistance was provided by the management, the students and the staff. Contribution from the charity box was also utilized for the same. Our students rendered help manually by assisting the construction workers.
- A medical camp was conducted in the village since there was an outbreak of infectious diseases. People were sensitized to safe sanitation and personal hygiene.
- Signboards are put up.
- The garden in the Mathoor hanging bridge is maintained by the college.

Obstacles Faced if any and the strategies adopted to overcome them

The major obstacles faced are

- Time constraint.
- Difficulty in co-ordinating the sources.

These obstacles are overcome by allotting Saturdays afternoon for extension work and financial assistance by the management.

Impact of the practice

- It brings out a sense of unity and commitment among the students and the faculty irrespective of gender, religion, caste and age.
- Saturdays afternoons are converted for extension work, financial assistance is provided by the management.
- It lays the foundation among the students to become more active in their community organizations.
- It develops dignity of labour.

- It creates awareness among the public about the importance of hygienic environment and develops an appreciation about the role of the institution in the uplift of society.

Resources required

- Human resources
- Finance
- Materials for the construction

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

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to R*esearch Consultancy and Extension* and how have they been acted upon?**

The evaluative observations made under Research Consultancy and Extension in the previous assessment report were:

- The college had taken up a few extension activities with local NGOs. An elaborative project is required.
- Back volumes of foreign journals and journals related to the thrust areas of M.Phil. and Ph.D. are essential.
- Orientation programme to parents should be conducted.
- Internet facility should be available to all research scholars.
- Comprehensive orientation programme to the teachers who become guides for M.Phil and Ph.D.

The following measures have been taken to implement the valuable suggestions given by the NAAC peer team.

- As a part of the major extension activity, a village has been adopted and every measure is taken for the uplift of the villagers.

- Back volumes of foreign journals related to thrust areas of M.Ed. and M.Phil. are made available.
- Awareness programmes for the parents are conducted.
- Internet facility is made available to all research students in the computer lab and library.
- Orientation programme for the faculty members who are guiding M.Phil and Ph.D. scholars have been organized.

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

With regard to Research, Consultancy and Extension, the institution has taken the following measures.

- Teacher educators are taking up more research projects.
- Bound volumes of Research abstracts for M.Ed. and M.Phil. are also prepared for reference.
- e-journals are made available.
- Students and teacher educators are encouraged to write articles in journals. They have published a number of articles in national journals.
- Our institution has started a bi-annual journal *Frontiers in Education and Research* in 2012 January.
- IQAC Newsletter is also published by our college.
- Adoption of a village.
- Organized national seminars and faculty development programme
- Our college has applied for autonomous status.

IV. INFRASTRUCTURE AND LEARNING RESOURCES

Infrastructure and Learning Resources

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes, the physical infrastructure has been set up as per the NCTE norms. A new building has been constructed to commemorate the golden jubilee celebrations of the college.

The main building of the institution is three storied with spacious rooms. The ground floor consists of two lecture halls, office, record room, visitors' room and principal's room. The first floor consists of classrooms for the B.Ed. such as Mathematics, Physical Science, Biological Science, English, History, and Early childhood Education. Staff room, Language Lab and Career and Counselling cell also function on the first floor. There is a multipurpose hall on the second floor. Laboratories such as Psychology lab, Science labs, Mathematics lab, Arts and Craft resource centre, Health and Physical Education resource centre are there on the second floor. Purified drinking water facility is made available on all the floors of the building. The new building is a two storied one. The ground floor is earmarked for a full-fledged library with all modern facilities. The first floor consists of class rooms for M.Ed. and M.Phil., Research department, Seminar hall, ICT resource centre, and boys' waiting room.

The amount invested for developing the infrastructure is given below.

Sl.no.	Particulars	Amount
1.	Building	3 crores
2.	Furniture	15 lakh
3.	Audio and Visual equipments	3 lakh
4.	Computer & LCD projector	10 lakh
5.	Teaching aids	1 lakh
6.	Library books	20 lakh
7.	Laboratory equipments	2 lakh
8.	Sports materials	1 lakh

The master plan is enclosed as **Annexure II**

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

As the M.Ed. seats were increased, the expansion of the second floor of the main building was done in 2009. A new women's hostel with a built up area of 16090 sq. ft. was constructed with UGC assistance in the academic year 2011. Construction of an additional building was taken up to accommodate the growing demands. The library resources and augmentation of the existing infrastructure are added every year to cope with the growing needs. The library is shifted to the new building and it has got a built up area of 3527 sq.ft. The computer laboratory has also been expanded and upgraded with 50 computers. All classrooms are equipped with LCD projectors and computers.

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

   The infrastructure facilities available for co-curricular and extracurricular activities are given below:

   - A well-equipped auditorium.
   - Well-furnished seminar hall.
   - Arts and Craft room.
   - Playgrounds for sports activities.
   - A gym.
   - Room for indoor games.

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

   The infrastructure facilities shared with the other institutions are:

   - Our auditorium is utilized for conducting various programmes of our sister institutions and also by the public.
   - Our laboratories are utilized by our model school students.
   - Our halls and classrooms are utilized for local body election.
   - Our audio visual equipments are shared with our sister institutions.

5. **Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest room for women, washroom facilities for men and women, canteen, health centre etc.)**

    - Common rooms are available for both staff and students.
    - Rest rooms are available for our students.
    - Health centre is available in the campus.
    - Our campus is clean, green and plastic free.
    - Waste and water management is done properly.
    - Biogas plant is also constructed in the campus.
    - An Eco club works very actively to maintain the campus pollution free.
    - Hostel mess provides traditional and nutritious food items.
    - Separate provisions are made for indoor and outdoor games in the campus.

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

    A modern women's hostel is available with a built up area of 16090 sq.ft. All the rooms are well furnished and highly conducive for living and learning. The hostel can accommodate 75 students. There are 32 separate well maintained rooms. Recreational facilities such as reading room, television, internet facilities are made available in the hostel. Both indoor games and outdoor games are provided to the inmates to lead a healthy life. We subscribe Tamil, Malayalam, and English newspapers. Presently the strength of the hostel is only 45.

4.2 Maintenance of Infrastructure

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

   Building

   Laboratories

   Furniture

   Equipments

   Computers

   Transport/Vehicle

		Building	Laboratory	Furniture	Equipments	Computers
2007-08	Allocation	60,000	10,000	5,000	5,000	20,000
	Utilization	66,000	8,000	4,500	6,000	19,000
2008-09	Allocation	20,000	10,000	8,000	5,000	30,000
	Utilization	17,454	8,500	6,600	4,000	28,186
2009-10	Allocation	40,000	11,000	10,000	6,000	35,000
	Utilization	37,300	9,500	11,300	6,500	30,106
2010-11	Allocation	65,000	11,000	12,000	7,000	40,000
	Utilization	63,700	10,700	10,900	5,400	71,914
2011-12	Allocation	3,50,000	12,000	7,000	7,000	35,000
	Utilization	3,42,000	11,500	3,000	6,000	32,103

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

    - The buildings are used for administration, teaching and learning and accommodating students.
    - Library is used well by our students and staff members.
    - The computer lab is used by students to prepare power point presentations, browsing and doing ICT related works.
    - Science labs are utilized by our students for developing skills in doing experiments, demonstration, improvisation and problem solving.
    - Language lab is utilized for improving the communication skills with proper pronunciation and accent of the students.
    - Audio visual aids are utilized fully by our students in the preparation of lesson plans and other practical work.
    - Playground is used for the development of physical abilities and skills of the students.

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

    - An eco –friendly atmosphere has been created wherever possible.
    - Plenty of trees are grown and they are well maintained on the campus.
    - The college premises are always kept clean and all the measures have been taken to avoid non degradable materials inside the campus.
    - The college campus has been made plastic free since the year 2010.
    - A biogas plant is provided within the campus.
    - Polythene bags and cups are restricted and paper bags and cups are used on the campus.

4.3 Library as a Learning Resource

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

Yes, the institution has a qualified librarian and library assistant to support the library functions.

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 library resources available to staff and students are as follows:

- Number of Books – 13395
- Encyclopaedias - 40 sets(275 voulmes)
- Journals (National) – 33
- Journals (International) - 6
- Journals (Foreign) - 2
- News Papers - 8
- Magazines - 15
- e-journals - As per N-List
- Periodical Bound Volumes - 761
- Theses Collection – 757
- e- Resources (CD/DVD, audio cassettes, video cassettes) - 126
- Internet facilities for all the stakeholders.
- Software – Info Library software for library needs and other basic softwares.

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.**

Yes, the institution has in place a mechanism to systematically review the various library resources for adequate access and relevance. There is a library committee which holds meetings every quarter to discuss latest acquisitions and to decide on further requirements. The committee consists of the principal, two senior faculty members and the librarian. It recommends books and journals to be purchased, replaced and added to the available stock. The committee further reviews the various improvements to be made for easy access. A suggestion box is kept in the library to get the feedback of the users, which are also taken into consideration for improvement in the system.

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

The library is computerized. The library software is serviced and updated from time to time. All the books have properly been coded and numbered for effective use and easy accessibility. The Online Public Access Catalogue (OPAC) is made available to the users to identify the status of availability of documents in the library.

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.**

Fifteen computers with internet facilities are available in the library. It enables the staff and the students to browse e-journals and e-books and various other learning resources. Photocopier is also made available in the library which helps the users to take photo copies instantly. Students and staff have full access to the library and they have the freedom to use the library liberally.

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

Yes, the institution is one of the active members of the INFLIBNET, Ahemedabad, and subscribing N-list e-journals.

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.)**

All the working days mentioned in the college calendar are working days for the library. The college library is open from 8.30 am to 6.00 pm on all working days. On holidays the library functions from 10 am to 1 pm. It works for extended hours when needed.

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

- List of new arrivals are displayed on the notice board.
- Staff members make announcement in the class rooms.
- Announcements are made in the library.
- Staff and students are informed through SMS.
- Book jackets of new arrivals are displayed in the notice board.

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

Yes, the college library has a book bank facility. The economically backward students are provided with a set of books in all the subjects at the beginning of the academic year. They return the books after the completion of the course.

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

- Library and reading rooms are situated on the ground floor for the convenience of differently abled persons.
- A ramp has been constructed in the library for physically challenged students.
- For the visually challenged persons, personalized services are provided and braille text books are also added to the benefit of them.

4.4 ICT as Learning Resources

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

The institution has a fully equipped computer laboratory, with a qualified staff member to meet the ICT needs of the students and staff.

Hardware facilities provided are:

- Computers – 50
- Server - 1
- Laptop - 12
- Speakers - 5
- Printers - 10
- CD Rom - 100
- CD writers - 40
- Software: Library Automation, MIS, SMS, MS Office, C, C++, Visual basic.

In addition to the ICT facilities provided in the computer lab, the college has six LCD projectors. All the class rooms are equipped with LCD projectors. Laptops are provided to all the teaching faculty.

Internet facility is available in all systems in the computer lab. Internet facility is also provided in the office room, staff room, library and research room.

The college provides training in ICT to teacher educators and students. Orientation is given in preparing power-point presentations, multimedia packages and the use of Microsoft Excel and surfing the internet to get a vast pool of information. The students are trained in the basic uses of the MS-office package such as PowerPoint, Word and Excel

as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis of their action researches. Equipments like OHP, tape recorder, televisions, LCD projectors and slide projectors are also available in the institution.

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

Yes, there is provision in the curriculum for imparting computer skills to students. The major skills that the students acquire are:

- System operating skill
- Browsing skill.
- Downloading text and images.
- Use of e-mail and chat.
- Drawing skill.
- Power point presentation skill.
- Data manipulation skill.

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

The optimum use of innovative technologies is ensured in the institution. Computers and LCD projectors are used by the teacher educators as well as student teachers during lectures, workshops and seminar presentations. OHP and power point presentations made by the students are used to give lessons in schools during internship programme. Admissions, internal assessment and all other communications are done through computer applications. Additional information for various topics is procured through internet. Also ICT based projects are given to students.

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

The major areas in which the student teachers use technology in practice teaching are:

Preparation of lesson plans: The student teachers are encouraged to make use of educational websites for reference in terms of the content as well as in the use of innovations that they may come across.

Classroom transaction: Student teachers use the power point which they prepare as part of their computer assisted instruction package and OHP for teaching lessons in schools.

Preparation of teaching aids: student teachers download pictures to make teaching aids.

4.5 Other Facilities

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

Our institution shares its facilities with other teacher education institutions and local community whenever needed by the authorities concerned. Infrastructure facilities are utilized well by local bodies and other organizations. Computer lab and language lab are used to give training to the teachers of neighbouring schools.

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?**

The various audio –visual materials available with the institution are

- Teaching Aids
- Charts
- Maps
- Tape recorders / CD players
- OHP & Transparencies
- Educational CDs, Audio, Video cassettes
- Computers
- LCD projectors
- Movie camera
- Slide projector
- Still cameras
- Film strip projectors
- DVD players
- Public addressing system

The student teachers make optimum utilization of the audio-visual materials during simulated and practice teaching lessons. The CDs and audio video cassettes are utilized for teaching pre-school children and high school students during practice teaching.

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

The various general and methods laboratories available with the institution are mentioned below:

- Mathematics lab
- Physical Science lab
- Biological Science Lab
- Language lab

- Psychology lab
- Educational Technology lab
- Computer lab
- Workshop for preparing teaching aids

A qualified candidate has been appointed for the computer laboratory. Budgetary allocation is also made for upgrading the facilities of the lab. ICT resource centre is equipped with enough computers. Maintenance of equipments is done with the help of technicians.

4. **Give details on the facilities like multi-purpose hall, workshop, music and sports, transports, etc. available with the institution.**

The institution has a multi-purpose hall which is used for conducting seminars, workshops, celebration of festivals and other college activities. Workshop room for Arts and Craft is also available. A centre for indoor games is also provided. The transport facilities of the sister institution is utilized for the college also.

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. Classrooms are equipped with green board, white board, OHP, LCD projector, computer and public addressing system. Smart classroom is also available in the college.

4.6 Best Practices in Infrastructure and Learning Resources

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

The teacher educators seek to model the best practices, by video graphing the micro teaching lessons and demonstration lessons given by them. The laptops and LCD projectors available in the class rooms are made use of in the teaching learning process. The different methodologies

used in the teaching learning process help reflect on the performances of the teacher educators. Theory based lectures have been conducted in power point supported ways.

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

The innovative practices related to use of ICT which contribute to quality enhancement in the institution are given below.

- Power point supported presentation of lectures by the faculty.
- Integrating ICT in assignments / seminars/projects.
- Manipulating internet to enhance the quality of curricular contents.
- Website analysis by the students.

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

The following innovations /best practices are adopted in our college.

- ICT supported classrooms: Classrooms are equipped with modern technological devices. Majority of the teaching learning transaction is carried out through ICT. Students are encouraged to use power point presentations in their seminars.
- Green campus programme: Our campus is made green by planting and protecting trees with care.
- Free browsing centre: Majority of our students come from rural areas and they don't have any internet access in their homes. Hence in our library a browsing center is setup with 15 computers having e-resources availability.
- Using low cost materials for teaching

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

1. **What are the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?**

The major observation made by the peer team regarding infrastructure and learning resources is given below.

The library does not have foreign journals and standard reference books and text books in research methodology.

The following measures have been taken to implement the valuable suggestions given by the NAAC peer team:

- Efforts have been made to subscribe foreign journals.
- More numbers of standard foreign books and reference books in Research Methodology have been added.
- e-journals are made available.
- Dissertation Abstracts International has been added.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

- A well-furnished women's hostel has been constructed with UGC assistance.
- Each classroom is digitalized.
- One classroom has been made a smart classroom.
- Each teacher educator has been provided with a laptop.
- A 45 KV generator is installed to meet the problem of power failure.
- The library is partially automated and computerized.
- Dissertation Abstracts International, back volumes of e-journals and online journals are provided in the library.

- Standard text books and reference books in educational research are added.
- Library hours are extended.
- Main building is extended on the second floor.
- An additional new building has also been constructed
- More equipments have been added in the Technology lab, Psychology lab, and Methodology lab. More numbers of computers have been added.
- More furniture have been added.

V. STUDENT SUPPORT AND PROGRESSION

Student support and progression

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

The assessment of preparedness of the course commences with an entry behaviour test comprising the essential skills required for a teacher, along with the adequate coverage to check out the content knowledge of the aspiring teachers at the beginning of the programme itself. Induction classes are held immediately after admission to all courses to acquaint them with the personal and professional qualities required for the successful completion of the course. Teaching skills are assessed by asking the student teachers to teach a topic for five minutes. Activities like extempore speech are given to check their communication abilities.

Informal academic counselling by the subject teachers is given continuously. Our college organizes talents day soon after the commencement of the course to assess the innate talents of the students. This is conducted with an intention to lay platform for the students to project their varieties of talents.

Regular feedback sessions are conducted to help the student teachers to restructure, refine and enhance their teaching styles and abilities. Bridge courses are conducted to assist the students to adjust with the course content. Spoken English classes are provided to the students to improve English language efficiency.

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

The college ensures a learner friendly environment. The campus offers a very congenial and comfortable environment appropriate for effective and beneficial learning. Our campus is clean, green and plastic-free.

The teachers are approachable, humane and friendly with the students. The students are randomly divided into 13 tutorial groups each under the charge of a faculty member who provides personal and career counselling to the group concerned. We also follow mentoring system. The students are constantly monitored and evaluated to find out their strengths and weaknesses. They are praised and appreciated for their efforts. Room rents and fee concessions are offered to financially backward students. Management and our staff do financial help to the needy.

Special soft skills classes are conducted to boost up the confidence level of the students. Students are continuously assessed through discussions, group work, assignments, tests and seminars. We have excellent library facilities which help our students to refer to the required contents and grow knowledgeably. Our computer laboratory is provided with free internet facility. Remedial classes are often conducted for the benefit of the academically needy students. To qualify for the national eligibility test for lectureship, we conduct UGC sponsored NET coaching classes which are regularly attended by our students as well as off campus students. The institution provides feedback on a regular basis to make them aware of their performance improvement.

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

Year	Course	Dropout	
		Male	Female
2007-08	B.Ed.	--	--
	M.Ed.	--	2
	M.Phil.	--	--
2008-09	B.Ed.	1	--
	M.Ed.	--	--
	M.Phil.	--	--
2009-10	B.Ed.	1	--
	M.Ed.	--	--
	M.Phil.	--	--
2010-11	B.Ed.	1	--
	M.Ed.	-	3
	M.Phil.	--	--
2011-12	B.Ed.	--	1
	M.Ed.	--	1
	M.Phil.	--	--

As evidenced by the above table, the dropouts in all the courses are very low and negligible. However the reasons for the dropouts are marriage, and employment. Induction programmes are held at the entry point itself to help the students to cope up with the schedule of the courses and thereby the institution minimizes the dropout rate. Individual counselling, visit to the homes of the students, discussion with parents and friends etc. are also carried out to reduce the dropout rates. In certain extreme cases counsellor's assistance is also sought. Regular absentees are

identified and in such cases necessary intervention by the teachers are initiated.

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?**

The institution provides necessary guidance for enabling the students to compete for the jobs and progress to higher education. The institution gives UGC sponsored NET coaching classes which help the students to get qualified. Educational experts are invited to update the students with the latest developments in the fields of employment and higher education.

The career and counselling cell of the institution provides valuable guidance for the students to face interviews, preparing curriculum vitae and practice to write competitive examinations. They are also encouraged to appear for various entrance examinations to qualify for higher education. The cell takes initiative in providing TET coaching classes. The career cell is also associated with placement agencies to register the names of students in their job portal. Personal guidance is also provided on one-to-one basis. We have also instituted a career corner for updating career information. Students are highly motivated and directed by the faculty and experts to join higher education courses like M.Ed., M.Phil., Ph.D., and other PG courses.

Our alumni also enormously contribute by organizing coaching classes for competitive examinations.

Year	List of students qualified for NET examinations	Students qualified for SLET/TET examinations	Central / State Service
2010-11	10	1	-
2011-12	3	12	16

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

Sl. No.	Year	Percentage of students who opted for further studies	Percentage of students who chose teaching as a career
1	2009-2010	25	45
2	2010-2011	25	46
3	2011-2012	26	49

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

The college considers all its students as valuable assets. The alumni are allowed to have access to library and computer facilities. We also invite our alumni to attend the NET and TET coaching classes.

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

Our institution has a career and counselling cell which is actively involved in helping the students getting better employment. Every year campus interviews are conducted by reputed institutions. Many students are selected and appointed with high pay and perks. Many educational institutions have been making inquiry in advance about our students to be considered for appointment in their institutions. The cell also undertakes orientation classes, seminars and workshops for personality development, stress management, life coping skills, tips and suggestions to prepare for interviews, write curriculum vitae, and resume writing. The cell also extends career guidance whenever there is a need. The cell has taken initiative to offer placement services through service agencies like Academy for Global Education Services Pvt. Ltd and ABI Educational Consultants. The career corner provides information about career opportunities.

The details of the students who have been employed through the placement cell is given below.

Year	2010-11	2011-12
Number	22	24

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

The career and counselling cell is successfully rendering its valuable guidance, information and support for counselling and placement to our students. However, the cell finds it difficult in arranging

interviews of reputed institutions due to time constraints. Moreover, we have not been able to establish a global/international linkage with educational institutions outside India. The cell considers these as major limitations.

Measures are being taken to invite two or more educational institutions to conduct campus interviews at a time. The efforts are also taken to establish a strong linkage with international institutions by seeking the help of professional placement services.

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

The institution has tie-up with different reputed aided and private educational institutions where our students do practice teaching. Some of these schools conduct interviews and select our students as per their requirements.

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

The placement cell consists of the principal and three teacher educators who monitor the smooth functioning of the cell. The cell maintains a career corner for the display of career and placement related information and also maintains a suggestion box for the students to put forth their suggestions.

The cell is actively functioning in a well-furnished room with ICT facilities. The financial support is obtained from the UGC as well as from the management. Some carrier magazines are also subscribed.

5.2 Student Support

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

The curricular and co-curricular activities are planned at the beginning of each academic year. The activities of the previous year are reviewed for consideration, modification and implementation of the curriculum. The academic calendar prepared serves as an aid to have a bird's eye view of the programmes to be conducted. The activities related to various curricular and co- curricular programmes are assigned to the teaching faculty during the staff meeting. Monthly and need based staff council meetings are held to discuss the implementation of the various programmes planned. The review process helps to identify the problems and find out the solutions. Curricular and co-curricular activities are planned well in advance and informed to the staff and the students by displaying them on the notice board and through circulars.

After the completion of each activity, the staff member incharge gives report of the whole activity. The staff members then review the effectiveness of the activity. The students' feedbacks are also utilized for the modification of the programme. The team spirit and better co-ordination of the staff are the backbone for successful achievements.

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

The institution follows a curriculum prescribed by the Tamilnadu Teachers Education University. The following facilities have been

provided to have flexibility in the curriculum so as to enable the differently abled students.

For visually challenged students, scribes are provided to assist them in written examinations. Books on braille script are kept for their easy reference.

