



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

(An Autonomous Institution of the University Grants Commission)

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

IEQA EVALUATION RESULT

DETAILS	RESULT
Track ID	TNCOTE26441
Name Of The College	BHARATH COLLEGE OF EDUCATION
Address	THANJAI SALAI, AMMAIYAPPAN, KODAVASAL TK,
E-Mail	kalaitthai@gmail.com
IEQA Submission Date	10/04/2017
IEQA Closing Date	10/04/2017
IEQA Evaluation Status	Congratulations ! You have earned IEQA status . Institution should submit SSR/SAR (5 hard copies and 1 soft copy) within two weeks from the date of obtaining IEQA Status. Please note that the SSR/RAR uploaded on your institutional website must not be password protected and accessible to public until completion of the A&A process by NAAC. For further details/ instructions on procedures and timelines for processing A&A applications kindly visit our website: www.naac.gov.in Note : a) No Separate intimation will be mailed on the above matter. b) Ensure submission of the SSR in the correct and applicable format. Please use the NAACs Manual for Self Study applicable to your institution. c) The Institutions are hereby advised to upload information on All India Survey of Higher Education in MHRD website (http://aishe.gov.in) under intimation to NAAC. At the time of submission of SSR/RAR to NAAC, institutions have to submit the documentary proof of uploading the AISHE information Please note that a copy of IEQA application submitted by college is to be annexed to SSR/SAR so that peer team can verify the data Kindly note: SSR/SAR should be submitted by post/courier only. SSR/SAR will not be accepted by hand in NAAC office.

IEQA SUBMISSION DATE-10/04/2017

INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA) QUESTIONNAIRE

1 COLLEGE DETAILS			
Name of the college	BHARATH COLLEGE OF EDUCATION	Year of establishment	2007
Location of the college	RURAL		
2 ADDRESS			
Address	THANJAI SALAI, AMMAIYAPPAN, KODAVASAL TK,	City	Thiruvavarur
State	Tamil Nadu	Pin Code	613701
Website	http://www.bharathcollegeofeducationtv.org	E-Mail	kalaithai@gmail.com
Phone STD Code	04366	Phone No	278748
Fax STD Code	04366	Fax	278003
3 HEAD OF THE INSTITUTION			
Name	Dr. MOHANA	Designation	PRINCIPAL
Status of appointment	TEMPORARY		
4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	04366	Phone number	278002
Fax std code	04366	Fax	278003
Mobile	+919443333283	E-Mail	bcebedtvr@yahoo.com
5 DOES THE COLLEGE HAS ITS OWN SEPARATE AND INDEPENDENT BUILDING FOR RUNNING TEACHER EDUCATION COURSES			Yes
6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University	Tamil Nadu Teacher Education University, Chennai	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	TEMPORARY
7 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	DAY COLLEGE
status of ncte recognition	yes	Management	UNAIDED
8 MANAGEMENT/TRUST DETAILS			
Name of the Management	BHARATH EDUCATIONAL TRUST	Recognition under Ugc Act.1956	NEITHER 2f NOR 12B
9 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER			
Trust	yes	Society's registration Act of 1960	yes
Relevant Act of the respective state Govt.	yes	Any other(please specify)	
10 CAMPUS INFORMATION			
(a)No of classrooms with floor area of more than 500 sq. ft. each	9		
(b)No of classrooms with floor area less than 500 sq. ft. each	0		
(c)Whether the institution has multipurpose hall of an area more than 2000 Sqft.	yes		
(d) Library cum reading room	yes		
(e)Principal's Office	yes		
(f)Administrative office	yes		
(g)Store room	yes		
(h)Open space for lawn, gardening	yes		
(i)Staff room	yes		

(j) Parking	yes
(k) Visiting room	yes
(l) Girls' common room	yes
(m) Canteen	yes
(n) Separate toilet facility for boys & girls	yes
(o) ET/ICT Resource Centre	yes
(p) Psychology Resource Centre	yes
(q) Art and work experience Resource Centre	yes
(r) Health and Physical rooms	yes
(s) Library Resources (for Different level of Courses)	yes
(t) Safety measures (Fire Extinguishers, etc)	yes
(u) Hostel for Boys	no
(v) Hostel for Girls	no
(w) Mess facility	yes
(x) Soft drinking water facilities	yes

11 NUMBER OF PROGRAMS OFFERED BY THE COLLEGE

	Teacher Education	Physical Education	NCTE Recognized	Others
UG	1	0	1	0
PG	0	0	0	0
UG & PG (Integrated Programme)	0	0	0	0
M. Phil. / Ph.D.	0	0	0	0
Certificate, UG-Diploma PG-Diploma	0	0	0	0
GRAND TOTAL	1	0	1	0

12 PROGRAMMES OFFERED BY THE COLLEGE

B. Ed.	yes	M. Ed.	
B. P.Ed.		M. P.Ed.	
OTHERS			

13 TOTAL NUMBER OF STUDENTS

	UG		