The classes which were regularly functioning in upstair rooms of the building have been shifted to the ground floor for the benefit of the orthopedically challenged students. Our faculty members also provide personal guidance and personal coaching to them when needed.

The hearing impaired students are made to sit in the front rows. Micro phones are also used in large classes for the sake of the hearing impaired.

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

Tutorial groups comprising 12 students have been formed. Each group consists of both B.Ed. and M.Ed. students and is guided by a teacher educator incharge. Tutorial meetings are held twice in a month. The teacher educators give guidance to the students to solve problems pertaining to personal and academic matters. Individual counselling is also offered whenever there is a need within the scope of tutorial group. Tutorial sessions have become highly beneficial as the teacher educators assist the students to refine their study skills and help them in enhancing confidence and courage to overcome the difficulties.

Low achievers are identified and are provided with assistance by the meritorious peers. They act as mentors to them. Training is provided to prepare notes, write answers, improve study skills and to prepare for the examination. Mentoring is carried out under the supervision of teacher educators.

In some rare cases, teacher educators themselves would take steps to adopt some students who are severely in need. In this manner tutorial, mentoring and adoption are carried out in our institution.

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

The teacher educators keep themselves updated with the latest development in the field of education to enhance their style and effectiveness of teaching. They attend and present papers in State/ National/ International level seminars, conferences, and workshops and attend various orientation and refresher courses as measures of updating information. They present and publish thematic and research papers in various International and National journals. Our faculty members are engaged in UGC sponsored projects and action researches.

The principal encourages and provides a lot of support to teacher educators to enhance their effectiveness in teaching and mentoring of students. The principal interacts informally with the teachers and students during their leisure time to find out their problems and to provide possible solutions. The teacher educators are encouraged to assist students to be positively motivated by equipping themselves with life skills, stress management skills and study skills for better performances. The various seminars, workshops and orientation classes for personality development and de-stressing are conducted to boost the morale of the students.

The tutorial sessions are held to meet the students personally and discuss their problems. They are encouraged to participate in co-curricular activities, seminar presentations, sports and games etc., besides regular studies to enrich their knowledge and level of confidence.

The college has an excellent library, computer lab with internet, well equipped class rooms with LCDs to support the efforts of the teachers.

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

The institution has a website which is updated from time to time. The website displays information about the history, vision, mission, the details of the management, management committee, faculty members, courses offered and its unique facilities. Efforts are taken to publish latest news, details of placements, major achievements, academic calendar, sports, games and activities of alumni, notification of seminars and workshops to be conducted in the college.

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

The academically low achievers are identified through continuous assessment. The following steps are implemented to improve the performance of the academically low achievers.

UGC sponsored remedial coaching: Coaching is provided to academically low achievers.

Tutorial groups: Groups are formed to improve the study skills of the students. Various problems and difficulties are discussed and the solutions are searched out.

Mentoring: Academically meritorious learners are identified and put in charge as mentors for the low achievers.

Adoption scheme: The learners who are academically at risk are adopted by the teacher educators who take special care of them to become better performers.

Spoken English classes: Classes are organized for the benefit of the Tamil and Malayalam medium students.

Counselling sessions are also conducted for the students to solve their personal and academic problems. Special assistance is provided by our faculty and in some cases expert counsellor's advice is sought.

7. What specific teaching strategies are adopted for teaching?

(a) **Advanced learners and** **(b) Slow learners**.

(a) Advanced learners

The following teaching techniques are implemented for advanced learners.

- Seminar presentations: Advanced learners are given opportunity to present seminars.
- Discussion method: Topic is assigned for the advanced learners to discuss within the group so that they can present the views on the topic.
- Debates: Critical learning takes place when the learners argue for and against the content debated.
- Models of teaching: Models of teaching help the learners to learn systematically the content and the facts thoroughly. Models like co-operative learning, concept attainment model, collaborative learning are extensively used by the advanced learners for better learning.
- Self-study: Advanced learners are given units for self-study which are evaluated by the teacher educators.
- Workshops: Workshops provide hands on experience to the learners to experiment with the content learned.
- Group technique: The learners learn through group technique like peer group teaching, buzz group, etc.

- Projects: Special projects are assigned to the advanced learners.
- Solving previous question papers: Advanced learners are asked to answer the questions of the previous years.
- Brainstorming: Brainstorming technique is adopted to enrich their learning style.
- Assignments: Assignments are provided frequently to the students.
- Mentoring: Advanced learners act as the mentors of low achievers.

(b) Slow Learners

The students with academic backwardness are specially tutored through:

- Remedial coaching: It is provided to academically low achievers.
- Tutorial groups: Such groups are formed to improve the study skills of low achievers.
- Mentoring: Academically meritorious learners are put in charge as mentors for the low achievers.
- Adoption scheme: The learners who are academically at risk are adopted by the teacher educators.
- Spoken English classes: Spoken English classes are conducted for the benefit of the Tamil and Malayalam medium students.
- Models of teaching: Models of teaching help the learners to systematically approach the content and learn the facts thoroughly. Social Interactive models are used to familiarize the content thoroughly.
- Group technique: The learners learn through group techniques like peer teaching, buzz group, etc.
- Drill and practice: Students practice the contents repeatedly.

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

The following are the various guidance and counselling services available to the students:

- Grievance redressal cell: The cell attends to the grievances of the students on their personal and academic issues. Solutions are also sought.
- Career and counselling cell: Besides providing career information, the cell is actively involved in assisting students in the solution of personal and academic problems.
- Professional counsellor: Special cases are referred to a professional counsellor to dig out their problems and for possible solutions.
- Women's cell: The women teacher educator incharge take up the issues raised by the women students and take initiatives to solve their problems.
- Tutorial groups: These groups are formed to improve the study skills of the students especially the low achievers.

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

Following are the grievance redressal mechanisms adopted by the institution.

- Grievance redressal cell.
- Installation of a suggestion box.
- Students' council.
- Direct approach to the principal.
- Personal assistance by the faculty members.
- Services of the professional counsellor.
- Women's cell.

- Career and counselling cell.

Major grievances redressed in the last two years are the following:

- Time was not sufficient for the students to use the library conveniently. They did not have enough time to refer to books properly. This was brought to the notice of the principal. Subsequently timings of the library were made flexible as per the requirements of the students. Moreover, library hour was allocated in the time table especially for referring to books.
- It was widely felt that the hours for computer training were not sufficient. So the institution found out a solution by allowing the students to use computer during free time and before and after the college hours.
- Tamil and Malayalam medium students found it difficult to attend the classes handled in English language. To rectify it, special spoken English classes were conducted.
- More number of toilets were constructed as per the request felt by the students.
- Power cut is a major current problem. To overcome this difficulty, a generator has been installed.

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

The progress of the students is monitored through a continuous assessment programme including class tests, assignments, quizzes, seminars, group work and terminal examinations. Regular attendance is taken before the commencement of all teaching sessions. Irregularities in attendance and academic performance are informed to the parents and necessary follow up work is also taken through remedial and peer teaching. Practical aspects such as micro teaching, macro teaching and

internship are monitored by the teacher educators, mentor teachers and heads of practice teaching schools.

Library hours are made compulsory and the library staff monitor and record the hours of study spent by the students inside the library.

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

The institution ensures the competency of the students to begin practice teaching in the following ways:

- A clear cut orientation on taxonomy of educational objectives is given in the beginning.
- Orientation on microteaching skills by the faculty members and by experts from outside.
- Demonstration classes on micro-teaching skills by the faculty members.
- Practising of each micro teaching skill separately by the students.
- Micro lessons are video graphed for feedback.
- Practice in link lessons by the students.
- Discussion and preparation of lesson plans.
- Systematic correction of lesson plans by the teacher educators.
- Practice in preparing teaching aids.
- Practice in diagnostic and achievement test constructions.
- Demonstration classes by the alumni.
- Demonstration classes on macro-teaching by faculty and experts.
- Criticism classes by student teachers.
- Reflective sessions for the modification of teacher behaviour.

The follow-up support provided to the students during practice teaching is as follows:

- Teaching sessions of the students are regularly observed by the teacher educators, mentor teachers and peers and necessary guidance is given by the teacher educators and mentor teachers.
- During practice teaching, on all Saturdays students are given necessary feedback and advice for further improvement.
- Reflective practice records are given to all the students and they are made to reflect their lessons and write down their strengths and weaknesses.

5.3 Student Activities

1. Does the institution have an alumni association? If yes

i) List the current office bearers.
ii) Give the year of the last election.
iii) List alumni association activities of the last two years.
iv) Give details of the top ten alumni occupying prominent position.
v) Give details on the contribution of alumni to the growth and development of the institution.

"Yes" the institution has an alumni association

(i) Current office bearers:

President	–	Thiru.A. Jayakumar
Vice president	-	Thiru. D.S. Prashob Madhavan
Secretary	–	Dr.A.Ravi
Treasurer	–	Tmt.S.Devika
Members	-	Tmt.R. Anitha
		Thiru.P. H.Jebalin Paul
		Thiru.R. Murali

(ii) Year of the last election:

2011

(iii) Alumni Association Activities of the last two years:

- Served as resource persons in various programmes in the college.
- Assisted in placement of the students of the college.
- Contributed sports materials.
- Sponsored prizes for meritorious students.
- Donated furniture to the college.
- Contributed learning resources like computer and books.

(iv) Details of the top ten alumni occupying prominent positions.

Many of our alumni members are holding prominent positions as administrators, principals, lecturers, teachers, etc.

1. Dr.M.Sadanandan (Former HOD, M.S.University,Tirunelveli).
2. Dr.Godwin S. (Assistant Professor DIET, Theroor).
3. Dr.SujithA.V.(Associate Professor, College of Education, Thycaud)
4. Dr.Indu.H (Associate Professor, Avinashalingam University, Coimbatore)
5. Dr.R.Sreelatha (Principal, M.E.T College of Education, Chenbakaramanputhur)
6. Dr.David Raja Bose (Principal, Lakshimipuram College of Arts & Science)
7. Dr.S.Lekha (Assistant Professor, Queen Mary's College, Chennai)
8. Dr.Samydhas. P. (Principal, Sivanthi Adithanar College, Thiruchendur)
9. Dr.Joslin R.Russel (Principal, James College of Education, Karungal)

10. Dr.Raghi. P. Nair, (Assistant Professor, Vivekananda College of Education, Pondicherry)

(v) Contribution of alumni to the growth and development of the institution.

Our alumni are the goodwill ambassadors to spread the vision and mission of the college. They have contributed liberally to the growth and development of the college by donating furniture, books, computers, learning materials and useful equipments. They have sponsored a few scholarships for the meritorious students. They have been actively participating in the functions of the college and have been giving constructive suggestions for the development of the institution.

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 encourages the students to participate in extracurricular activities by celebrating special days such as Independence Day, Republic day, National Education day, Gandhi Jayanthi, Teachers day, Environment day, Youth day etc. Further the college celebrates all important cultural and religious festivals so as to enhance the spirit of secularism and to grasp the significance of cultural pluralism. Participation in inter and intra college level competitions is encouraged by providing participants with financial assistance. Staff members are deputed to give necessary practice in extracurricular activities and also to accompany the participants when they travel out. Awareness rallies are arranged by our students on themes related to current social issues. Field trips are arranged for our students to get first-hand experience on areas related to their subjects. Activities like planting of saplings, clean and green campus, plastic free zone, soft skill activities, SUPW activities, and community works etc. are done through the various clubs of the college.

Students are encouraged to participate and demonstrate their talents during sports day, arts day, talents day and college day. There is ample provision for indoor games like carom, chess, table tennis, etc. and outdoor games like, badminton, volley ball, football, tennikoit, throwball, etc. The Director of Physical Education encourages the students to participate in various sports and games.

Achievements of students during the last two years are given below.

Students' participation in extra-curricular and co-curricular activities is detailed below.

Year 2010-2011

Sl.No	Name	Event	Place	Organizer	Date
1.	Kumari Carnival 2010	Cultural competition	First	Holy Cross College, Nagercoil	15 Dec.2010
2	Kumari Carnival 2010	Cultural competition	Participation	Scott Christian College, Nagercoil,	16 Dec.2010
3.	Power point presentation	Inter-collegiate Talent search contest	First	Annammal College of Education, Tuticorin	18 Dec.2010
4.	Kumari Carnival 2010	Inter collegiate cultural competition		Women's Christian College Nagercoil	19 Dec.2010
5.	Kumari Carnival 2010	cultural competition		Sree Ayyappa College for women, Chunkankadai	30 Dec.2010
6.	III EDU-Quiz 2011	National Quiz Competition	Participation	R.P.A. College of Education Mamootukadai	20 Jan. 2011
7.	Edu-Quiz 2011	National level Quiz competition	Second	Bethlehem College of Education Karungal	25 Jan 2011
8.	Edu-Quiz 2011	National level Quiz competition	First	Grace College of Education Padanthalumoodu	30 Mar 2011

Year 2011-2012

Sl.No	Name	Event	Place	Organizer	Date
1.	Cultural events. Mime	Inter Collegiate competition	First	Bishop Agni Swamy College of Education. Muttom .	16 Dec. 2011
2.	IV-EDU-QUIZ 2012	National Quiz competition.	Particip-ation	R.P.A. College of Education Mamootukadai,	28 Jan.2012
3.	Edu-Quiz 2012	National level Quiz competition	Second	Bethalahem College of Education, Karungal,	31 Jan. 2012
4.	Elocution Competition	Inter-collegiate Elocution Search Contest	First and Second	Sree Ayyappa College for women, Chunkankadai.	20 Mar 2012
5.	Edu-Quiz 2012	National level Quiz competition	First	Grace College of Education, Padanthalmoodu	3 April 2012

Students participation in sports and games

Sl.No	Event	Organizer	Place	Year
1.	400 mts. race	Inter Collegate TNTEU	Third	3 and 4 March 2011
2.	Athletic events	Inter Collegiate TNTEU	Participation	23 and 24 March 2012

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

The institution motivates students in developing their creative talents. They are encouraged to write features and articles in the newspapers. The college magazine is published every year with their contributions like articles, poems, paintings, cartoons, etc. Manuscript magazines are also published. Students are also encouraged to participate in the publication of the Newsletter annually. Students are encouraged to attend and present papers in State /National /International level seminars and conferences. They are motivated to contribute to research journals and publications. Poster presentations and Wall papers on different themes and subjects are prepared and displayed on themes related to current social, cultural and environmental issues. Our institution publishes a bi-annual national research journal *"FRONTIERS IN EDUCATION AND RESEARCH"* and our M.Phil. students assist in the publication and distribution. Under the initiative of department of Biological science, wall magazine was brought out by our students. In the previous year our institution published a college magazine Vismaya 2012.

The major publications / materials brought out by the students during the previous academic year are given below:

Names	Article	Publication
N.Bharat	'Virtual learning Environment – A medium to enhance soft skills'	Seminar Proceedings (KAAS)
N.Bharat	'Virtual learning Environment(VLE) – A medium to enhance teaching competencies'	Seminar Proceedings (Sri Ramakrishna Mission Vidhayalaya College of Education, Coimbatore)
P.G.Kaviarasu	'Innovating Teacher Education using blended learning'	Seminar proceeding (Sri Ramakrishna Mission Vidhayalaya College of Education, Coimbatore)

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

Yes, the institution has got a student council. The representatives are elected through a democratic direct voting system.

Constitution of the student council.

- Chairman.
- Secretary.
- Arts Club Secretary.
- Magazine Editor.
- Department representatives.
- M.Ed. representative.
- M.Phil. representative.

Major Activities:

- Conducting student association meetings.
- Organising extra-curricular activities.
- Celebrating national and other festivals.
- Organising cultural programmes.
- Participating in discipline committee.
- Conducting field trips.
- Organising community work
- Organising college day
- Identifying and finding possible solutions to campus problems.

Funding:

- For the activities of the students' council a nominal amount is collected from the students. And the rest of the expenses are met by the management.

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

The students have representation in the following academic and administrative bodies.

i. Academic committee

Composition:

Principal

Faculty representatives

Student representatives

Activities

- Organizing workshops and seminars.
- Organizing tutorial groups.
- Carrying out study circles.
- Giving ICT training to students.
- Systematically organizing all academic activities.

ii. Library Committee

Composition:

Principal

Librarian

Faculty representatives

Student representatives

Activities

- Organizing book exhibitions
- Informing students about the arrival of new books
- Encouraging students to read books
- Giving orientation to the students for the maximum use of the library.

iii. Co-Curricular Committee

Composition:

Principal

Faculty representatives

Student representatives

Activities

- Organizing various cultural events and competitions.
- Celebrating days of importance like, Independence Day, Republic day, Gandhi jayanthi, Teachers day etc.
- Celebrating festivals.

iv. Extension Committee

Composition:

Principal

Faculty representatives

Student representatives

Activities.

- Organizing awareness programmes.
- Contributing clothes to old age homes.

- Initiating a clean dry programme in Aruvikkarai village.
- Arranging field trips.
- Community work in the adopted village.

v. Sports Committee

Composition:

Principal

Director of Physical Education

Faculty representatives

Student representatives

Activities

- Making students participate in various sports and games activities inside and outside the college.
- Conducting sports day

vi. Literary Club

Composition:

Principal

Faculty representatives

Student representatives

Activities

- Encouraging students to write in newspapers, journals and magazines
- Encouraging students to contribute in college magazine
- Organizing literary competitions.

- Encouraging students to give speeches during the conduct of various programmes

vii. Eco Club

Composition

Principal

Faculty representatives

Student representatives

Activities

- Declaring the campus as green campus plastic free zone.
- Planting saplings.
- Conducting inter school quiz competition, inter school science exhibition etc.
- Organizing talks on environmental themes.

viii.Publication Committee

Composition:

Principal

Faculty representatives

Student representatives

Activities

- Publishing national research journal namely *"Frontiers in Research and Education"*.
- Encouraging students to write articles.
- Publishing college magazine.
- Preparing manuscript magazine.

ix. Women's Cell

Composition:

Principal

Faculty representatives

Student representatives

Activities

- Installing a suggestion box for women students to make their suggestions and complaints.
- Addressing the grievances made by the women students.
- Conducting poster presentation competition.
- Conducting debates on gender equality.
- Organizing guest lectures to sensitize women students to women's rights.
- Celebrating women's day.

x. Career and Counselling Cell

Composition:

Principal

Faculty representatives

Student representatives

Activities

- Inviting educational institutions to conduct campus interviews
- Preparing students to face campus interviews
- Organizing talks and seminars on personality development, de-stressing, etc

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 collects feedback from its graduates and employers through the feedback forms. Feedback collected from the graduates and employers are used for the modification and improvement of the system.

5.4 Best Practices in Student Support and Progression.

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

Title of the Practice:

Towards a better lifestyle

The context that required initiation of the practice

Teachers are the architects who enable children to acquire self - knowledge and interpersonal skills necessary for making choices for a healthy and productive lifestyle. To facilitate the way pupils make their personal, social career and educational choices, the teachers should be well equipped to help students to take decisions. Hence it was felt that, better counselling should be done for students to become effective teachers, who can handle their own problems as well play a lead role in preparing children to face challenges and succeed in life.

The objectives of the practice

- To enable student teachers to face the challenges in life.
- To equip students to strengthen their character.
- To enhance academic competence.
- To develop values.

- To make wise, realistic selection of personal, social, career and educational choices.
- To inspire them to lead a fruitful life ahead.
- To instill positive attitudes which will contribute to bring about a positive change in students whom they are going to deal with in the future.

The practice

The career and counselling cell stands for ensuring academic excellence, development of skills, promotion of an all-round development of personality, formation of competency necessary to make wise decisions on academic, personal, social and career aspects. The cell also aims at enabling the students to face the challenges in life and adapting to the rapid changes happening around. The endeavor of the cell commences after the opening of the classes itself. The cell extends its service with the sincere support and co-operation of the faculty members who are contributing their own roles in providing counselling to career and personal problems.

The counselling carried out is as follows:

- The intimation to students regarding the service of career and counselling cell is the initial step towards the functioning of the cell. The rendering of services formally commences with systematically registering the names of the students who require assistance.
- The guidance is rendered as and when the problem arises. Categorization of the problems as academic, social, personal and career is the next step.
- It is followed by discussions on the problems. The grave problems will be referred to the expert panel whereas the trivial ones will be solved by the faculty members themselves.

- Next is the stage of implementation, where the student concerned will have frequent, sometimes occasional sittings for discussions in solving their problems and necessary strategies and techniques will be adopted at this stage to resolve their problems.
- It is followed by the application of feedback mechanism to ascertain the extent of effectiveness of guidance and counselling techniques.

This mechanism is intended to bring overall personality development.

The cell intends to develop positive thinking in students to have a strong and healthy self-image. The cell motivates the students to work hard and to give their best to achieve success in life. The cell also enables the students to choose wisely from the choices available- academic, social, personal and career choices.

Other than initiating informal and formal discussions about the subjects, the cell also facilitates the following activities as strategies to strengthen character and to achieve the above mentioned objectives.

- Conducting seminars, workshops and talks on de-stressing techniques, personality development, career options and career prospects.
- Memory tips and frequent orientation to prepare well for examination by faculty members.
- Conducting UGC sponsored remedial classes for the benefit of low achievers.
- Conducting UGC sponsored NET coaching classes to take National Eligibility Test for lectureship.
- Placement services activities.
- Registering our students' profiles in other employment services.
- Installation of suggestion box.

- Encouraging students to actively participate in various extension activities like, massive clean drive programmes, visiting old age homes etc. for character development based on service to fellow humans.

Obstacles faced if any and strategies adopted to overcome them

Insufficiency of time is a major setback faced by the institution to carry out the activities successfully. Since there is shortage of time the students often feel inhibited to reveal their problem to its core as the rapport created is ineffective and inadequate.

The institution rectifies these limitations through the adoption of group couselling technique to some extent. The installation of suggestion box is also of great help in identifying their problems. The strategies like tutorial system, mentoring, adoption scheme etc. also act as decisive factors in identifying and solving these problems. The feedback mechanism adopted is a major contributing factor in overcoming the above mentioned obstacle.

Impact of the Practice

It helps to have a strong and healthy self-image. It develops a mentality in the students to work hard to achieve success. It cultivates the virtue of simplicity and spirit of service and love. In short, it moulds the formation of individuals of character, competence, conscience, compassion and commitment.

Resources required

- Human resource of the college and counsellors**.**

Additional Information to be provided by the institutions opting for re- accreditation and reassessment

1. **What were the evaluative observations made under *student support and progression* in the previous assessment report and how have they been acted up on.**

The major observation made by the peer team during the first visit under *student support and progression* is to have a registered alumni association in the college. Hence the institution registered the alumni association.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to student support and progression?**

The following measures have been undertaken by the institution after the first accreditation.

- Adopted tutorial system and mentoring scheme.
- Given more thrust to personal counselling, group counselling and placement.
- Registration of alumni association.
- Regular alumni meet.
- More number of PTA meetings are organized

VI. GOVERNANCE AND LEADERSHIP

Governance and leadership

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

Purpose: This institution was started with the prime purpose of empowering the rural masses through quality education.

Vision:

Gnana (Knowledge),

Dharma (Righteousness),

Sneha (Love).

Mission:

Our mission is to:

- Develop a teacher education institution capable of maintaining global standards.
- Develop a group of new generation teachers with right attitudes, ideals and values and are competent to practice education within the framework of Indian culture.
- Develop a new cadre of teaching professionals who can recreate the vision of Indian education and can contribute to social order based on equity and ahimsa.
- Inculcate in the would-be teachers values of humanism, spiritualism and cultural pluralism through their teaching and social behavior.
- Develop a new educational culture capable of producing a new generation of Indian citizens who believe in and practice the great ideals which Indians have upheld over the ages.
- Develop the students with technological and interpersonal skills.

- Promote a strong cadre of educational researchers who can produce new knowledge in education which will answer the needs of the global society.
- Promote educational extension at different levels.

Values:

- Continuous pursuit of intellectual excellence
- Developing professional attitudes and commitment
- Emphasis on value-based education
- Development of democratic ideals
- Imbibing emotional values
- Nurturing environmental sensitivity
- Inculcating traditional, cultural and social values
- Developing ethical and spiritual values

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

- The purpose, vision, mission and the values are mentioned in the college prospectus and website.
- The principal during the inauguration of the B.Ed., M.Ed. and M.Phil. courses briefs the students on the purpose, vision, mission and values of the institution.
- It is also displayed on the notice board, classrooms and printed in the college calendar, magazine and newsletter.
- Teacher educators reinforce and accomplish the vision, mission and values of the institution through lectures and day-to-day activities.
- The vision and mission of the college are also displayed at the entrance of the college building.

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

Yes, the vision, mission, goals and objectives of the institution are set in such a way that they address the needs of the society, students, schools and the institution's traditions and values.

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

The college is run by N.V.K.S Educational Society. The society has formed an executive committee with eleven members as governing body of the college. This governing body has constituted three sub committees for the effective governance of the institution. They are:

- Administrative committee
- Finance committee
- Planning and Development committee

The above committees are formed with the representation of the members of the management and staff.

Functions:

The governing body looks into matters like staff appointment, fixing service conditions of the staff, resource pooling, preparation of overall budget and its implementation, general administration, monitoring and evaluation.

The administrative committee deals with the general discipline and the day-to-day affairs of the college. The finance committee deals with budgeting, maintenance of income and expenditure statements. It

recommends the governing body for the allotment of funds to various activities of the college.

All matters related to the curricular planning, transaction, evaluation and achievements are dealt with by the planning and development committee. It also deals with the future academic and infrastructure development of the institution.

The above three subcommittees recommend matters to the governing body for the effective implementation of various programmes of the college.

Moreover, the management of the college:

- Provides generous financial support and human resources for the academic development of the college.
- Gives freedom to the faculty to frame, formulate and implement polices to achieve academic excellence.
- Encourages participatory decentralized administration.
- Encourages the staff to attend seminars/conferences/ workshops.
- Honours the staff for their achievements.
- Gives freedom to take up leadership in empowering other peer institutions by sharing their valuable academic experiences.

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

The principal and staff discuss the overall activities to be carried out in the college and the resolutions are made in the staff council. These resolutions are conveyed to the governing body for approval. Then, with the approval of the governing body, responsibilities are defined and communicated to the staff through oral and written instructions.

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

The management gets feedback from the principal, staff representatives, students and parents. Also the principal gets feedback from the staff, parents, students, alumni and the head of the practice teaching schools and communicates it to the management. All these help the management to get information to review the activities of the institution. Management collects performance appraisal report from all staff members and analyses and reviews them for further development in all the activities of the college.

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

The principal with the constant support of the management and the staff, identifies the barriers and takes efforts to remove them. Barriers in achieving the vision, mission and goals are identified through:

- Frequent review meetings
- Suggestion box
- Feedbacks

Barriers are addressed through:

- College governing body
- IQAC
- Staff council meetings
- Student councils

7. **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 and supports the involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- Encourages and deputes staff to attend seminars, workshops, refresher courses, training programmes and to present papers at regional, national and international levels.
- Supports the staff by providing facilities for various projects undertaken by them.
- Encourages the faculty for higher studies and also to complete their doctoral degrees.
- Honours the achievements of the staff.
- Organises faculty development programmes.

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

The principal governs and manages the curriculum, administration and utilization of the resources in the following ways:

- Plans and prepares the academic programmes of the year well in advance.
- Defines and assigns the roles and responsibilities to the staff
- Guides and monitors the activities planned.
- Plans and executes in-service programmes, seminars and workshops.
- Plans and conducts special events to be celebrated.
- Plans and conducts research programmes.
- Organizes linkages.

- Arranges placements for the students.
- Conducts extension work.

6.2 Organizational Arrangements

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

The following committees have been constituted in the college for the smooth conduct of institutional activities:

i. Admission Committee
ii. Academic Committee
iii. Examination and Evaluation Committee
iv. Research Committee
v. Library Committee
vi. Extension Committee
vii. IQAC Committee
viii. Co-curricular Activities Committee
ix. Discipline Committee
x. Publication Committee
xi. Grievance and Redressal Committee

The details of the meetings held and decisions made by the various committees are given below:

i) Admission Committee

Meeting Number	Date	Important Decisions
1	02.09.2011	Resolved to prepare the rank list, selection list and waiting list for the minority candidates of B.Ed. and admit the counselling candidates according to admission memo given by the Government.
2	07.09.2011	Resolved to prepare a rank list, selection list, waiting list for the M.Ed. and M.Phil. students based on the merit and reservation policy of the government.

ii) Academic committee

Meeting Number	Date	Important Decisions
1	02.09.2011	Resolved to assign responsibilities to the staff for the year 2011-2012.Decided to prepare time table, printing of academic calendar and records and to conduct bridge course and micro teaching.
2	03.10.2011	Resolved to conduct practice teaching from 24.10.2011.
3	17.10.2011	Deadlines fixed for submission of assignments and practical records.
4	09.11.2011	Resolved to conduct citizenship training camp, NET coaching for M.Ed and M.Phil students and Remedial coaching for B.Ed., and M.Ed. students.

5	20.02.2012	Resolved to send M.Phil. students for data collection. Resolved to provide ICT facilities by adding more computers and internet facilities for students.
6	16.04.2012	Resolved to request the management to apply for autonomous status and to update the college website. Resolved to conduct Sports day on 30.04.2012, Arts day on 03.05.2012 and College day on04.05.2012.
7	25.04.2012	Resolved to conduct model examination from 07.05.2012.

iii) Examination and Evaluation Committee

Meeting Number	Date	Important Decisions
1	28.09.2011	Resolved to conduct class tests and two terminal examinations for the B.Ed.,M.Ed.,and M.Phil. students.
2	13.10.2011	Resolved to have continuous assessment system for all the courses.
3	04.01.2012	Decided to send mark statements to the parents.
4.	02.02.2012	Resolved to conduct surprise tests and open book examination.
5.	03.03.2012	Resolved to conduct model examination for the B.Ed.,M.Ed.,and M.Phil. students.

iv) Research Committee

Meeting Number	Date	Important Decisions
1.	19.09.2011	Resolved to conduct a meeting for the finalization of the dissertation topic for M.Ed. students.
2.	26.09.2011	Resolved to conduct research colloquium for the M.Ed. scholars.
3.	19.11.2011	Deadline fixed for the submission of data analysis report.
4.	07.12.2011	Decided to assess the progress of the research done by the M.Ed. scholars.
5.	16.12.2011	Resolved to request the management to provide fund for undertaking research projects.
6.	02.01.2012	Deadline fixed for submission of the final report.

v) Library Committee

Meeting Number	Date	Important Decisions
1.	12.11.2011	Decided to purchase research related books and foreign journals for the library and submit a proposal to finance committee. Decided to allot extended hours for the M.Phil. students in the library.
2.	30.11.2011	Resolved to request fund from the governing body for library association meeting and to honour Dr.B.Krishna Prasad, Principal for donating books for the library.
3.	19.12.2011	Resolved to utilize the fund allotted by the finance committee for the books.
4.	13.01.2012	Resolved to request the management to provide more space for the library and to conduct library association meeting.

vi) Extension Committee

Meeting Number	Date	Important Decisions
1.	13.09.2011	Resolved to give additional charge to Dr.A.Ravi, Director of Physical Education as co-ordinator of extension activities.
2.	23.09.2011	Resolved to conduct a clean drive programme inside the campus.
3.	24.10.2011	Resolved to adopt Aruvikkra village as a major project of the extension activities.
4.	30.11.2011	Resolved to conduct an election awareness rally and a mini marathon.
5.	03.01.2012	Decided to celebrate Pongal festival in an old age home and to install a charity box in the college.
6.	17.02.2012	Resolved to visit the school for orally challenged, Kottaram and provide financial support.

vii)IQAC Committee

Meeting Number	Date	Important Decisions
1.	12.09.2011	Decided to visit reputed teacher education institutions.
2.	24.09.2011	Resolved to organize a faculty development programme.
3.	09.01.2012	Resolved to submit RAR in the revised format after April 2012.
4.	22.06.2012	Resolved to submit RAR in November 2012.

viii) Co-curricular Activities committee

Meeting Number	Date	Important Decisions
1	14.09.2011	Decided to conduct seminars, and fieldtrips.
2.	11.10.2011	Resolved to arrange guest lectures on national and educationally important days.
3.	12.12.2011	Resolved to conduct talent day programmes and various competitions for the students of various schools and colleges.
4.	03.03.2012	Decided to conduct various club activities

ix) Discipline Committee

Meeting Number	Date	Important Decisions
1.	05.09.2011	Resolved to give student representation on the discipline committee. Decided to have a dress code for students.
2.	17.10.2011	Decided to give instructions regarding the code of conduct to be observed during practice teaching.

x) Publication Committee

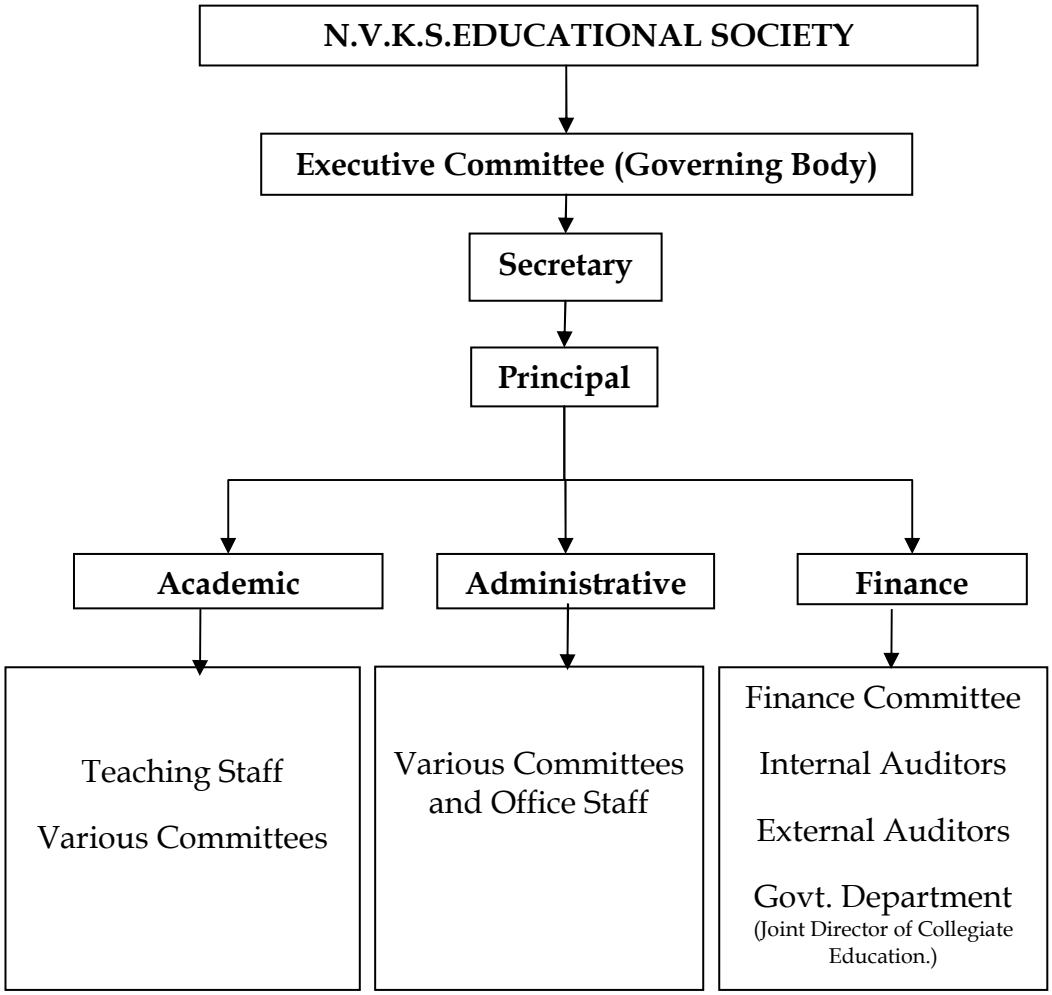
Meeting Number	Date	Important Decisions
1.	14.09.2011	Resolved to constitute an editorial board with experts in education for the college journal. Resolved to submit a proposal to the managing committee for financial assistance.
2.	19.12.2011	Resolved to publish the first issue of the journal in the month of January 2012.

xi) Grievance Redressal Committee

Meeting Number	Date	Important Decisions
1.	30.09.2011	Resolved to solve the problems and grievances of the students through guidance and counselling. Resolved to request to install water purifiers.
2.	01.10.2011	Resolved to request the management to provide internet facility in the hostel, and more furniture to the ladies waiting room.
3.	29.10.2011	Resolved to analyse the problems of the students in practice teaching schools.
4.	25.01.2012	Resolve to request the management to provide more toilet facility to the male students.
5.	30.04.2012	Decided to take remedial measures to reduce the examination anxiety and fear of the students.

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

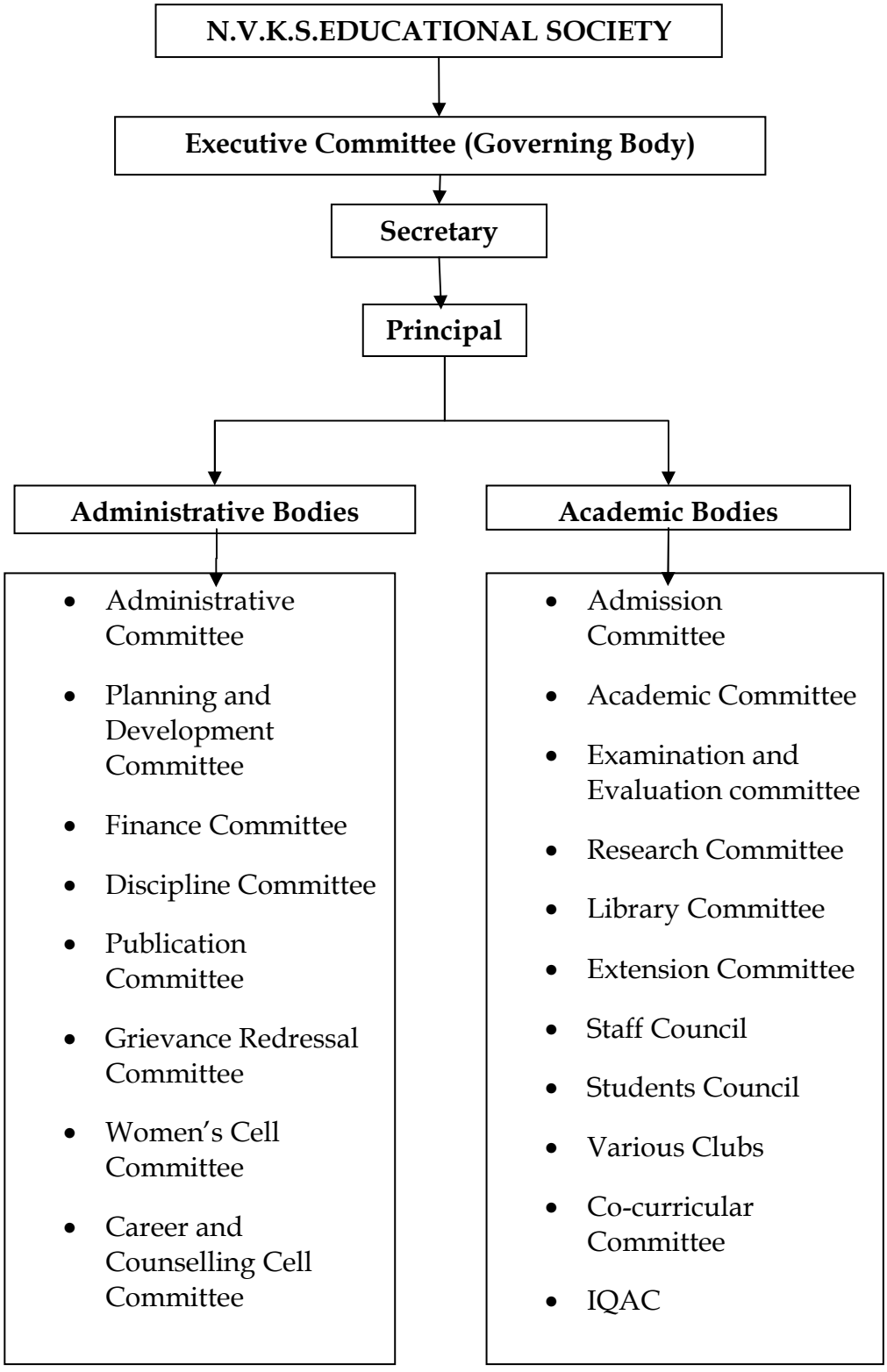
Organisational Structure:



Details regarding the academic and administrative bodies are discussed in detail under the question no.6.2.1.

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

The administration is de-centralized as follows:



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

Our institution works in co-ordination and co-operation with several institutions. Some of them are given below:

- The college promotes inter-departmental activities through knowledge sharing programmes.
- Feedback given by the mentor teachers and heads of the practice teaching schools are considered for further improvement.
- The college conducts orientation programmes for the school teachers.
- The institution co-operates with other teacher education institutions by deputing teacher educators to attend seminars conducted by them and to act as resource persons.
- The institution has started a bi-annual research journal. It invites research-based articles from teacher educators of various states.
- Experts from different fields are invited to deliver special lectures on various social and educational issues
- The college conducts orientation programmes to the teachers of the neighbouring schools.

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

Yes, the institution collects feedback from the students, mentors and heads of the practice teaching schools, alumni etc. for knowing the strengths and weaknesses of the institution. The feedback is taken seriously, issues are discussed thoroughly and necessary steps are taken for better functioning.

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

The following are the practices adopted by the institution for promoting co-operation, knowledge sharing, innovations and empowerment of the faculty:

- Activities are assigned to two or more staff members and they co-ordinate and work fruitfully.
- In the staff council meetings, and other forums, freedom is given to every staff member to express his/her views freely.
- Faculty development programmes are held to update the knowledge and skills of the staff. Teacher educators are encouraged to share with their colleagues the knowledge obtained from attending seminars, refresher courses and workshops.
- The teacher educators are encouraged to handle classes through innovative techniques such as co-operative learning, panel discussion, brainstorming and team teaching.
- The faculty is empowered through orientation and in-service programmes, refresher programmes and discussion circles.
- The faculty is encouraged to undertake research projects.

6.3 Strategy Development and Deployment

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

Yes, the institution has MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects. In our institution activities and academic work undertaken are documented in the following ways.

- The information about the institution, its vision, mission, objectives, brief history of the college, details of the management and staff of the college, details about the courses offered and the curriculum, etc., are displayed on the website of the college.
- The accounts of the college such as pay-roll of the staff, grant-in-aid from the government, provident fund, UGC grants, expenditure on non-salary accounts, university fees, examination fees are computerized.
- The details of the students are maintained in the computer file.
- There are separate computer files for practice teaching, extension activities, examination, community work, alumni activities and staff profile.
- Records pertaining to continuous assessment are also computerized.

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

Human resources are made available to various departments as per the need. Staff are allocated duties based on their areas of interest and specialization. Financial resources obtained from various sources are pooled and then allocated to various curricular and co-curricular activities and infrastructural developments.

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

- Teaching and non teaching posts in the aided category are sanctioned and approved by the Directorate of Collegiate Education, Chennai.
- In the aided category human resources are obtained by submitting proposals to the government.

- The additional staff needed are appointed and paid by the management.

The financial resources are obtained:

- From the government by way of grant-in-aid.
- By submitting proposal to the government and UGC
- From the management.
- From the fee of the students.

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

Academic plan (Timetable and Academic calendar) of the institution is prepared by the academic committee in consultation with the staff. It includes all curricular and co-curricular activities to be carried out in the respective academic year. For this purpose, suggestions and opinions of the teachers and heads of the practice teaching schools, and administrators involved in the planning process are also obtained.

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

- Objectives are communicated to the employees through meetings, discussions and circulars. These meeting are convened periodically.
- Objectives are achieved through proper deployment of human resources and through proper schedules.

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

Functional mechanisms are evolved for the regular monitoring of the activities related to the vision, mission and the implementation plans at different levels.

- At the beginning of the academic year, the principal reinforces the vision, mission and objectives of the college. The various activities for the ensuing academic year are discussed.
- The required personal, material and finance are released by the management whenever required. Staff meetings are held once in a month to have a review of the activities and also whenever there is a necessity.
- The problems related to the implementation of activities are discussed in the mid-course correction sessions and revised if there is necessity.

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

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

- Students are given training in computer skills, power point presentations, multimedia package and internet browsing.
- Teacher educators use the new technology in their lessons through Power point presentations and Computer - Assisted Instruction (CAI), OHP, Computer-Assisted Language Learning (CALL) and ICT enabled techniques.
- Internet and e- learning facilities are provided in the library and computer lab.

6.4 Human Resource Management

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

The faculty development needs and career progression of the staff are identified in the following ways:

- Principal's report
- Feedback from students

- Discussion with the staff
- Performance analysis
- Self-appraisal of the staff

Based on these, career progression is facilitated.

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

The mechanisms in place for performance assessment of the faculty and staff are:

- Self-appraisal method.
- Student evaluation of teachers.
- Evaluation by the principal.
- Evaluation by the experts.

Based on the performance assessment, the institution takes all possible steps to improve teaching, research, and other services of the faculty and the other staff through in-service programmes and encourage to pursue higher studies.

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

- The faculty members are given travelling expenses and duty leave for attending seminars, conferences, workshops etc.
- Staff members are provided with laptops with internet access.
- The children of the staff are given fee concession and other educational facilities in the school run by the management.
- Recognizing and accepting the views and suggestions of the staff.

- Financial assistance to the staff.
- Honouring the staff when they secure higher degrees.
- Recognising, and appreciating the meritorious services of the staff.

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

Yes, the institution conducts staff development programmes for the skill up -gradation and the training of the teaching and non-teaching staff in the following ways.

- The institution conducts seminars and workshops for improving the competency of teacher educators.
- Computer training is given to both the teaching and the non-teaching staff.
- Training is given to the office staff on accounts and office management
- Orientation programmes are given in research methodology to the staff who guide M.Ed., and M.Phil students.
- Personality development programmes are organized for the staff.

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 condition) How does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

Ours is a private aided college. The faculty recruitment is made in accordance with the norms of the Government of Tamilnadu, NCTE and UGC. The selection procedure is clear and transparent and is consistent with the requirements of statutory and regulatory bodies.

6. **What are the criteria for employing part-time/ad hoc- faculty? How are the part-time/ad hoc faculty different from the regular faculty? (Eg. Salary Structure, workload, specializations).**

The management appoints part - time staff for the benefit of the students and smooth functioning of the college whenever there is delay in sanctioning of the vacant post by the government. Whenever someone is appointed on a part-time basis they differ from the other staff only on the salary structure.

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

The management has made a budget allocation for staff development and it sponsors the faculty for research, participation in seminars and conferences. The management encourages and helps the faculty to be the members of various professional associations at state, national and international levels.

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

The institution provides the following physical facilities to the staff:

- The faculty members are provided with well-furnished and ventilated rooms.
- ICT resources are available to the staff
- College office is well furnished with adequate stationery.
- Facilities such as telephone, photocopying are available for the staff.

- Separate seating arrangements are provided for the staff in the library.

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

   The mechanisms in place for seeking information are given below:

   - College office
   - Principal
   - Website
   - Notice Board

   Students can make their complaints through:

   - Student council
   - Suggestion box
   - Tutorials

   The staff can make the complaints to the principal and the management.

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

    - The institution follows the workload policies and practices in teaching, tutorials and practical work as per the norms of the UGC and government of Tamilnadu.
    - Our faculty members are involved in research guidance.
    - Our staff members are associated with various committees of the college and provide their expertise in carrying out the various curricular and co-curricular activities, since there is a flexible workload policy.

- Flexibility in the timetable encourages the faculty to get involved in all activities and extension programmes.

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

Yes, the institution has a mechanism to reward and motivate the staff. Rewards and motivation are done in the following ways.

- The staff members are appreciated and recognized in the staff council by the principal whenever good work is done by them.
- The achievements of the staff are recognized and rewarded by the management.
- The staff members are deputed to attend state and national level career development programmes.

6.5 Financial Management and Resource Mobilization.

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

Yes, the institution gets financial support from the Government.

Year	Salary	UGC Grants	Scholarship
2009-10	5302938	789718	55170
2010-11	9094103	3650000	60145
2011-12	9197971	Nil	191200

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

Year	Resources	Amount
2009-10	Books and furniture	Rs.35000
2010-11	Books and computers	Rs.70000
2011-12	Books	Rs.57266

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. However if there is any deficit, it is supplemented by the management.

4. **What are the budgetary resources to fulfill the missions and offer the 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).**

The following are the budgeting resources to fulfil the missions and offer quality programmes:

- Grant -in –aid.
- Tuition Fee.
- Special fee.
- Scholarship.
- Grant from UGC.
- Income from endowment.
- Income from properties.
- Fee from self-finance courses.

Each year budget is allocated to fulfill our missions like extension activities, research development, inculcating values through community work, etc. Also budget is allocated for making the college Autonomous.

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

Yes, the accounts are audited internally and externally. The audit report is enclosed on Annexusre VIII.

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

Yes, the institution has computerized its financial management system. The following areas have been computerized.

- Staff salary account
- Non-salary account
- UGC account
- Scholarship account
- Admission and application account
- Fee account

6.6 Best practices in Governance and Leadership

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

The following are the best practices in Governance and Leadership carried out by the institution:

i. Work culture:

The management allows total academic freedom to the faculty and thereby ensures good governance.

ii. Prevalence of mutual trust:

There is excellent co-operation and co-ordination among the staff members. Establishment of good rapport between the management and staff, cordiality between staff and students are maintained.

iii. Decentralization of administration:

Participatory and decentralized governance makes the administration of the college transparent. Modern principles of management are practised. Freedom of governance ensures the smooth functioning of the college. Teachers participate in the decision making process which help to incorporate new ideas and suggestions.

iv. Effective feedback mechanism.

One of the best practices namely 'Effective Feedback Mechanism' is detailed below.

Title of the practice: Effective feedback mechanism.

The context that required the initiation of the practice: The students feedback mechanism is introduced in the college as per the guideliness of the NAAC under the quality enhancement scheme. We initiated this scheme for active student participation in the quality enhancement activities.

Objectives of the Practice: To make a SWOT analysis of the faculty, various programmes, academic and infrastructure facilities of the college.

The Practice: Separate feedback forms are prepared for evaluating the performance of teachers and infrastructure facilities.

Feedback form I includes statements related to the syllabus, course programme and infrastructure facilities.

Feedback form II includes statements related to various aspects such as subject mastery, communication skill, classroom behaviour, evaluation procedure, etc. Each aspect is rated by a four point scale.

Feedback forms are distributed and students are asked to rate performance of the teachers and effectiveness of the curriculum. After completion, the feedback forms are collected. Analysis is done and the result of analysis is discussed in the IQAC and staff council meetings and necessary actions are taken for improvement.

Obstacles faced if any and strategies adopted to overcome them:

Nil, all the teachers and the students co-operated with the programme.

Impact of the Practice: The feedback obtained from the students help the management and staff for a SWOT analysis. Student feedback has resulted in more improvement at academic and administrative levels. The feedback helps in the overall improvement of the institution.

Resources Required: A team to prepare the feedback forms.

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

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

   In the first assessment report, no evaluations, and suggestions were made by the peer team with reference to *Governance and Leadership*.

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

The following quality sustenance measures have been undertaken since the previous assessment and accreditation

- Digitalized classrooms
- Effective feedback mechanism
- Student representation in various bodies
- Effective internal auditing mechanism
- Decentralization of administration.

VII. INNOVATIVE PRACTICES

INNOVATIVE PRACTICES

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7. 1 Internal Quality Assurance System

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

Yes, the college has established Internal Quality Assurance Cell (IQAC) in the year 2007.

Composition of the IQAC.

Principal –Chair person

Co-ordinator

Management nominee

Academician

Faculty members

Administrative staff

One nominee from the local society.

Major activities undertaken

- Monitoring quality parameters.
- Creation of a learner centric environment.
- Institutionalisation of best practices.
- Development of professional culture.
- Documentation of the various programmes.
- Maintenance of Institutional database.
- Preparation of Annual Quality Assurance Report (AQAR).
- Organization of workshops and seminars.

- Publishing newsletter.
- Technology enhanced lessons.
- Evaluation of feedbacks.
- Counselling sessions.
- Promotion of ICT in education.
- Updating of Institutional website.
- Community oriented activities.
- Adoption of a village programme.
- Faculty enhancement programmes.
- Result analysis.
- Tutorial system.

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

To assess the functioning of the institution towards the realization of goals and objectives, multistage evaluation mechanisms are devised and feedback responses are collected.

A three-tier evaluation programme is used for getting a comprehensive feedback.

- Entry Behaviour test
- Process Assessment
- Terminal Evaluation

Evaluation of the entire programmes is done through the feedback and grievances collected formally and informally. IQAC meetings are conducted to discuss the outcome of the feedback and changes are brought in consultation with the principal.

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

In all academic endeavors, the institution tries to keep up quality by:

- Providing proper infra-structure, library and laboratories.
- Modifying course plan and academic calendar annually.
- Content delivery through ICT.
- Setting interactive classroom sessions.
- Involving the faculty in all decision making bodies
- Continuous assessment evaluation system.
- Peer teaching.
- Focusing on regularity, discipline and best results.
- Promoting self-learning
- Arranging tutorial sessions
- Reporting institutional performance and achievements to the stakeholders.
- Arranging expert talks and guest lectures.

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

   The quality of the college administration is ensured through :

   - Decentralization of administration
   - Teamwork of the staff
   - Establishment of IQAC
   - Development of MIS

   Quality of financial management is maintained through

   - Internal auditing
   - External auditing

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

   Good practices are identified through:

   - Self-appraisal reports

- Feedback mechanisms
- Discussions with the staff
- Management board meetings
- Staff council meetings
- IQAC meetings
- Students exit meeting.
- PTA meeting.

The college shares its good practices through :

- Staff meetings
- Student council meetings
- IQAC meetings
- Information in the morning assembly
- Rewarding the distinguished performance of the students on various occasions
- Through News letters

7.2 Inclusive Practices

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

The Teacher Education curriculum encourages development of inclusion, prepares and supports teachers to implement inclusion.

The core paper on 'Psychology of the Learner and Human Development' gives insight into the different learning disabilities and its implications. Diversity of students' abilities and backgrounds contribute to subjective well-being of the student population. Seminars and workshops are held highlighting the importance of inclusive education. A paper on 'Special Education' is included as elective at M.Ed. level to give a comprehensive idea on differently abled people. Students are made aware

about the inclusive practices through individual assignments, group discussions, debates, film shows etc.

Observing 'World Disabled Day' and visit to special schools are encouraged. Social justice is practised when teachers accommodate students from diverse cultures, abilities and categories.

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 academic curriculum of the B.Ed. programme has topics on inclusion and exceptionalities as well as gender differences. The student teachers are encouraged to learn about inclusion and gender issues through activities like seminars, debates, workshops, poster presentation, dramatization, visits and participation in the programmes of special schools, paper reading etc. At M.Ed. level we encourage students to take up dissertation work on differently abled students.

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. Various activities are incorporated in the curriculum and an academic calendar is prepared in the beginning of every year to conduct these systematically. Seminars, debates, panel discussions, group projects, club activities provide the students ample opportunities for positive social interaction and active engagement in learning. Adequate verbal and non-verbal reinforcements are provided for self-motivation.

The development of positive social interaction, active engagement in learning and self-motivation are obtained through activities like:

- Thought for the day programme.
- Students' council.
- Practice teaching.
- Club activities.
- Study circles, seminars, tutorials.
- Sports activities, sports meet.
- Citizenship training camp.
- Community service.
- Socially Useful Productive Work.
- Extension activities.
- Yoga.
- Adoption of a village.
- Personality development sessions.
- Observation of national days.
- College day celebration.
- Celebration of festivals.
- Educational visits.
- Eye camps.
- Blood donation programmes.
- Social awareness programmes.

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

The policies for development of inclusion, as well as the Teacher Education curriculum encourages student teachers to develop proficiency for working with children from diverse backgrounds and exceptionalities.

Following measures are taken to develop proficiency for working with children from diverse backgrounds and exceptionalities.

- Practice teaching in schools of coastal, tribal and rural areas.

- Special talks and lectures.
- Visiting special schools.
- Visits to the institutions working for the underprivileged.
- Interaction of students with school students of diverse background.

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

- Scribes are arranged to write examinations for visually challenged.
- Classes are arranged on the ground floor for the convenience of the physically challenged.
- Fee concessions are given.
- Differently abled students are given special counselling.
- Braille books are available in the library.
- Seating arrangements and other comforts are provided as per their need.
- Opportunities are given to tap their talents and raise their confidence and self-esteem.

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)?

Gender sensitive issues are handled by the women cell functioning in the college. Its activities are:

- Conducting awareness programmes related to gender issues like eve teasing, ragging and inequality.
- Organizing poster exhibitions and debates.
- Encourage the students to read books on feminism.

7. 3 Stakeholder Relationships

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

   The provisions to access information on organizational performance include :

   - Website updating
   - IQAC Newsletter
   - College brochures
   - College magazine
   - Administrative records

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 following mechanisms are employed to share and use the information for bringing qualitative improvement:

   - IQAC meetings.
   - Annual meetings of the management.
   - Meetings of the Academic Council.
   - Suggestion box.
   - Keeping an active association with the alumni.
   - Newsletter disseminates laurels of the institution.
   - Action research to overcome the difficulties.
   - Criticisms and suggestions of stakeholder.

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

Various creative feedback mechanisms are adopted to collect data for qualitative improvement. They are:

- Feedback forms
- Personal discussion
- Suggestion box
- Grievance redressal cell
- Exit meetings
- PTA meetings

Data collected through the various measures will be discussed in the IQAC meetings for the purpose of improvement in quality.

Additional Information to be provided by Institutions opting for Re-Accreditation / Re-Assessment.

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

Various transactions in the college address the core values framed by NAAC such as:

i. Contributing to National Development by:

- Meeting capacity building programmes.
- Accommodating the marginalized sections.
- Providing cross-cultural research projects.
- Celebrating national festivals related to our culture and observing national days.

ii. Fostering global competencies through:

- Adoption of ICT enabled learning strategies
- Communication and personality development programmes
- Arranging guest lectures.
- Collaborating with schools.
- Community oriented activities.
- Exposure to special lectures, national and international seminars.
- Debates on current international issues related to Education.

iii. Inculcating a value system through:

- Regular thought for the day programme.
- Morning assembly.
- Campus cleaning.
- Residential community camp, extension work.
- Celebration of national days.
- Seminars on value-based education.
- Club activities.
- Taking environment conservation programmes.
- Visit to special schools.

iv. Promoting use of technology through:

- A well-equipped computer laboratory to provide hands on experiences.
- Preparing individualised instructional materials like programmed learning material, and Computer Assisted Instruction.
- Providing ICT training in development of teaching –learning materials.
- Adopting innovative methodologies of teaching learning.

v. Quest for excellence through:

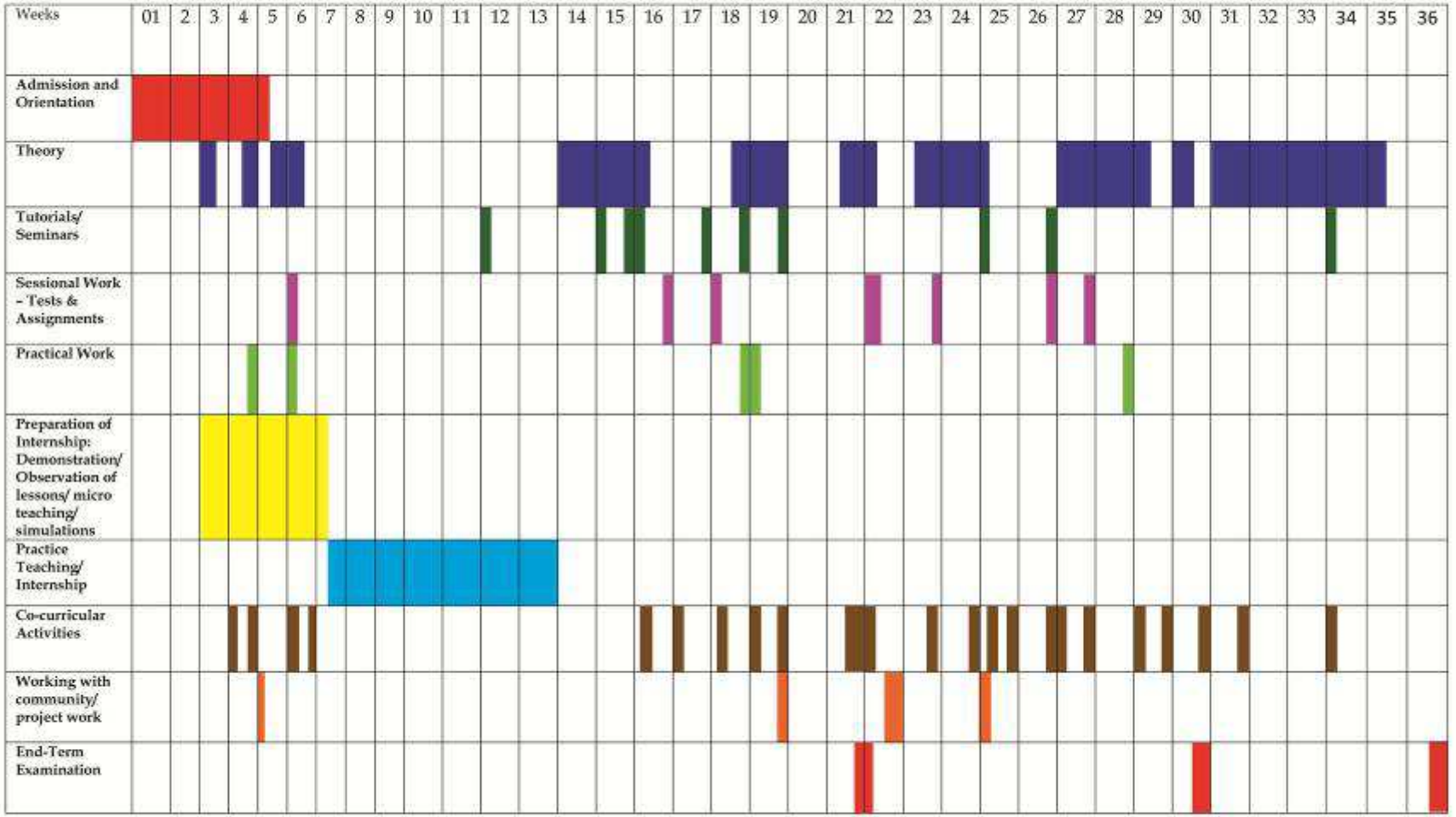
- Establishment of IQAC, volunteering for NAAC accreditation.

- Revision of teaching- learning process.
- Continuous evaluation.
- Self-appraisal.
- Capacity building in all areas of transaction.
- Professional development programmes.
- Democratic principles.
- Strategic planning.
- Strengthening research and publication.
- Talks by experts.
- Collaboration with various organisations.

3.MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Mapping of Academic Activities of the Institution

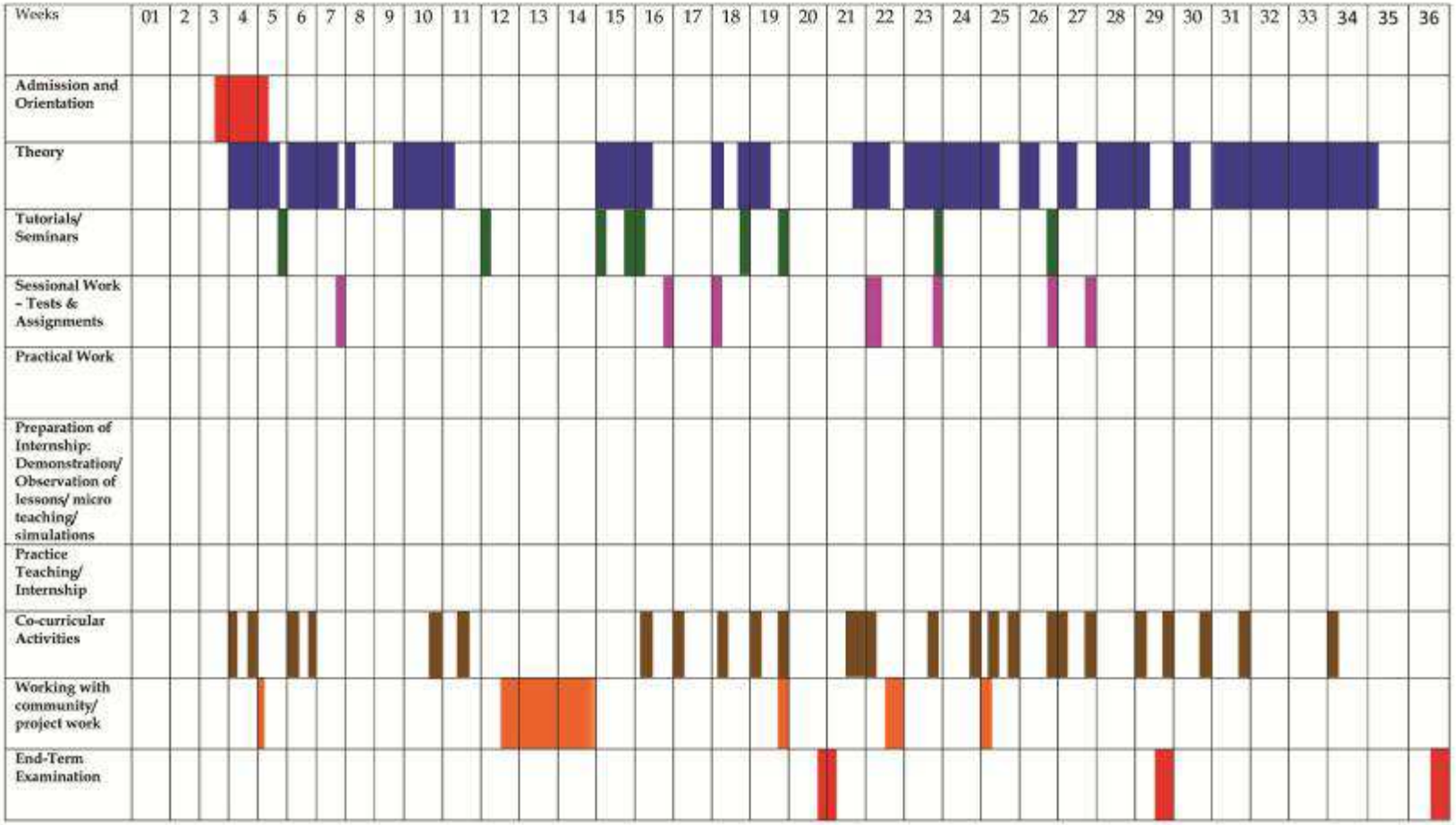
B.Ed



Note: A Week is of six working days and aday is of six clock hours

Mapping of Academic Activities of the Institution

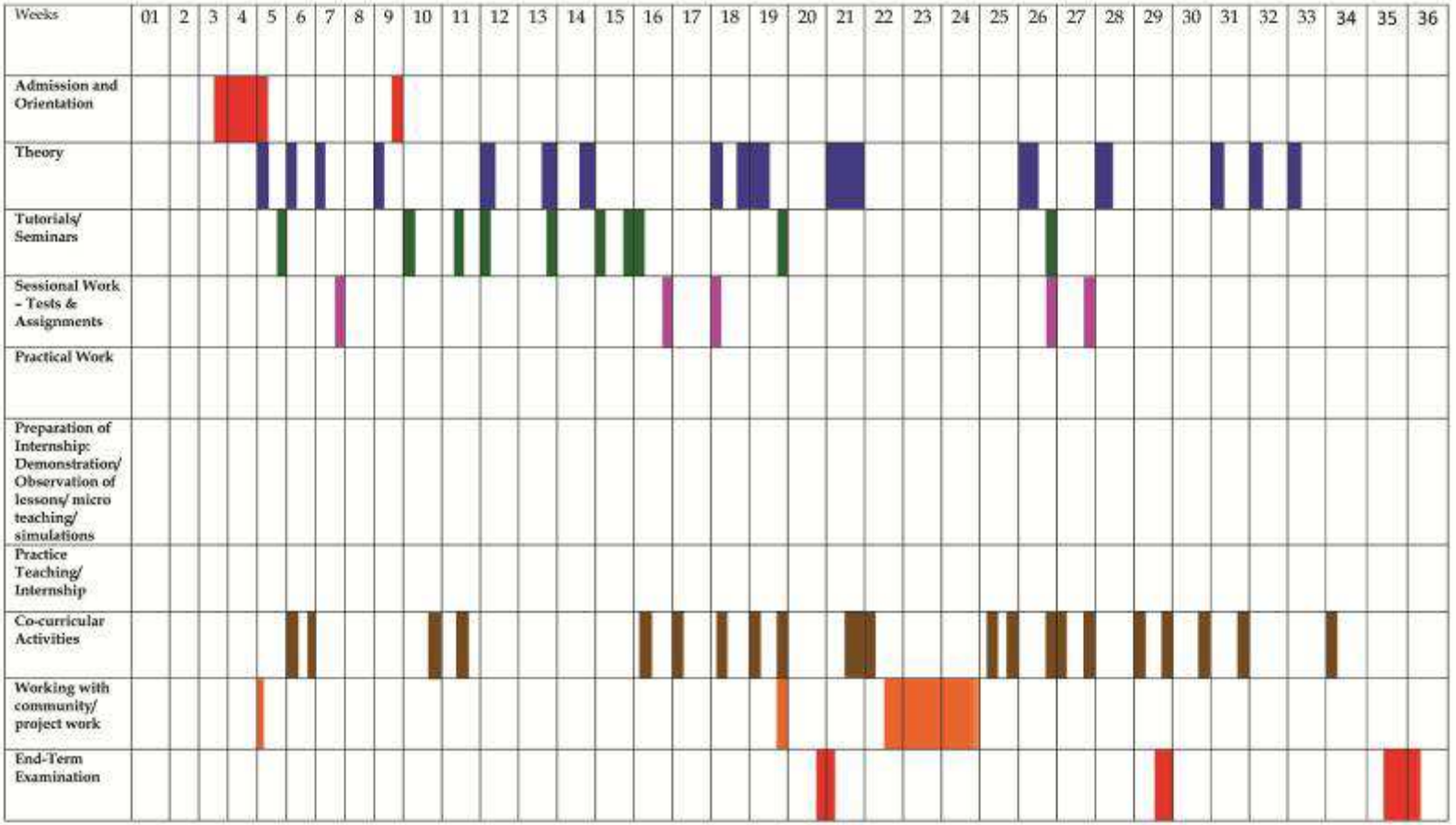
M.Ed



Note: A Week is of six working days and aday is of six clock hours

Mapping of Academic Activities of the Institution

M.Phil



Note: A Week is of six working days and aday is of six clock hours

4. DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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

Place: Attoor

Date :

Signature of the Head of the Institution With seal:

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Annexure – I

SEMINARS, WORKSHOPS, CONFERENCES ATTENDED BY THE FACULTY MEMBERS

Dr.B.C.Sobha, Principal.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Attended the National Seminar on Best Practices in IT enabled Teacher Education and Knowledge Management.	Centre for Educational Technology and National Curriculum Development Centre at Department of Education, Thycaud.	17th and 18th October 2008.
Presented a paper 'Are we democratic in our classrooms' in the International Seminar on Secular and Democratic Education.	Government of Kerala at University Campus, Kariavattam.	4th to 6th December 2008.
Presented a paper 'Role of Soft skills in Capability Building' at the UGC sponsored National seminar Theme of the seminar – Capability Building in students : Concerns and challenges of teacher education.	S.N. College, Nedunganda	26th and 27th March 2009
Presented a paper 'Holistic Education in classrooms – Need of the Hour' in the International Seminar on 'Development Education : Paradigms of 21st century'.	Council for Teacher Education and Department of Education, Trivandrum.	30th and 31st October 2009
Presented a paper titled 'Inclusive Education – Role of Assistive Technology' in the International Seminar on 'Adaptability and Responsiveness in Teacher Education'	Government College of Teacher Education, Trivandrum.	18th and 19th June 2010
Participated in the Interactive Discourse on 'Role of Research Universities in Developing Countries' by Dr.Philip G.Altbach.	Department of Education, university of Kerala.	14th July 2010.
Attended an International workshop on "Organizational Pedagogies for Adolescent Developmental Needs"	Centre for Learning Disabilities and Difficulties and Department of Education, University of Kerala.	17th and 18th August 2010.
Presented a paper titled "Educate the heart through life skills education" in the UGC sponsored national seminar on Education and social sensitivity.	St.Thomas College of Education, Pala.	25th and 26th November 2010

Presented a paper titled "School for All" – A reality based service delivery programme in the International Seminar on 'Making Inclusion Happen – learning for all students' organized by centre for Learning Disabilities and Difficulties (CLDD).	Department of Education, University of Kerala, Thycaud.	11th and 12th January 2011.
Presented a paper "International Skills- The Success Mantra' in the National Seminar on Soft skills for Teacher Education.	St.Xavier's College of Education, Palayamkottai.	18th and 19th February 2011.
Presented a paper 'Developing Social Sensitivity through Intellectual, Emotional and Spiritual Harmony for Life-long happiness of the learner' in the UGC sponsored national seminar.	S.N. Training College, Nedunganda	18th and 19th March 2011
Presented a paper 'Honoring the self : The changing minds' in the UGC sponsored International seminar.	Mar Theophilus Training College, Trivandrum in collaboration with Council for Teacher Education.	5th to 7th January 2012.
Presented a paper titled 'Web based learning : The New Paradigm' in the International Conference on 'Emerging Trends in Educational Technology'.	KAAS	17th March 2012
Presented a combined paper, M-learning awareness among prospective teachers' in the UGC sponsored International Conference on 'Preparing World class teachers through online Education : The future is now'	Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore	20th and 21st April 2012
Presented a combined paper 'Education for Human Co-existence' in the UGC sponsored national seminar on 'Education for national and Emotional Integration'.	St.Thomas College of Education, Pala.	5th and 6th June 2012
Presented a paper 'Environmental Consciousness in Digital World' in the UGC sponsored national seminar on 'Naturalistic Intelligence – Harmonizing Scientific Inquiry and Eco-friendliness in learners.	NSS training College,Changanacherry.	12th and 13th July 2012.
Presented a paper 'Value Preference on Adolescents' at the International seminar on 'Gandhian Principals and Practices in Emerging Global Sceneries'	Council for Teacher Education and Department of Education, University of Kerala.	25th to 27th July 2012

Dr.V.S.Mini Kumari, Associate Professor in Biological Science.

Name of the Seminar/ Conference/ Symposia Workshop, etc	Name of the Sponsoring Agency	Date
Presented a paper on 'Social Intelligence in 'First International Conference of Scott Research forum.	Scott Christian College, Nagercoil	19th April 2008
Participated in a National seminar on Best Practices in IT enabled Teacher education and knowledge management .	Department of Education, University of Kerala, Thiruvananthapuram	17th and 18th October 2008
Presented a paper on Stress Managment Skill for Students in National Seminar on Student progression: An Integrated guidance and counselling perspective.	Fathima Memorial Training College, Kollam	16th and 17th December 2009
Presented a paper on Development of creativity in slow learners.	Immanuel Arasar College of Education, Nattalam	23rd January 2010
Presented a paper on "Teacher as a catalyst of Change" in second national conference of Teacher Education.	Ponjesly College of Education, Nagercoil	27th March 2010.
Participated in a national seminar on Biodiversity and sustainable development .	Sree Ayappa College for Women, Chunkankadai, Nagercoil.	2nd and 3rd September 2010
Chaired a session in state level seminar on "Teacher Education Towards quality and Innovation"	Mar Chrysostom College of Education, Kirathoor	21st January 2011
Presented a paper on Inservice Teacher Education in the Regional Seminar on Teacher Education	KABD College of Education, Painkulam	26th March 2011
Presented a paper on Role of ICT in Teacher Education in the third International Conference of Teacher Educators	KAAS and Ponjesly College of Education, Nagercoil	30th April 2011
Presented a paper on "Environmental Approach" - An Alternate Approach for Teaching Science" in sponsored International seminar on "Education for Global Excellence	UGC & Martheophilus Training College, Thiruvananthapuram	5th to 7th January 2012

Participated and presented paper on "Enhancing Instruction through Multimedia Approach in the first International conference of Teacher Educators.	KAAS & St.Ignatious College of Education, Palalyamkottai	17th March 2012
Presented a paper "Virtual Learning Environment(VLE) A medium to Enhance Teaching Competencies" in UGC sponsored International conference on "On line Teacher Education – The Future is now"	UGC & Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore	20th and 21st April 2012.
Presented a paper on 'Tailoring study habits to thenaturalistic intelligence of learner' in a U.G.C sponsored National Seminar on Nationalistic Intelligence– Harmonizing Scientific Inquiry and Eco –friendliness in Learners.	CTE, & N.S.S Training College Changanacherry.	12th and 13th July 2012
Presented a paper on'Towards non-violent education through Gandhian ideals' in an International Seminar on 'Gandhian Educational Principles and Practices in the Emerging Global Scenario'.	Kerala Gandhi Smaraka Nidhi, Thiruvanthapuram	25th to 27th July 2012

Dr.S.Sreelatha, Assistant Professor in Early Childhood Education.

Name of the Seminar/ Conference/ Symposia Workshop, etc	Name of the Sponsoring Agency	Date
Presented a paper titled 'Constitutional Rights of young children' on the regional seminar "Awareness Education in Elementary Schools" .	DIET	1st April 2009.
Presented a paper titled 'Best Practices for Intelligence Friendly Class Rooms in the UGC sponsored National seminar on 'Spiritual Intelligence – A paradigm for Holistic Development among Leaners'.	N.S.S Training College, Changanacherry, Kerala	21st and 22nd July 2011.
Participated in a National Seminar on 'Open and Distance Learning in General and its impact in Kerala in particular'.	IGNOU Regional Centre, Trivandrum	5th and 6th August 2011.
Presented a paper titled 'Assistive Technology for Learning Disabled Children' in an International conference.	KAAS & St Ignatius College of Education , Palyamkottai.	17th March 2012.
Presented a paper titled 'Corruption in Educational Sector' in a UGC sponsored National Seminar.	S.T.Hindu College of Education, Nagercoil	26th and 27th March 2012.
Presented a paper titled 'Promising Practices in Teacher Education – Blended Approach' in the International conference.	Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.	20th and 21st April 2012
Presented a paper titled 'Enhancing Naturalistic Intelligence among pre-school children' on the UGC sponsored seminar on 'Naturalistic Intelligence'.	N.S.S Training College, Changanacherry.	12th and 13th July 2012
Presented a paper titled 'Relevance of Gandhian Thought in present day Education" in the International conference 'Gandhian Educational Principles and Practices in the Emerging Global Scenario".	Council for Teacher Education, Kerala.	25th to 27th July 2012

C. BRIGHT Assistant Professor in English.

Name of the Seminar/ Conference/ Symposia Workshop, etc	Name of the Sponsoring Agency	Date
Presented a paper on the topic "About Active Pedagogy" in the International conference.	University of Kerala.	4th and 5th February 2011.
Attended a National Workshop on "Experiments in Practical Psychology: Training and Orientation".	Psychotronics, Bangalore and Holy Trinity College of Education, Melpalai.	27thand 28th February 2011.
Attended an International Conference on "Women in Governance".	Alagappa University, Karaikudi.	15th April 2011
Attended "High Impact Leadership" programme.	Quality Learning Systems, U.S.A. at New Delhi.	17th to 19th November, 2011.
Presented a paper on "Techno- Andragogy for Teacher Education" in the Third National Conference of Teacher Educators.	KAAS at Nagercoil.	30th April, 2011.
Presented a paper on the topic "Infusing positivism in Educational Research for Quality Assurance" in the U.G.C sponsored National Seminar.	St. Xavier's College of Education, Palayamkottai.	2nd and 3rd May 2011
Presented a paper on the topic "Digital Language Lab Technology: A Solution for Spoken English Pitfalls", in the International Seminar.	KAAS	17th March 2012
Presented a paper on the topic "Life Skills" in the National Seminar.	N.M.S Kamaraj College of Education, Pazhavilai.	19th March 2012
Presented a paper on the topic "The Teacher- the Catalyst in the Classroom" in a workshop.	Christian College of Nursing, Neyoor.	29th March 2012
Presented a paper on the topic "Preparing World class Teachers through online Education: the Future is Now" in the International Conference.	Sree Ramakrishna Mission Vidyalaya College of Education, Coimbatore and USIEF	20th and 21st 2012
Presented a paper entitled "Ganghiji as a Pragmatist in Education" in the international International conference 'Gandhian Educational Principles and Practices in the Emerging Global Scenario".	Dr. N.P. Pillai Centennial Celebration Committee at Thiruvananthapuram.	25th to 27th July 2012.

Presented a paper on the topic "Challenges on Quality Teacher Education" in the National Seminar.	St. Joseph's College of Education, Kalakad	28th and 29th September 2012

Bindu Gouri. V.P., Assistant Professor in Education.

Name of the Seminar/ Conference/ Symposia Workshop, etc	Name of the Sponsoring Agency	Date
Presented a paper on "Teacher Education and Professionalism" in a National seminar on 'Insitution building'	Department of Education, Manonmaniam Sundaranar University, Tirunelveli.	3rd and 4th March 2008
Presented a paper in "Blended Learning" in a UGC sponsored national seminar on 'Impact of Brain dominance and cognitive self management on learning".	St. Xavier's College of Education, Tirunelveli.	1st and 2nd, April 2009
Presented a paper titled 'Value Education and Stress Coping' in the Inter National Conference of Teacher Educators.	KAAS, Tamilnadu.	18th April 2009
Presented a paper titled "Stress Management skills for students" in National seminar on student progression- An integrated guidance and counseling perspectives".	Fathima Memorial Training College, Kollam.	16th and 17th December 2009
Presented paper "Institutional evaluation in Higher Education" in UGC sponsored National Seminar on 'Evaluation in Higher Education'.	Department of Education, Manonmaniam Sundaranar University, Tirunelveli.	29th and 30th January 2010
Attended a workshop on 'Writing Scholarly Articles'.	St. Ignatius College of Education Tirunelveli.	20th and 21st December 2010
Presented a paper on 'Success factors for blended learning' in National Conference on ICT Resources in Education: Prospects and challenges'.	Department of Education, Manonmaniam Sundaranar University, Tirunelveli.	11th and 12th March 2011

Presented a paper titled 'Stress tolerance among adolescents' in a UGC sponsored National Seminar, on the topic ' Spiritual Intelligence: A paradigm for holistic development of learners'.	NSS Training college, Changanacherry	21st and 22nd July 2011
Presented a paper on 'The potential of ICT for change in Higher Education 'in an international Education Meet on 'Education for Global excellence'.	Mar Theophilus Training College, Thiruvananthapuram.	5th to 7th January 2012
Presented a paper on 'Role of schools in human conflict management' in a UGC sponsored International Conference on 'Education: A Panacea for Human Conflict Management'.	Annamalai University, Department of Education.	24th and 25th February 2012
Presented a paper on 'Attitude of Secondary School teachers towards use of ICT in Teaching" in the International Conference of Teacher Educators.	KAAS and St. Ignatious College of Education, Tirunelveli.	17th March 2012
Presented a paper on "Innovating Teacher Education using blended Learning" in the International Conference on "Preparing world class teachers through online Education – The future is now'.	Sree Ramakrishna Mission Vidhyalaya, College of Education, Coimbatore.	20th and 21st April 2012
Presented a paper on 'Tailoring study habits to the naturalistic intelligence of learner' in a U.G.C sponsored National Seminar on Nationalistic Intelligence – Harmonizing Scientific Inquiry and Eco –friendliness in Learners.	CTE, & N.S.S Training College, Changanacherry.	12th and 13th July 2012
Presented a paper on'Towards non-violent education through Gandhian ideals' in an International Seminar on 'Gandhian Educational Principles and Practices in the Emerging Global Scenario'.	Kerala Gandhi Smaraka Nidhi, Thiruvananthapuram.	25th to 27th July 2012

Dr.R.P.Deepa, Assistant Professor in Education.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Participated and presented a paper in 'The effect of concept attainment model in teaching Mathematics.	Department of Education, M.S University, Tirunelveli	6th and 7th March 2009.
Participated and presented a paper on "Experimental validity" in the National seminar on 'Research Methodology and statistics in Education'.	Holy Trinity College of Education, Melpalai	20th January 2010
Attended the National workshop on "SPSS Training"	Holy Trinity College of Education, Melpalai	November 2010.
Attended the National workshop on "Article writing"	Holy Trinity College of Education, Melpalai	26 March 2010.
Attended the National workshop on "Experiments in practical Psychology", Training and Orientation.	Holy Trinity College of Education, Melpalai and Psychotronics, Bangalore	27th and 28th February 2011.
Presented a paper on "Waste Management Awareness in the UGC sponsored National seminar on "Naturilistic Intelligence Haromonising Scientific Inquiry and Ecofriendlinessim learners"	CTE, & N.S.S Training College Changanacherry.	12th and 13th July 2012

Tmty.S.Devika, Assistant Professor in Education.

Name of the Seminar/ Conference/ Symposia Workshop, etc	Name of the Sponsoring Agency	Date
Attended the National workshop on "Experiments in Practical Psychology", Training and Orientation	Holy Trinity College of Education, Melpalai and Psychotronics, Bangalore.	27th and 28th February 2011.
Presented a paper on 'Essential Communication Skills for Teachers' in a National Seminar on Learning to be: Problems and Prospects towards Developmental Education.	Sree Narayana Training college, Nedunganda.	18th and 19th March 2011
Presented a Paper entitled ' Horn Life Skills to Reap Success' in a UGC sponsored International Education Meet on "Education for Global Excellence".	Mar Theophilus Training College, Thiruvananthapuram	5th and 7th January 2012
Presented a paper 'Development of Human rights: Strategies and Methods" in a U.G.C Sponsored National Seminar on 'Human Rights Education Relevance of Multicultural Education based on the Philosophy of Pluralism in the Contemporary Indian context.	St Joseph's Training College, Mannanam.	12th January 2012
Presented a paper titled 'Mastering soft skills: A Key Towards quality Teaching" in a national Seminar on Professionalism in Facing the Challenges of Education'.	Ruben college of Education, Thadikkarakonam.	February 2012.
Presented a paper 'Virtual Learning Environment: A medium to Enhance soft skills', in the first International conference of Teacher Educators.	KAAS & St. Ignatious college of Education.	17th March 2012
Presented a Paper titled Virtual Learning Enviornment (VLE) – A medium to enhance Soft Skills at the International Conference on "Preparing World Class Teachers through on line Education. The Future is now".	Sri Ramakrishna Mission Vidyalaya college of Education, Coimbatore in collaboration with the United States and India Educational Foundation (USIFF).	20th and 21st April 2012.

Presented a paper on 'Value Education through short stories' in a U.G.C sponsored national seminar on Education for National and Emotional Integration.	St.Thomas College Teacher Education, Pala.	5th and 6th June 2012
Presented a paper on 'Waste management Awareness among Higher Secondary students' in a U.G.C sponsored National Seminar on "Nationalistic Intelligence – Harmonizing Scientific Inquiry and Eco –friendliness in Learners".	CTE& N.S.S Training College Changanacherry	12th and 18th July 2012.
Presented a paper on 'Glimpses of Pragmatic Idealism in Gandhiji's Aims and Ideals of Education in International Seminar on 'Gandhian Educational Principal and Practices in the Emerging global Scenario.	Kerala Gandhi Smaraka Nidhi, Thiruvanthapuram.	25th and 27th July 2012

Thiru. Gireesh kumar.K., Assistant Professor in History.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Participated in a UGC sponsored national seminar on the topic 'Education the sinequa non for sustainable development'.	ST.Thomas College of Teacher Education, Pala.	20th and 21st August 2009
Participated in a national seminar on the topic 'Stress – Free Education – A paradigm for teacher conscientisation.	NSS Training college, Changanasery.	23rd and 24th July 2010
Participated in an International seminar the topic 'Peace Education: An orientation to next generation'.	ST. Thomas college of teacher Education, Pala, Kerala.	13th and 14th Aug 2010
Presented a paper on "Life Skill Education" a UGC sponsored national seminar .	ST.Thomas College of Teacher Education, Pala, Kerala.	25thand26th November 2010
Chaired a session of state level seminar on 'Teacher Education towards quality innovation'.	Mar Chrysostom College of Education, Kirathoor.	21st January 2011.
Participated in a national seminar on the topic 'Open and Distance Education in general and its impact on Kerala in particular'.	Indira Gandhi National Open University, Regional Centre, Trivandrum.	5th and 6th August 2011.
Presented a paper in a UGC sponsored national seminar on the topic 'Teacher Education for Sustainable development'.	Farook Training College, Kozhikode	29th and 30th November 2011
Presented a paper at International conference on the topic 'Technological resources in curriculum transaction'.	KAAS & St. Ignatious College of Teacher Education, Palayamkottai	17th March 2012
Presented a paper in an UGC sponsored International conference on the topic' Role of Schools in Human conflict management'.	Department of Education, Annanamalai University.	24th and 25th February 2012
Presented a paper in an UGC sponsored International Conference on the topic 'Preparing world class Teachers'.	Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.	20th and 21st April 2012

Presented a paper at UGC sponsored national seminar on the topic ' Education for Human Co-existence'	ST. Thomas College of Education, Pala	5th and 6th June 2012

Thiru.V.S. Pavithra Kumar, Assistant professor in Physical Science.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Presented a paper on "Efficiency of Evacuated tube based water heating system - A lumped capacitance model approach" on a Regional level seminar on "Non conventional Energy application"	Department of Physics, N.M.C.C., Marthandam.	21st and 22nd August 2008
Presented a paper entitled "Empowered Teacher for Sustainable Development" UGC sponsored national seminar.	Farook Training College, Kozhikodu.	29th and 30th November 2011
Presented a paper "Professional Ethics" in a State level seminar on "Professionalism in facing the Challenges of education".	Ruben College of Education.	February 2012
Presented a paper titled "Building Techno Pedagogical skills among Teacher Educators" for the first International conference.	KAAS.	17th March 2012.
Presented a paper on titled "Emerging Technologies in Teacher Education" for the UGC sponsored International conference on "Preparing World class teacher online education: The future is now"	Organized by Sri Ramakrishna Mission Vidhyalaya College of Education, Coimbatore.	20th and 21st April 2012.

Dr.A.Ravi, Director of Physical Education.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Presented a paper ' Yoga for all' in the International conference of Scott Research form	Scott Christian College Nagercoil.	19th April 2008
Presented a paper Means and measures to achieve ideal Body weight in the International Conference of KAAS	KAAS &Women Christian College, Nagercoil.	5th December 2008
Participated and presented a paper on "Experimental validity" in the National seminar on 'Research Methodology and statistics in Education'.	Holy Trinity College of Education, Melpalai .	20th January 2010
Presented a paper YOGA and Mental Retardation in the UGC sponsored National Seminar.	Department of physical Education and Health M.D.T.Hindu College, Thirunelveli.	29th January 2010
Attended the National workshop on "SPSS Training" .	Holy Trinity College of Education, Melpalai.	Nov 2010
Attended the National workshop on "Article writing"	Holy Trinity College of Education, Melpalai.	Dec 2010
Presented a paper YOGA for Exceptional children in the National Seminar	M.D.T.Hindu College Thirunelveli.	4th February 2011
Presented a paper "Experiments in practical psychology" in the National workshop.	Holy Trinity College of Education, Melpalai & Psychotronics – Banglore.	27th March 2011
Presented a paper Posture of students in the International conference of Teacher Educators	KAAS & St.Ignaiuous College of Education, Palayamkottai.	17th March 2012
Presented a paper Glimp of pragmatic idealism in Gandhiji's Aim and Objectives of Education in the International Seminar on 'Gandhian Educational Principal and Practices in the Emerging global Scenario.	Dept of Education, University of Kerala	25th July 2012

Tmty.Sheela P., Librarian.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Participated in the National seminar on "Changing paradigms of librarianship" .	The school of library and Information science, Alagappa university, Karaikudi.	9th April 2008
Participated in the First International conference of KAAS .	Women's Christian College, Nagercoil.	5th and 6th Dec 2008
Presented a paper on "Library and Information Science in the Librarian's Day state level seminar.	CSI Institute of Technology, Thovalai.	4th September 2010.
Participated in a one day workshop on Inflibnet user awareness concerning N-List.	M.S.University, Tirunelveli.	11th Feb 2011.
Participated in the KLA National seminar on Content Management and Libraries: New vistas for Harnessing Information	Kerala Library Association	14th to 16th July 2011.
Presented a paper at the International conference on preparing world class Teachers through online Education. The future is now.	Sree Ramakrishna mission Vidyala College of Education, Coimbatore.	20th and 21st April 2012
Presented a paper on " Modern Trends in Libraries and Librarianship in the librarian's Day seminar	Lekshmipuram College of Arts & Science, Neyyoor.	20th September2012

Thiru.P.S.Prasad, Assistant Professor in Education.

Name of the Seminar/ Conference/ Symposia Workshop, etc	**Name of the Sponsoring Agency**	**Date**
Participated in the workshop on Research Guidance.	St.Xaviers College of Education, Palayamkottai.	12th September 2008.
Presented a paper on Teacher Education Today – Teacher Education – Some Issues in the National Seminar held on the theme of "Appropriate Technology, Innovations and Challenges in Teacher Education".	Department of Education, Gandhigram Rural University, Gandhigram.	19th December – 2008
presented a paper in a National Seminar on 'Stress Free Education: A Paradigm for Teacher Concientisation".	N.S.S. Training College, Changanachery.	23rd and 24th July 2010
Participated in a TNTEU sponsored two day training programme in Research Methodology	St. Justin College of Education, Madurai.	12th and 13th August, 2010.
Participated in an international seminar the topic 'Peace Education: An orientation to next generation'.	ST. Thomas college of teacher Education, Pala.	13th and 14th Aug 2010
Presented a paper titled 'Attitude of prospective teacher towards environment" in the UGC sponsored National level seminar on "Education and Social Sensitivity".	St.Thomas College of Teacher Education, Pala.	25th and 26th November 2010
Presented a paper entitled "Integrated Approach on Life Skill Education' in Second International Conference on "Life Skill Education".	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur.	8th to 10th December 2010
Participated in a national seminar on the topic 'Open and Distance Education in general and its impact on Kerala in particular'.	Indira Gandhi National Open University, RegionalCentre ,Trivandrum.	5th and 6th August 2011.
Presented a paper "Sustainable development in Teacher Education" in the UGC sponsored National Seminar.	Farook Training College, Kozhikode.	29th and 30th November 2011
Presented a paper titled 'Assistive Technology for Learning disabled Children' on International Conference	KAAS	20th March 2012.

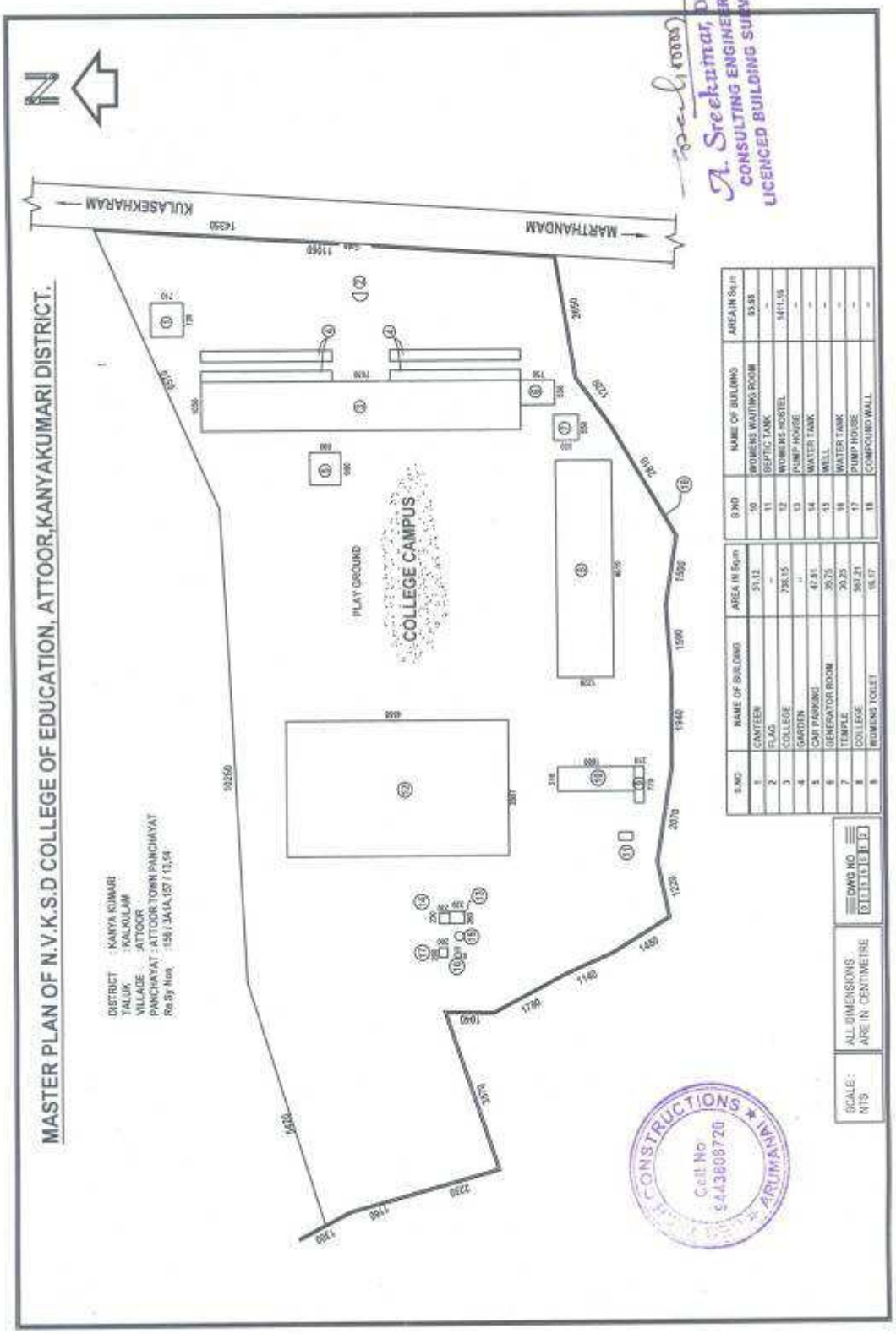
Presented a paper titled "Promising Practice in Teacher Education- Blended approach" in a UGC sponsored International Conference on "Preparing world Class Teacher through online Education	Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.	20th and 21st April 2012

SEMINARS ORGANIZED BY THE FACULTY

S.No.	DATE	LEVEL	TOPIC
1	27-05-2008	Regional	Nano Science
2	22-02-2010	-do-	Statistical Techniques in Research Methodology
3	06-03-2010	Regional	Library and Research
4	21-01-2011	National	Environmental Conservation
5	10-03-2011	-do-	Making Mathematics Learning Joyful
6	25-03-2011	-do-	Teacher Education: Present Challenges and Future Strategies
7	02-04-2011	State	Styles in Bibliography writing
8	09-04-2011	National	Testing devices and ICT in English Language Learning
9	11-04-2011	-do-	Towards Quality Research in Education
10	28-04-2011	Regional	Stress Management
11	15-02-2012	National	Strategies for Strengthening Educational Research
12	10-04-2012	-do-	Value Education: Issues and Challenges

Annexure II

MASTER PLAN OF THE INSTITUTION



Annexure III

- Best Practices of the Institution
-

a. Best practice in Research

Title of the practice

Developing research culture amongst students by guiding them for dissertation.

The context that required initiation of the practice

The reconceptualization of colleges as academic institutions has redefined their engagement in research activities. So research is taken as a corporate social responsibility by our institution. At the individual level, research commitments usher in a new dimension to their self actualization, professional wisdom and intellectual well-being, besides contributing to the teaching quality and long term vision of the institution. The Advisory and Monitoring body, Research Advisory Committee (RAC) is directing research to its creative fruition. Proper guidance for the novice is very much sought for in the promotion of research culture. The institution has a course of action that lasts throughout the academic year.

Objectives of the practice

- To motivate the students to take up new areas of research.
- To provide step by step guidance for dissertation.
- To organize intellectual meets so that the students could exchange their views and information they have gathered.
- To develop research culture.

The practice

Phase I: Selection of the Problem

The first stage in selection of the problem is 'Thinking About It'. The students are motivated to build on as many ideas as possible by utilizing library resources and internet. They are encouraged to be expansive in their thinking, writing their own ideas and to be realistic in setting their goal. The second stage is termed as 'Preparing the Way'. This stage aims at developing a task oriented approach in the students through identifying the resources needed. Stage three is 'Choosing and defining the Research Topic'. Here the students are helped to pick out the problem to focus on.

Phase II: 'Writing the Research Proposal'

The students are made to prepare the proposal focusing on their topic very specifically without making it too broad. Research colloquium is conducted at this stage which provides a platform for the discussion of the topic.

Phase III : Construction of Research tools

A workshop on 'Construction of Research Tools' is held to make the students acquainted with different research tools.

Phase IV : Collecting and Organizing information

Stage four is 'Collecting and Organizing Information'. At this stage the students collect relevant data by sketching the method selected and illustrating on the research question. They are encouraged to organize the collected information so as to (i) draw comparison and contrasts (ii) estimate causes and effects and (iii) identify trends. Students are given orientation in different statistical methods for analyzing data by experts.

Phase V: Interpreting the Result

The students are made to explain what it is all about. They need to give a convincing answer to the 'so what' questions.

Phase VI : Writing the Report

The students are encouraged to write and rewrite the chapters in a clear and unambiguous manner. Workshop on 'Report Writing' is conducted at this stage.

Obstacles faced if any and strategies adopted to overcome them.

There were no obstacles faced as such.

Impact of the practice

- Development of a good research culture among the students and in the campus.
- Each faculty member acts as a catalyst in promoting research culture.
- Increase in teacher and student research projects.

Resources required

All the resources of the institution are pooled to make the programme productive. Along with this, services of the experts are also utilized.

b.Best Practice in Evaluation

Title of the practice:

Self , Peer and Teacher (SPT) Evaluation

The context that required initiation of the practice.

Our institution follows CCE (Continuous and comprehensive Evaluation) to assess student's academic performances. The SPT Evaluation package is introduced to strengthen our existing mode of evaluation.

Objectives of the practice

- To enhance objectivity in evaluation.
- To make evaluation process more comprehensive.
- To maintain a qualitative mode of assessment.

The Practice

The SPT evaluation is a well-knit evaluation package developed by our institution to strengthen the conventional form of evaluation to asses our student's performance.

The various stages involved in this three tire evaluation process in the 3 tire are detailed below:

Level – I: **Preparation of QP (Question paper)**

The evaluation process commences with the preparation of tests in subjects. Tests are prepared by strictly adhering to all the essentialities needed for the construction of a test. After the completion of stipulated units, a test has to be prepared by giving weightage to objectives, weightage to content, and weightage to level of difficulty. Based on this blueprint and marking scheme are prepared.

Level – II – Administration of Test

The test is administered to the students. A facing sheet with three detachable sheets of paper for SPT evaluation (self-evaluation, peer-evaluation and teacher evaluation) is attached along with the answer books.

Level – III – Scoring of Answer script

Discussions of the answers of the questions are conducted in detail after the examination. The valuations of the answer script are conducted through:

a) Self-evaluation

This is the stage of self-evaluation of the answer script by the examinee herself/himself. The paper is scored based on the marking scheme. The scoring of the self-evaluated answer script is removed aside from the facing sheet for further evaluation by the other two namely – peers and the teacher.

b) Peer Evaluation

After the removal of the self-evaluated facing sheet, the papers are exchanged for valuation among peers along with the marking scheme. The detachable sheet of scoring by the peers is removed. It is kept confidential for further analysis.

c) Teacher Evaluation

The answer scripts are distributed to the respective teachers for teacher valuation. The marking scheme is supplied for scoring of the answers. The evaluation by the teacher is also recorded in the detachable paper as in the previous case.

Level IV – Final Analysis

The three categories of scores are tabulated for further analysis like percentage analysis and correlation. Intercorrelation among the three categories of evaluators will check the uniformities and disparities among the scores.

Obstacles faced if any and strategies adopted to over come them.

- Subjectivity in evaluation.
- Time consuming.
- Personal bias in evaluation.
- Losing esteem consciousness among students.
- Laborious work for the teachers.
- Preparation of probable value points.

Marking scheme is prepared and given to the students for evaluating answer papers to overcome the obstacles.

Impact of the practice

Evaluation becomes more objective. Student participation in evaluation is ensured. Student gets an idea about the correct value points. Qualitative improvement was noted in their academic performance.

Resources required

All the resources of the institution are pooled to make the programme productive. Along with this, services of the experts are also utilized.

Annexure IV

TEACHER EDUCATION SCENARIO IN TAMILNADU

Tamilnadu has made considerable progress in school education. Since independence there is considerable progress in overall literacy, infrastructure, universal access and enrolment in schools. The major development in the field of education in the State has been the political acceptance of, and commitment towards Universalization of Elementary Education (UEE). This, therefore, has increased the demand for qualified elementary school teachers. Thus, the country has to address the need of supplying well educated and professionally qualified teachers in large numbers in the coming years. Simultaneously, the demand for quality secondary teacher education has been steadily increasing. Thus, there has been a sudden expansion of teacher education institutions and programmes in the State to cope with the emerging need.

Nowadays, in Tamilnadu, a vast number of students prefer to do Secondary Teacher Education Programme (B.Ed.) after their graduation or post graduation so that they can become teachers in secondary or higher secondary schools. Further, there is a section of students who opt for doing Diploma in Teacher Education (D.T.Ed.) after completing their higher secondary course. The minimum eligibility for joining D.T.Ed. is 45 percentage of marks. However, the B.C., S.C., S.T., and physically challenged students are given relaxation in the eligibility marks.

The candidates who have undergone 10+2+3 or 10 + 1 + 3 pattern of school and college education with minimum prescribed marks alone can seek admission for Secondary Teacher Education Programme (B.Ed.). Those who have passed B.Ed. with a minimum of 50 percentage of marks can seek admission for M.Ed course. To join M.Phil. in Education, one should have

passed M.Ed. with a minimum of 55 percentage of marks in it. However, for B.C, S.C, S.T, and physically challenged candidates, there is relaxation in the minimum prescribed marks.

Apart from a large number of Primary Teacher Education Institutions, the state has got three types of secondary Teacher Education institutions. They are:

i) Government owned and run Colleges.
ii) Private Aided Colleges.
iii) Self-financing Colleges.

The government owned colleges in the state are seven in numbers and they are directly under the control of the Directorate of Collegiate of Education, Chennai. The students are admitted in these colleges on merit basis in accordance with the reservation norms of the government.

There are 14 private aided colleges and they are owned by private Trusts or Societies. Of these, 7 are minority ones and the rest are non-minority. Of the 7 minority colleges, six institutions belong to religious minority and one, ours, is linguistic minority. All the aided college staff are paid UGC pay scales by the government. The U.G.C. also gives grants for the infrastructure as well as human resource development. In the minority colleges 50 percentage of admissions are made on minority merit and the other 50 percentage of the seats are filled by the government through single window system. In the non-minority colleges, 90 percentage of seats are filled by the government through single window system, and the rest of the 10 percentage are filled by the managements concerned.

The total number of self-financing colleges in the state is 665. These colleges are fully financed by the managements concerned. Salaries to the employees are also fully paid by these managements. Admissions of students on these colleges are done fully by the managements. However, if the

managements so desire, they can surrender 50 percentage of the seats to be filled by the government through single window system.

The fee collected from the students in the government and private aided colleges are very low, whereas in the self financing colleges it is high. All the above colleges are monitored well by the N.C.T.E, Government, and the Tamilnadu Teachers Education University. Regular inspections by the NCTE, the government and the university are done to monitor the functioning of these colleges.

The state government established Tamilnadu Teachers Education University in the year 2008 for better governance and for promoting excellence in teacher education in the state. This university is the first of its kind to be set up in India exclusively for teacher education. All the Secondary Teacher Education Colleges in the state are affiliated to this university.

All the colleges, except the autonomous ones, follow the curriculum prescribed by the Tamilnadu Teachers Education University. This curriculum is technology oriented and ICT based and is on par with the curricula of various universities of our nation.

Annexure V

ACADEMIC CALENDER 2012-2013

SEPTEMBER 2012

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	SATURDAY		
2	SUNDAY		
3	MONDAY	Admission starts (B.Ed)	
4	TUESDAY		
5	WEDNESDAY		
6	THURSDAY		
7	FRIDAY		
8	SATURDAY		
9	SUNDAY		
10	MONDAY	Class starts for B.Ed PTA meeting	1
11	TUESDAY	Bridge course starts	2
12	WEDNESDAY		3
13	THURSDAY		4
14	FRIDAY	Admission starts (M.Ed. & M.Phil.)	5
15	SATURDAY	Bridge course ends	6
16	SUNDAY		
17	MONDAY	Micro teaching starts	7
18	TUESDAY		8
19	WEDNESDAY	Vinayaga chaturthi- Holiday	
20	THURSDAY	Class starts (M.Ed)	9
21	FRIDAY	Orientation to the M.Ed students	10
22	SATURDAY		11
23	SUNDAY		
24	MONDAY	Link practice Micro teaching ends	12
25	TUESDAY	Health awarness programme	13
26	WEDNESDAY	Lesson planning-small group discussion	14
27	THURSDAY	"	15
28	FRIDAY	Talents day Submisstion of micro teaching records	16
29	SATURDAY	Admission closes (B.Ed, M.Ed & M.Phil)	
30	SUNDAY		

ACADEMIC CALENDER 2012-2013

OCTOBER 2012

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	MONDAY	Class starts (M.Phil) Community work	17
2	TUESDAY	Gandhi Jayanthi - Holiday	
3	WEDNESDAY	Demonstration class -1 Seminar (M.Ed)	18
4	THURSDAY	Workshop on preparation of teaching aids	19
5	FRIDAY	B. Ed students visit schools to collect syllabus Seminar (M.Ed& M.Phil)	20
6	SATURDAY	Student union election Submission of assignment -1	21
7	SUNDAY	Holiday	
8	MONDAY	Awareness programme Demonstration class -2	22
9	TUESDAY	Workshop on ALM	23
10	WEDNESDAY	Demonstration class -3	24
11	THURSDAY	Criticism class-1	25
12	FRIDAY	Blood donation camp	26
13	SATURDAY	Holiday	
14	SUNDAY	Holiday	
15	MONDAY	Criticism class-2	27
16	TUESDAY	Criticism class-3	28
17	WEDNESDAY	Teaching practice starts	29
18	THURSDAY	Visiting other universities for review collection (M.Ed & M.Phil)	30
19	FRIDAY	"	31
20	SATURDAY	Correction of lesson plans(B.Ed)	32
21	SUNDAY	Holiday	
22	MONDAY		33
23	TUESDAY	Ayudha pooja- Holiday	
24	WEDNESDAY	Vijayadasami-Holiday	
25	THURSDAY		34
26	FRIDAY		35
27	SATURDAY	Bakrid- Holiday	
28	SUNDAY	Holiday	
29	MONDAY	Research coloquium (M.Ed)	36
30	TUESDAY	"	37
31	WEDNESDAY		38

ACADEMIC CALENDER 2012-2013
NOVEMBER 2012

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	THURSDAY	NET coaching class starts	39
2	FRIDAY		40
3	SATURDAY	Correction of lesson plans (B.Ed)	41
4	SUNDAY	Holiday	
5	MONDAY	Seminar (M.Phil)	42
6	TUESDAY		43
7	WEDNESDAY		44
8	THURSDAY	Debate (M.Ed)	45
9	FRIDAY	Communicable diseases awareness rally	46
10	SATURDAY	Workshop on preparation of blue print and question paper setting.(B.Ed)	47
11	SUNDAY	Holiday	
12	MONDAY	Debate(M.Phil), Deepavali celebration	48
13	TUESDAY	Deepavali- Holiday	
14	WEDNESDAY		49
15	THURSDAY		50
16	FRIDAY		51
17	SATURDAY	Students Day- Seminar correction of lesson plans- B.Ed	52
18	SUNDAY	Holiday	
19	MONDAY		53
20	TUESDAY		54
21	WEDNESDAY	Data collection starts (M.Ed)	55
22	THURSDAY		56
23	FRIDAY		57
24	SATURDAY	Correction of lesson plans (B.Ed.)	58
25	SUNDAY	Muharam-Holiday	
26	MONDAY		59
27	TUESDAY		60
28	WEDNESDAY		61
29	THURSDAY		62
30	FRIDAY	Seminar (M.Phil)	63

ACADEMIC CALENDER 2012-2013
DECEMBER 2012

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	SATURDAY	Submission of blue print	64
2	SUNDAY	Holiday	
3	MONDAY		65
4	TUESDAY		66
5	WEDNESDAY	Conducting achievement test (B.Ed)	67
6	THURSDAY	"	68
7	FRIDAY	Teaching practice ends (B.Ed) Data collection ends (M.Ed)	69
8	SATURDAY	Holiday	
9	SUNDAY	Holiday	
10	MONDAY	Human rights day- seminar Reflective session of teaching practice experiences(B.Ed)	70
11	TUESDAY		71
12	WEDNESDAY	Submission of teaching practice records	72
13	THURSDAY	Seminar	73
14	FRIDAY		74
15	SATURDAY	Symposium Alumni meet	75
16	SUNDAY	Holiday	
17	MONDAY	Student council inaguration	76
18	TUESDAY		77
19	WEDNESDAY	First unit test starts	78
20	THURSDAY		79
21	FRIDAY		80
22	SATURDAY	Christmas celebration	81
23	SUNDAY	Holiday	
24	MONDAY	Christmas eve- Holiday	
25	TUESDAY	Christmas -Holiday	
26	WEDNESDAY	Holiday	
27	THURSDAY		82
28	FRIDAY		83
29	SATURDAY	Submission of assignment-2	84
30	SUNDAY	Holiday	
31	MONDAY	New year celebration	85

ACADEMIC CALENDER 2012-2013
JANUARY 2013

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	TUESDAY	New year- Holiday	
2	WEDNESDAY		86
3	THURSDAY	Remedial classes starts	87
4	FRIDAY	Awarness programme on legal rights	88
5	SATURDAY	Panel discussion	89
6	SUNDAY	Holiday	
7	MONDAY		90
8	TUESDAY		91
9	WEDNESDAY	National seminar	92
10	THURSDAY	Road safety awarness programme	93
11	FRIDAY	Visit To oldage home for pongal celebration	94
12	SATURDAY	Holiday	
13	SUNDAY	Holiday	
14	MONDAY	Pongal- Holiday	
15	TUESDAY	Uzhavar day- Holiday	
16	WEDNESDAY	Tiruvalluvar day- Holiday	
17	THURSDAY	First terminal examination starts	95
18	FRIDAY		96
19	SATURDAY		97
20	SUNDAY	Holiday	
21	MONDAY		98
22	TUESDAY		99
23	WEDNESDAY	Yoga awarness programme	100
24	THURSDAY	Miladi-Nabi- Holiday	
25	FRIDAY	Eye donation awarness camp	101
26	SATURDAY	Republic day celebration	
27	SUNDAY		
28	MONDAY		102
29	TUESDAY	Community camp starts (B.Ed) Data collection starts (M.Phil)	103
30	WEDNESDAY		104
31	THURSDAY		105

ACADEMIC CALENDER 2012-2013

FEBRUARY 2013

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	FRIDAY	Camp ends	106
2	SATURDAY		107
3	SUNDAY	Holiday	
4	MONDAY		108
5	TUESDAY		109
6	WEDNESDAY		110
7	THURSDAY	Yoga awarness programme	111
8	FRIDAY	Submission of assignment-3	112
9	SATURDAY	Holiday	
10	SUNDAY	Holiday	
11	MONDAY		113
12	TUESDAY		114
13	WEDNESDAY		115
14	THURSDAY		116
15	FRIDAY	Cultural competitions Data collection ends (M.Phil)	117
16	SATURDAY	Community work	118
17	SUNDAY	Holiday	
18	MONDAY	State level inter collegiate quiz competition	119
19	TUESDAY		120
20	WEDNESDAY		121
21	THURSDAY	Study tour (B.Ed)	122
22	FRIDAY	Field trip (M.Ed)	123
23	SATURDAY	Holiday	
24	SUNDAY	Holiday	
25	MONDAY		124
26	TUESDAY		125
27	WEDNESDAY	Second unit test starts	126
28	THURSDAY	National Science Day celebration	127

ACADEMIC CALENDER 2012-2013

MARCH 2013

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	FRIDAY	National seminar	128
2	SATURDAY		129
3	SUNDAY	Holiday	
4	MONDAY	Open book examination starts	130
5	TUESDAY		131
6	WEDNESDAY		132
7	THURSDAY		133
8	FRIDAY	Women's day celebration	134
9	SATURDAY	Holiday	
10	SUNDAY	Sivarathri- Holiday	
11	MONDAY		135
12	TUESDAY		136
13	WEDNESDAY		137
14	THURSDAY		138
15	FRIDAY	SUPW activity	139
16	SATURDAY	Inter collegiate Mini Marathon	140
17	SUNDAY	Holiday	
18	MONDAY	Second terminal examination starts	141
19	TUESDAY		142
20	WEDNESDAY		143
21	THURSDAY	Atheletic competition starts World Forest Day- Special talk	144
22	FRIDAY		145
23	SATURDAY	Telgu New year- Holiday	
24	SUNDAY	Holiday	
25	MONDAY		146
26	TUESDAY		147
27	WEDNESDAY		148
28	THURSDAY	Sports day	149
29	FRIDAY	Good Friday- Holiday	
30	SATURDAY	Holiday	
31	SUNDAY	Easter- Holiday	

ACADEMIC CALENDER 2012-2013

APRIL 2013

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	MONDAY		150
2	TUESDAY		151
3	WEDNESDAY		152
4	THURSDAY	Arts day	153
5	FRIDAY	Mahaveer Jayanthi- Holiday	
6	SATURDAY		154
7	SUNDAY	Holiday	
8	MONDAY		155
9	TUESDAY		156
10	WEDNESDAY		157
11	THURSDAY		158
12	FRIDAY		159
13	SATURDAY	Holiday	
14	SUNDAY	Holiday	
15	MONDAY		160
16	TUESDAY	Debate (B.Ed)	161
17	WEDNESDAY	Talents day	162
18	THURSDAY		163
19	FRIDAY		164
20	SATURDAY	College day	165
21	SUNDAY	Holiday	
22	MONDAY		166
23	TUESDAY		167
24	WEDNESDAY		168
25	THURSDAY		169
26	FRIDAY		170
27	SATURDAY	Holiday	
28	SUNDAY	Holiday	
29	MONDAY	Model examination starts	171
30	TUESDAY		172

ACADEMIC CALENDER-2011-2012

MAY 2013

DATE	DAY	PARTICULARS	NO. OF WORKING DAYS
1	WEDNESDAY	May Day- Holiday	
2	THURSDAY		173
3	FRIDAY		174
4	SATURDAY		175
5	SUNDAY	Holiday	
6	MONDAY	Model examination ends	176
7	TUESDAY		177
8	WEDNESDAY	Red cross Day - Seminar	178
9	THURSDAY		179
10	FRIDAY		180
11	SATURDAY	Holiday	
12	SUNDAY	Holiday	
13	MONDAY		181
14	TUESDAY		182
15	WEDNESDAY		183
16	THURSDAY		184
17	FRIDAY		185
18	SATURDAY		186
19	SUNDAY		
20	MONDAY		187
21	TUESDAY		188
22	WEDNESDAY		189
23	THURSDAY		190
24	FRIDAY		191
25	SATURDAY		192
26	SUNDAY		
27	MONDAY		193
28	TUESDAY		194
29	WEDNESDAY		195
30	THURSDAY		196
31	FRIDAY		197

Timetable B.Ed.

Days/ Time	10 a.m to 11 a.m	11 a.m to 11.10 a.m	11.10 a.m. to 12.05 a.m.	12.05 a.m. to 1 p.m.	1 p.m. to 1.45 p.m.	1.45 p.m. to 2.45 p.m.	2.45 p.m. to 2.55 p.m.	2.55 p.m. to 3.50 p.m.	3.50 p.m. to 4.45 p.m.
I	PII PI	INTERVAL	Opt. II	PIII PII	LUNCH BREAK	Opt.II	INTERVAL	PP(1-25) TM(26-50) AV(51-75) AC(76-100)	SUPW (51-75) Comp.Edn(76-100) Phy.Edn.(1-50)
II	PI PIII		Opt.I	Opt.I		Electives		Library(1-50) ife Skill(51-100	Tutorial / Value Education
III	Opt.II		Electives	PII PII		PI PIII		PIII PI	PP(26-50) TM(51-75) AV(76-100) AC(1-25)
IV	PIII PII		Opt.II	Opt.II		PII PIII		PP(51-72) TM(76-100) AV(1-25) AC(26-50)	SUPW (76-100) Comp.Edn(51-75) Life Skill(1-50)
V	PII PI		PI PIII	Electives		Opt.I		PP(76-100) TM(1-25) AV(26-50) AC(51-75)	SUPW (1-25) Comp.Edn(26-50) Library(51-100)
VI	Opt.I		PIII PI	Opt.II		Electives		PI PIII	SUPW (26-50) Comp.Edn(1-25) Phy.Edn.(51-100)

PI	Education in Emerging Indian Society
PII	Psychology of Learning and Human Development
PIII	Educational Innovations and Management

Electives	1. Environmental Education 2. Library and Information Resource Management 3. Guidance and counselling 4. Physical and Health Education

PP	Psychology Practicals
TM	Test and Measurement
AV	Audio Visual Education
AC	Arts and Crafts
SUPW	Socially useful productive work
Comp.Edn.	Computer Education
Phy.Edn.	Physical Education

Timetable M.Ed

Days/ Time	10 a.m to 11 a.m	11 a.m to 11.10a.m	11.10 a.m to 12.05 p.m	12.05 p.m to 1 p.m	1 p.m to 1.45	1.45 p.m to 2.45 p.m	2.45 p.m. To 2.55 p.m.	2.55 p.m to 3.45 p.m	3.50 p.m to 4.45 p.m
I	PII	INTERVAL	PI	PIII	LUNCH BREAK	PV	INTERVAL	Lib	Lib
II	PIII		PV	PI		PII		PIV	Lib
III	PI		PIII	PII		PIV		Lib	Lib
IV	PIV		PI	PV		Lib		Lib	Lib
V	PV		PIV	PIII		PII		Lib	Seminar
VI	PIII		PV	PI		PII		PIV	Tutorial

PI	Philosophical and Sociological Perspectives in Education
PII	Advanced Educational Psychology
PIII	Research in Education
PIV	Teacher Education
PV	Education for the Children with Special Needs

Timetable M.Phil.

Days/ Time	10.00a.m to 11.30 a.m	11.30 a.m to 11.40a.m	11.40 a.m to 1.00 p.m	1 p.m to 1.45 p.m	Afternoon
I	PII	INTERVAL	PI	LUNCH BREAK	Library
II	PIII		PI		Library
III	PIII		PII		Library
IV	PII		PIII		Library
V	PI		PII		Library
VI	PIII		PI		Library

Annexure VI

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைகழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF BACHELOR OF EDUCATION (B.Ed)
(FOR THE PROGRAMME IN COLLEGES OF EDUCATION-FULL – TIME AND REGULAR PRE-SERVICE TEACHER EDUCATION)
REGULATIONS
(With effect from the academic year 2009-2010)

1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed) provided:

(i) The candidates who have undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level.

(ii) Candidates who have passed the UG or PG degree in Open University System **without** qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination **shall not be** considered for admission.

(iii) However, candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate/Two Years Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.

(iv) Candidates who have studied more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (viii).

(v) Candidates who have passed under Double Degree/Additional Degree Programme with less than three years duration **are not eligible** for admission.

(vi) Candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.

(vii) a) Candidates who have done their UG degree in Applied Mathematics acan apply for Mathematics.

b) Candidates who have done their UG degree in Applied Physics, Geo-Physics, Bio-Physics and Electronics can apply for Physical Science.

c) Candidates who have done their UG degree in Biochemistry and Applied Chemistry can apply for Physical Science.

d) Candidates who have done their UG degree in Biotechnology, Plant Biology and Plant Biotechnology can apply for Biological Science.

e) Candidates who have done their UG degree in Environmental Science and Micro-Biology can apply for Biological Science.

f) Candidates who have done their UG degree in Applied Geography can apply for Geography.

g) Candidates who have done their UG degree in Computer Science, Information Technology and Computer Applications etc., can apply for Computer Science.

(viii) Candidates with the following marks in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

Community/Category	Minimum Marks
OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

Note: (a) Marks obtained by the candidates in U.G. degree course Part III Major and Allied including Practicals (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home Science Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.

(c) To arrive at above percentage of marks, the marks obtained by the candidates in Major and Allied subjects including Practicals alone shall be taken into account.

(d) Rounding off of marks to the next higher integer will not be permitted.

(ix) Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not be considered for admission.

(x) In the case of Physically or Visually Challenged candidates, a minimum pass in the degree is enough.

(xi) Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50%(irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University can apply.

However, the basis of selection shall be in accordance with the Regulations of the University/ Government of Tamil Nadu Guidelines for admission to B.Ed course in force from time to time.

2. DURATION OF THE B.Ed COURSE:

The course of study shall be for a duration of one academic year consisting of 180 working days/Curriculum transaction days or 1080 hours (6 days per week @ 6 hours per day) excluding admission and examination days. The 180 working days will include teaching practice, revision examination, and study holidays.

3. PROGRAMME CONTENT

The programme will consist of a theory component and a practicum component.

Theory Component

Theory Component consists of three Core Courses, one Elective Course and two Optional Courses with the following descriptions.

L-Lecture; T-Tutorial; P-Practical / Project work

Sl. No.	Courses	L	T	P	Total Hours
I	**Core Courses**				
1.	Education in the Emerging Indian Society	45	15	15	75
2.	Psychology of Learning and Human Development	60	20	20	100
3.	Educational Innovations and Management	45	15	15	75
II	**Elective Course**	45	15	15	75
III	**Optional Courses**				
1.	Optional I	60	20	20	100
2.	Optional II	60	20	20	100
IV	**General**				
1	Life Skills Course	4	-	9	13
2	First Aid	4		8	12
3	Moral and Value Education	5		-	5
	Total for Theory Component	**328**	**105**	**122**	**555**

DETAILS OF COURSES INCLUDED IN THEORY COMPONENT

(I) CORE COURSES

1. Education in the Emerging Indian Society
2. Psychology of Learning and Human Development
3. Educational Innovations and Management

(II) ELECTIVE COURSE

Each college will offer minimum of any FOUR elective courses from the list given below. A student shall choose any ONE of the elective courses offered by the respective college.

1. Human Rights Education
2. Peace and Value Education
3. Environmental Education
4. Guidance and Counselling
5. Perspectives in Special Education
6. Computers in Education
7. Curriculum Development
8. Pre-primary Education
9. Physical and Health Education
10. Library and Information Resource Management
11. Safety and Disaster Management Education

(III) OPTIONAL SUBJECTS

Each student has to study first optional subject Paper I based on their parent discipline (major subject) at the UG level and the second optional subject of study shall be based on their ancillary subjects Paper I or Teaching of Tamil Paper-I or Teaching of English Paper-I at the UG level.

1. Teaching of English Paper – I
2. Teaching of Tamil Paper – I
3. Teaching of Urdu Paper - I
4. Teaching of Mathematics Paper – I
5. Teaching of Physical Science Paper – I
6. Teaching of Biological Science Paper – I
7. Teaching of History Paper – I
8. Teaching of Geography Paper – I
9. Teaching of Home Science Paper – I
10. Teaching of Commerce and Accountancy Paper – I
11. Teaching of Economics Paper – I
12. Teaching of Computer Science Paper – I
13. Teaching of Social Science Paper – I (Exclusively for Political Science, Sociology, Psychology, Logic, Philosophy and Indian Culture)
14. Teaching of English Paper – II
15. Teaching of Tamil Paper – II
16. Teaching of Urdu Paper - II
17. Teaching of Mathematics Paper –II
18. Teaching of Physical Science Paper –II
19. Teaching of Biological Science Paper – II
20. Teaching of History Paper – II
21. Teaching of Geography Paper –II
22. Teaching of Home Science Paper – II
23. Teaching of Commerce and Accountancy Paper - II
24. Teaching of Economics Paper – II
25. Teaching of Computer Science Paper – II
26. Teaching of Social Science Paper – II (Exclusively for Political Science, Sociology, Psychology, Logic, Philosophy, Indian Culture.)
27. Early Childhood Education

Explanatory Note

Degree	Optional Subject-I	Optional Subject-II
B.Litt	Teaching of Tamil Paper-II	Teaching of Tamil Paper-I
B.A Tamil	Teaching of Tamil Paper II	Teaching of Tamil Paper-I **OR** Teaching of English Paper-I (for candidates who have studied English under Part-II in UG Degree)
B.A. Urdu	Teaching of Urdu Paper-II	Teaching of Urdu Paper-I **OR** Teaching of English Paper-I (for candidates who have studied English under Part-II in UG Degree)
B.A English	Teaching of English Paper-II	Teaching of English Paper-I **OR** Teaching of Tamil Paper I (for candidates who have studied Tamil under Part-I in UG Degree)
P.G. Qualified candidates has to choose Optional-I and Optional-II papers based on the major subject in PG only.		

Weightage given for Theory Component

Mark wise weightage given to three Core Courses, two Optional Courses and one Elective Course is given below

Sl. No.	Theory Component	Title of the papers	Maximum Marks (100)	
I	**Core Courses**		**Internal Marks**	**External Marks**
1.		Education in the Emerging Indian Society	20	80
2.		Psychology of Learning and Human Development	20	80
3.		Educational Innovations and Management	20	80
II	**Elective Course**	Any one of the Electives given in the list	20	80
III	**Optional Courses**			
1.		Optional I	20	80
2.		Optional II	20	80
IV	**General**	(i) Life Skills Course (ii) First Aid (iii) Moral and Value Education	Mark wise weightage is not given. It is only for internalizing all the life related skills, First Aid, Moral and Value system	
Total weightage for Theory Component			600	

COMPONENTS OF INTERNAL ASSESSMENT

S.NO	COMPONENT	MAXIMUM MARKS
1.	TESTS (Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 10)	10
2	ASSIGNMENTS (Aggregate of marks obtained by each candidate in minimum 2 Assignments converted into 5)	5
3	SEMINAR	5
TOTAL		20

PRACTICUM COMPONENT

The Practicum Component consists of the following activities.

S. No	Name of the Activity	Name of the Files /Records to be prepared	No of Hrs.
1.	Observation for optional I	Observation Record optional I	175
2.	Demonstration for optional I	Demonstration Record optional I	
3.	Micro Teaching for Optional I	Micro Teaching File optional I	
4.	Practice Teaching for Optional I	Teaching practice optional I File	
5.	Preparation of Instructional Aids / Materials for Optional I	Instructional Material File optional I	
6.	Construction of an achievement test and interpretation of test scores for Optional I	Test and Measurement File optional I	25
7.	Observation for optional II	Observation Record optional II	175
8.	Demonstration for optional II	Demonstration Record optional II	
9.	Micro Teaching for Optional II	Micro Teaching File optional II	
10.	Practice Teaching for Optional II	Teaching practice optional II File	
11.	Instructional Aids/ Materials for Optional II	Instructional Material File optional II	
12.	Construction of an achievement test and interpretation of test scores for Optional II	Test and Measurement File optional II	25

13.	Application of Educational Technology (Development of Multimedia Package in their Parent discipline)	Educational Technology File	13
14.	Case Study (Individual student case study)	Case study Record	13
15.	Action Research	Action Research Record	12
16.	Conducting Psychology Experiments	Psychology Experiments Record	25
17.	Citizenship Training Camp (CT Camp)	CT Camp File	25
18.	Physical Education	Physical Education File	13
19.	SUPW	SUPW Record and products	12
20.	School Text Book Review pertaining to optional I	Text Book Review File for optional I	12
		Total Weightage for Practicum Component	**525**

(a) Description with reference to Practicum Components :

Activity No **Description**

1. ***Observation*** of relevant subject's Senior Teachers classroom teaching (Minimum of 5 curriculum transaction periods/sessions for each optional course) before the commencement of internship/teaching practice.

2. ***Demonstration*** by Subject Expert/Teacher Educator (Minimum of one class.

3. ***Teaching Skills development*** - Micro Teaching practice for 5 teaching skills

4. ***School based internship /teaching practice***

   a. The practice teaching will have to be undergone in any one of the recognized schools approved by State/CBSE/Matriculation/ICSE/or Anglo-Indian Boards or any other recognized Board for a continuous period of 40 working days inclusive of teaching of both the optionals. Medium of internship /teaching practice may be decided by the Principals of Colleges of Education in consultation with the respective teacher educators based on the communication abilities of student – teachers in either English or Tamil.

b. All graduates who obtained admission based on their UG mark should undergo Internship/Teaching Practice at upper elementary level classes i.e from Std. VI to VIII for all subjects and at secondary level classes i.e Std. IX and X for the relevant subject studied at the UG level. All Post Graduates in any one of the higher secondary level school subjects should undergo the internship / Teaching Practice at upper elementary, secondary and higher secondary levels.

c. However, post graduates in Economics, Commerce and Accountancy, Home Science, Political Science, Sociology, Psychology, Logic, Philosophy and Indian Culture should undergo the internship / teaching practice only at the higher secondary level for their master subject, at upper elementary level for all subjects and at the secondary level only if they had opted for English or Tamil or Urdu or Computer Science as their second optional .

Teaching of Optional Course I

i) Preparation of lesson plans (20 lesson plans)

ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)

iii) Preparation of Self –learning packages (Based on the principles of Linear programming-minimum of 25 frames)

iv) Downloading Web resources related to the optional course and evaluating the same.

Teaching of Optional Course II

i) Preparation of lesson plans (20 lesson plans)

ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)

iii) Preparation of Self –learning packages (Based on the principles of Branching programming-minimum of 15 frames

iv) Downloading Web resources related to the optional course and evaluating the same.

5. Preparation of Instructional Material File, Preparation and use of AV aids based on Edgar Dale's Cone of Experience.

6. Construction and Administration of Teacher made Achievement test, analysis and interpretation of test scores.

7. to 12. All these activities have to be carried out as above for optional II

13. Integrating Emerging Educational Technologies (Development of Multimedia Package in their Parent discipline).

14. Case Study (Individual)

15. Action Research

16. Conducting Psychological Experiments (Any six out of the following). Each student - teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

Group A (Related to Adolescence)	**Group B (Related to Childhood)**
1. Intelligence	1. Distraction of Attention
2. Learning	2.Division of Attention
3. Transfer of Training	3. Creativity
4. Aptitude	4. Piaget's task
5. Adjustment	5.Non-Verbal Intelligence Test
6. Concept Formation	6.Sociometry
7. Level of Aspiration	7.Measure of Anger
8. Interest	8. Emotional Stability
9. Personality Types	9. Moral Values
10. Attention	10.Motivation
11. Creativity	11.Span of Attention
12. Achievement Motivation	12. Motor Skills

17. ***Camp*** : A 5 day Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout camp/Guides camp/NSS Camp should be organized. All activities conducted in the five day Citizenship Training Camp should help the student - teachers to develop civic sense and social skills.

18. ***Physical Education*** related activities

19. ***SUPW***: Each Student - teacher should acquire experience in the preparation of any five socially useful products which are tangible

20. ***Text book review:*** Each Student - teacher should review a school text book relevant to the subject of Optional I and prepare a report.

Life Skills Course:

Life Skills Course should consist of experiences related to

a. Stress Coping Management
b. Transactional Analysis
c. Communication Skills Development
d. Self Awareness and Self Motivation
e. Positive – thinking
f. Emotional Intelligence
g. Time Management
h. Empowerment

This course should be organized as a bridge course soon after the commencement of the curricular transaction days.

4. ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e 153 days) of attendance, failing which they will not be permitted to appear for the B.Ed degree examination. (both written and practical examinations.)

5. WRITTEN EXAMINATIONS

Tamil Nadu Teachers Education University will conduct both written and practical examination after complying 180 curriculum transaction days. The written examinations will be held for three Core Courses, one Elective Course and two Optional Courses. The pattern of question paper is given below.

Each theory course question paper will be designed for 3 Hours duration which consists of Section A, Section B and Section C with the number of questions and allotments of marks as described below:

Section	Type of Questions	Marks	Total Marks	Maximum word limit for each answer
A	Very Short Answer Type Questions with open choice (Any Ten Questions out of Twelve Questions)	10 x 2	20	50 words for each question
B	Short Answer Type Questions with open choice (Any Six Questions out of Eight Questions)	6 x 5	30	200 words for each question
C	Essay Type Question with Internal Choice (Two Essay Questions)	2 x 15	30	600 words for each question
	Total Marks		80	

Passing Minimum for Written Examination

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if he or she secures not less than 50% in each of the six courses, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

Reappearance for Written Examination

Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

PRACTICAL EXAMINATION

A Panel consisting of Three Members (One Convener and Two Members) duly appointed by the Tamil Nadu Teachers Education University will examine the teaching competency of each candidate and also his/ her practical works / Records.

Students should develop and maintain Work Books/ Record Note Books and Other Reports of the activities related to all practicum components bearing the following weightage .

Activity No.	Name of the file to be submitted	Marks allotted
	Group - A	
1.	Observation Record for Optional I	10
2.	Demonstration Record for Optional I	10
3.	Micro Teaching File for Optional I	20
4.	Teaching Practice Optional I File	150
5.	Instructional Material File for Optional I	25
6.	Test and Measurement File for Optional I	25
	Group-A Total	**240**

Activity No.	Name of the file to be submitted	Marks allotted
	Group - B	
7.	Observation Record for Optional II	10
8.	Demonstration Record for Optional II	10
9.	Micro Teaching File for Optional II	20
10.	Teaching Practice Optional II File	150
11.	Instructional Material File for Optional II	25
12.	Test and Measurement File for Optional II	25
	Group-B Total	**240**
	Group - C	
13.	Educational Technology File	10
14.	Case study Record	10
15.	Action Research Record	15
16.	Psychology Experiments Record	30
17.	CT Camp File	15
18.	Physical Education Record	20
19.	SUPW Record	10
20.	Text Book Review Record pertaining to Optional I	10
	Group-C Total	**120**
	Total Marks	**600**

The practical examination will be conducted either before the commencement of the written examination or after the completion of written examination.

Passing Minimum for Practicum Components

Each candidate should apply for the practical examination in the first attempt. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given, shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the Practical Components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination and whose decision on the marks to be awarded shall be final.

Reappearance for Practicum Component

Each unsuccessful candidate shall be permitted to reappear for the practical components examinations within the next three consecutive academic years.

Retotalling or Revaluation

Candidates can apply for either retotalling or revaluation or both to the Tamilnadu Teachers Education University within 10 days after the publication of results by paying necessary fee prescribed by the University.

Classification of Successful Candidates

A candidate shall be awarded the B.Ed degree if he/she has passed both the theory component and the practicum components.

Successful candidates shall be classified as specified hereunder by taking into account their total marks secured both in Theory and Practical Examinations.

Percentage of Marks	***Classification***
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

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,தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI
DEGREE OF MASTER OF EDUCATION (M.Ed)
(With effect from the Academic (Non-Semester) Year 2009-2010)

REGULATIONS

1. Eligibility for Admission to the Course:

A candidate shall be eligible for admission to the course leading to the Degree of Master of Education provided he/she has passed a Bachelors Degree Examination in Education of this University or some other University recognized by the Syndicate as equivalent thereto, with a minimum of 50% marks in theory and practicals separately.

The basis of selection of candidate for admission shall be based on the existing regulations of the university/Government of Tamil Nadu. Reservation of seats and other concessions for the SC., ST., MBC / DNC, BC, and other special categories of candidates notified by the Government of Tamil Nadu shall be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

No candidate shall be eligible for the Degree of M.Ed. unless he/she has completed the prescribed course of study and has passed the qualifying examination and has satisfied the Examiners in a dissertation.

2. Duration:

The course of study shall be for a duration of **ONE** academic year. There will be 10 days for admission and another 10 days for examination exclusively. The entire course work will be for 1080 Hours.

3. Subjects of Study:
The course consists of (a) Core Subjects (b) Elective Subjects (c) Dissertation

a) Core Subjects:

1. Philosophical and Sociological Perspectives in Education.
2. Advanced Educational Psychology.
3. Research in Education.

b) Elective Subjects:

Candidate can choose any **TWO** electives one from Group I and the other from Group II from the following subjects.

GROUP I

1. Primary and Secondary Education

2. Teacher Education

3. Non Formal Education

4. Comparative Education

GROUP II

5. Curriculum Development and Instructional Technology

6. Women's Education

7. ICT in Education

8. Education for the Children with Special Needs

c) Dissertation:

i) The Candidate shall be required to submit his/her dissertation with pages not exceeding 120 which should be a record of his/her original investigation prepared with the supervision of an eligible guide.

ii) Candidate pursuing the course shall submit his/her dissertation within 10 days after the last date of their theory exam.

iii) The dissertation shall be written either in Tamil (or) English.

iv) The maximum limit for submission of thesis will be three years from the date of joining the course.

v) Each eligible guide may be allotted not more than 5 candidates for guidance.

4. Distribution of Credits:

A minimum of 36 credits are to be earned for qualifying for the M.Ed. degree. Each core paper will carry 6 credits, each elective 5 credits, dissertation 6 credits and viva voce 2 credits.

5. Examination:

I. a) Eligibility to appear for Examination:

No candidate shall be admitted to the exam unless he/she has completed the prescribed course of study with a minimum of 85% attendance.

Scheme of Examination:

The subjects and the scheme of examination will be as follows:

Core/Elective Subjects	Subjects	Duration	Examination Marks	Credits
Core Paper – I	Philosophical and Sociological Perspectives in Education	3 hrs	100	6
Core Paper – II	Advanced Educational Psychology	3 hrs	100	6
Core Paper – III	Research in Education	3 hrs	100	6
Elective – I		3 hrs	100	5
Elective – II		3 hrs	100	5
Dissertation			150	6
Viva Voce			50	2
Total			**700**	**36**

II. The Question Paper designed for 3 hours will be in Part I, Part II and Part III with the number of questions and allotment of marks as detailed below:

Part I	Very Short Answer Type Questions (in 100 words) (Answer all questions)	5 X 3 = 15
Part II	Short Answer Type Questions (8 out of 12 questions to be answered in a page each in 200 words)	8 X 5 = 40
Part III	Essay Type Questions (Three questions with internal choice, each to be answered in 1200 words)	3 X 15 = 45
		..... 100 .....

III. Valuation of Subject papers and Thesis:

a) Scheme of double valuation shall be followed for theory examination. If the two valuations are above the passing minimum, and their discrepancy is not more than 15 percent, the average of the two valuations will be the final marks.

b) If the two valuations are above the passing minimum, and their discrepancy is more than 15 percent, the third valuation (which should not be less than the passing maximum) will be the final.

c) When one of the two valuations is below the passing minimum and their discrepancy is more than 15 %, the third valuation will be the final.

d) When one of the two valuations is below the passing minimum and their discrepancy is within 15 %, the average of the two valuations will be the final mark.

e) When both the valuations are below the passing minimum (regardless of the discrepancy between the two valuations), the average of the two valuations will the final mark.

The college shall arrange for a viva voce for the candidate with the Guide concerned and one external examiner appointed by the university. The marks for viva voce will be awarded by both internal and external examiners. The marks secured by the candidate in the viva voce shall be forwarded to the university.

7. Marks qualifying for a pass:

The candidate shall be declared to have passed if he/she secures a minimum of 50% in each theory paper, dissertation, and viva voce separately. Candidates who fail to pass in any paper or papers shall have to appear for that paper or those papers in the subsequent examinations. Candidates who secure 60% and above in the aggregate shall be declared to have passed in FIRST CLASS and those who obtain between 50% and below 60% shall be placed in the Second Class. Those who secure 75% and above shall be declared to have passed in FIRST CLASS WITH DISTINCTION.

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TAMIL NADU TEACHER'S EDUCATION UNIVERSITY

CHENNAI – 600 005

Regulations & Syllabus for

DEGREE OF
MASTER OF PHILOSOPHY (M.Phil.)
IN EDUCATION

With effect from

2009-2010

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF MASTER OF PHILOSOPHY (M.Phil.)

(Effective from the Academic Year 2009 – 2010)

REGULATIONS

FULL-TIME

1. ELIGIBILITY

(a) Candidates who have qualified for Post-Graduate Degree in Education of this university or any university recognized by the Syndicate as equivalent thereto prior to 1st January 1991, subject to such conditions as may be prescribed there for shall be eligible to register for the Degree of Master of Philosophy (M.Phil) in Education and undergo the prescribed course of study in an approved Institution or Department of the University.

(b) Candidates who have qualified for Post-Graduate Degree in Education mentioned in Regulation 1 (a) supra on or after 1st January 1991, shall be required to have obtained a minimum of 55 % of marks in their Post-Graduate Degree in Education to become eligible to register for the Degree of Master of Philosophy (M.Phil.) in Education and undergo the prescribed course of study in an approved Institution or Department of the University.

(c) Concession of 5% marks for SC/ST.

2. DURATION

The duration of the M.Phil course shall extend over a period of one academic year commencing from 1st September of each year.

3. COURSE OF STUDY:

The course of study for the degree shall consists of (a) Part I comprising three written papers according to the syllabi duly approved by the Chairman of the Board of Research Studies concerned from time to time; and (b) Part II – Dissertation.

Part I shall consists of Paper I – Research Methodology. Paper II – An advanced paper in the main subject and paper III – which shall be a back-ground paper relating to the proposed dissertation conducted internally by the College/Department.

Provided that candidates admitted under inter-disciplinary basis shall be required to take Paper I – Research Methodology and Paper 2 – An advanced paper in the main subject (any one Elective Paper – refer Page 4) and Paper 3 – which shall be in Education or an inter-disciplinary paper relating to the proposed dissertation conducted internally by the College/ Department. The syllabus for the inter-disciplinary paper shall be approved by the Chairman of the Board of Research Studies.

4. SCHEME OF EXAMINATION

Part I – Written Examinations – Papers 1, 2 and 3

The examinations for papers 1, 2 and 3 shall be held in the month of August of the following year.

The duration for each paper shall be 3 hours carrying 100 marks each.

The question paper setters shall be appointed from the standing list of examiners submitted by the respective Chairman of the Board of Research Studies.

The written papers shall be valued by two external examiners.

If both the examiners have given pass marks and the difference is not more than 15 percent, candidates shall be declared to have passed in written paper by taking the average of the two valuations.

If both the examiners have awarded fail marks and the difference is more than 15 percent, the written paper shall be referred to third examiner and the third valuation shall be final.

If one examiner gives pass marks and the other examiner gives fail marks, the written paper may be referred to third examiner irrespective of the difference and the third valuation shall be final.

If both the examiners have awarded fail marks, irrespective of any difference, the candidates shall be declared to have failed in written paper.

Part II - Dissertation

The exact title of the dissertation shall be intimated within one month after the completion of the written examination. Candidates shall submit the dissertation to the University through the Supervisor and Head of the Department/ Principal at the end of one year from the commencement of the course and before 31st October which shall be valued by internal examiner (Supervisor) and one external examiner appointed by the University from a panel of four names sent by the Supervisor through the Head of the Department/Principal at the time of intimating the title of the dissertation.

The examiners who value the dissertation shall report on the merit of the candidate as "Highly commended" or "Commended" or "Not commended".

If one examiner commends the dissertation and the other examiner does not commend the dissertation shall referred to third examiner and the third valuation shall be final.

Submission or re-submission of dissertation shall be once in a year i.e. before 31st October.

5. PASSING MINIMUM:

10. DURATION

The course of study shall extend over a period of two academic years commencing from 1st September. The examination for Part I shall be taken in the month of August next year and Part II Dissertation at the end of second year.

11. The Regulation governing the full time M.Phil. Course in Education with regard to course of study, scheme of examination, passing minimum etc., and qualifications of Guide conducting the M.Phil. Course in Education shall apply to part-time candidates also.

12. RESTRICTION IN NUMBER OF CHANCES

No candidate shall be permitted to re-appear for the written examination in any paper or more than two occasions or to re-submit a dissertation more than once. Candidates shall have to qualify for the degree passing all the written papers, dissertation within a period of four years from the date of commencement of the course.

Distribution of Marks

S.No.	Part	Paper	Title	Univ. Marks	Internal Marks	Max. Marks (100)	Univ. Exam Duration
1.	Part – I	Paper - 1	Advanced Research Methodology and Educational Statistics	100	-	100	3 Hrs
2.	Part – I	Paper - 2	Elective 1 – Management of Education	100	-	100	3 Hrs
3.	Part – I	Paper - 2	Elective 2 –Research Data Analysis Using Statistical Software	75*	25	100	3 Hrs
4.	Part – I	Paper - 2	Elective 3 – Curriculum Development	100	-	100	3 Hrs
5.	Part – I	Paper - 2	Elective 4 – Educometry	100	-	100	3 Hrs
6.	Part – I	Paper - 2	Elective 5 – Distance Education	100	-	100	3 Hrs
7.	Part – I	Paper - 2	Elective 6 – Guidance and Counselling	100	-	100	3 Hrs
8.	Part – I	Paper - 2	Elective 7 – Philosophy of Educational Research	100	-	100	3 Hrs
9.	Part – I	Paper - 3	Related to the Proposed Area of Study	-	100	100	3 Hrs
10	Part – II		Dissertation	-	-	-	-

*Question paper will be set for 100 marks and finally it will be converted to 75 marks.

Note: A Student can choose any one of the seven electives depending upon the availability of the same in the college concerned.

Question Paper Pattern

There will be seven questions out of which five questions are to be answered. Question numbers 1 to 6 will have two subdivisions a and b. The seventh question will be compulsory which will have seven short notes questions out of which five are to be answered.

Model frame of the question paper

Title of the Paper

Time: 3 Hours Maximum Mark: 100

Instructions:

Answer any five questions. Qn.No. 7 is compulsory
All questions carry equal marks

1.a.

1.b.

2.a.

2.b.

3.a.

3.b.

4.a.

4.b.

5.a.

5.b.

6.a.

6.b.

7. Write Short notes on any five of the following.

a.

b.

c.

d.

e.

f.

g.

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Annexure - VII

N.V.K.S.D.COLLEGE OF EDUCATION,ATTOOR

STUDENT FEEDBACK ABOUT THE CURRICULUM

Programme:

Department: Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 – point scale shown.

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content 2. Extent of coverage of the course 3. Applicability/relevance to real situation. 4. Learning outcome (in terms of knowledge, skills, analytical abilities and broadening perspectives). 5. Clarity and relevance of textual material. 6. Relevance of additional source materials (Library). 7. Extent of effort required by Students. 8. Applicability of the practical in work situations. 9. Proper budgeting of time 10. Overall coverage				

N.V.K.S.D.COLLEGE OF EDUCATION, ATTOOR

STUDENT FEEDBACK ABOUT FACULTY

Programme:

Department: Semester/Term/Year:

Please rate your teacher on the following attributes using the 4-point scale shown

Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you) 2. Communication skills (in terms of articulation and comprehensibility) 3. Methodology used by the teacher. 4. Sincerity/Commitment of the teacher 5. Innovative practices of the teacher 6. Interest generated by the teacher 7. Ability to integrate course material with environment/other issues, to teaching learning process. 8. Ability to integrate content with practical life situations. 9. Accessibility of the teacher in the class and campus. 10. Evaluative practices adopted by the teacher. 11. Creativity of the teacher. 12. Overall performance.				

Annexure VIII

Audited income-expendenture statement for the year 2011-12

Annexure IX

NCTE RECOGNITION ORDER

NATIONAL COUNCIL FOR TEACHER EDUCATION
SOUTHERN REGIONAL COMMITTEE

Certificate of Recognition

In exercise of the power conferred by Section 14(3) (a) of the **NCTE** Act (1993), the **SRC - NCTE** is pleased to accord recognition to N.V.K.S.D. College of Education, Attoor, Kanyakumari Dist, ~~Tamilnadu~~ for the following courses :

Sl.	Course	Duration	Intake
1.	B.Ed	One year	As approved by state Govt./University, subject to maintaing NCTE norms of Pupil - Teacher Ratio.
2.	M.Ed	One year	
3.			

The recognition is subject to the condition that facilities in the institution are continued, not below the existing levels and in accordance with the norms prescribed by **NCTE**, from time to time. All future developmental activities and appointment of teaching staff shall be according to **NCTE** norms.

By order and in the name of
Southern Regional Committee

Bangalore
Date 26 Nov 1996

Regional Director

Annexure-X

UNIVERSITY RESULTS FOR THE PREVIOUS ACADEMIC YEAR (2011-12)

Course	Percentage of Pass	Number of First Classes	Number of Distinctions
B.Ed.	80.80	69 (Theory) 91 (Practical)	10 (Theory) 39 (Practical)
M.Ed.	87.75	38 (First Class) 05 (Second Class)	-
M.Phil.	Waiting for result		

ANNEXURE- XI

N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR, Kanyakumari District

TEACHING ASSESSMENT SCALE
(Teacher Educator)

The Scale contains 20 items comprising different aspects of teaching. Specifications of each item have also been given. You are to rate the performance of the student teacher on each item on the five point grade scale. Encircle the point grade which indicates your assessment. The cumulative average grade points score of the student teacher on all the 20 items indicating the level of his performance be found out.

Student teacher : Class No :
School : Class/Div :
Subject : Topic :
Teacher
Date : educator :

No	Item	Specification	Unsatis-factory	Satis factory	Good	Very Good	Excell ent
1	Appropriateness of Instructional Objectives	Clarity, relevance to the content, adequacy with reference to the domains and levels of objectives, attainability in terms of pupil outcomes	1	2	3	4	5
2	Proper organistation of content	Logical organisation according to the of content and psychological organisation as per need of the pupil	1	2	3	4	5
3	Creating situations for introducing the lesson	Greeting, accepting greeting, securing attention and giving rapport, ensuring facilities like chalk, duster, aids, apparatus etc	1	2	3	4	5
4	Effective introduction of lesson	Linking with past experiences, link between introduction and main parts properly formed, use of appropriate devices-techniques like questioning, examples, exhibits etc	1	2	3	4	5

5	Subject knowledge	Thorough, accurate and up to date	1	2	3	4	5
6	Questions properly structured	Structuring questions at different levels, which are grammatically correct, unambiguous, precise and relevant to content.	1	2	3	4	5
7	Questions well-delivered and distributed	Questions delivered with appropriate speed, proper intonation and pitch allowing pause for thinking and questions covering even non-volunteers.	1	2	3	4	5
8	Pupil responses properly handled	Handling pupil responses, techniques like prompting, eliciting further information, refocussing and asking critical awarness questions.	1	2	3	4	5
9	Explanation clear and concrete	Clarity, continuity, relevance to the content using beginning and concluding statements, covering essential points.	1	2	3	4	5
10	Used appropriate examples for illustrations	Simple, interesting illustrations and relevant to the point being explained, related to child's environment.	1	2	3	4	5
11	Used appropriate teaching aids for illustrations	Relevant to content, appropriate to the pupils level, properely displayed and appropriately used or handled.	1	2	3	4	5
12	Use of Blackboard	Neat, systematic, legible and adequate	1	2	3	4	5

13	Varied stimuli for securing & sustaining pupil attention	Appropriate body movements, gestures, change in notation and pitch, change in sensory focus, change in interaction pattern and pausing. Arual- visual switching and encouraging pupils, physical participation	1	2	3	4	5
14	Used appropriate verbal and non verbal reinforcers	Use of praise words, statements, accepting and using students ideas, use of pleasant and approving gestures and expressions, writing pupil answers on blackboard.	1	2	3	4	5
15	Appropriate pacing of the lesson	Adjusting the speed of lesson to the level of the pupils.	1	2	3	4	5
16	Communication	Clear and simple languages effective expression, voice audiable and attractive	1	2	3	4	5
17	Innovations	Providing novelty in teaching approach, student activities, lesson structure of teaching aids	1	2	3	4	5
18	Conclusion of the lesson	Giving the lesson a logical closure with asking adequate recapitulation question.	1	2	3	4	5
19	Assignment	Related to the content, adequate, stimulating and appropriate, catering individual differences.	1	2	3	4	5
20	Mangerial	Drawing pupils attention, recognises pupil's behaviour. Catering to individual needs, Co-operative and supporting the pupils	1	2	3	4	5

Strengths of the Student teacher

Weakness of the Student teacher

Average grade point awarded

Please provide suggestions for improvement

Date

Signature
Name of the Teacher Educator

N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR,
Kanyakumari District

TEACHING ASSESSMENT SCALE
(The Peer Group)

The Scale contains 12 items comprising different aspects of teaching. Specifications of each item have also been given. You are to rate the performance of the student teacher on each item on the five point grade scale. Encircle the point grade which indicates your assessment. The cumulative average grade points score of the student teacher on all the 12 items indicating the level of his performance be found out.

Student teacher :
School : Class/Div :
Subject : Topic :
: Name of the
Date Observer :

No	Item	Specification	Unsatis-factory	Satis factory	Good	Very Good	Excellent
1	Effective introduction of the lesson	Use of appropriate techniques like questioning, examples, teaching aids etc, linking with previous knowledge	1	2	3	4	5
2	Subject knowledge	Thorough, accurate and up to date	1	2	3	4	5
3	Explanation	Clarity, continuity, and relevance to the content	1	2	3	4	5
4	Used appropriate examples for illustrations	Simple, interesting illustrations and relevant to the point being explained.	1	2	3	4	5
5	Used appropriate teaching aids for illustrations	Relevant to content, appropriate to the pupils level and proper display.	1	2	3	4	5

6	Use of Blackboard	Neat, systematic, legible and adequate	1	2	3	4	5
7	Use of reinforcers	Use of praise words, accepting and using students ideas, gestures writing pupil answers on blackboard.	1	2	3	4	5
8	Qustioning	Well structured, clear, well distributed, simple and relevant to the content	1	2	3	4	5
9	Pupil activity	Relevant to the content, appropriate to the level of students and intresting.	1	2	3	4	5
10	Communication	Clear and simple languages effective expression, voice audiable	1	2	3	4	5
11	Assignment	Related to the content, simple, catering individual differences.	1	2	3	4	5
12	Mangerial	Catering to individual needs, Maintaining discipline and Co-operative and supporting the pupils	1	2	3	4	5

Signature

Date

Name of the Student Teacher

N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR, K.K. DIST

TEACHING ASSESSMENT SCALE

(Heads of Schools)

Name of the Student teacher

Name of the School **Standard**

No	Item	Very Good	Good	Average	Below Average	Poor
1	Preparation of lesson Plan					
2	Introduction of lesson in the class					
3	Approriateness of teaching aids					
4	Teaching in general					
5	Correction and returning of assignment					
6	Regularity in work					
7	Punctuality of the teacher					
8	Co-operation with teachers and students					
9	Participation in the extra-curricular activities					
10	Consultation with the concerned subject teacher (Mentor)					
11	Use of school library					
12	Rediness to work during free hours					
13	Maintenance of discipline in the class					
14	Inter-personal relationship					
15	General performance in class and school					

Strengths of the Student teacher

Weakness of the Student teacher

Signature of the Head Master

N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR, K.K. DIST

TEACHING ASSESSMENT SCALE

(Guide teacher)

Name of the Student teacher

Name of the School **Standard**

No	Item	Very Good	Good	Average	Below Average	Poor
1	Preparation of lesson Plan					
2	Introduction of the lesson					
3	Mastry of Subject knowledge					
4	Explanation skill					
5	Communication Skill					
6	Usage of appropriate examples in the class					
7	Usage of teaching aids					
8	Use of chalk board					
9	Framing of questions					
10	Distribution of questions					
11	Usage of appropriate reinforces					
12	Handling of pupil responses					
13	Opportunities given for pupil participation					
14	Assignment given to students					
15	Maintanance of discipline in the class					

Strengths of the Student teacher

Weakness of the Student teacher

Signature of the Guide Teacher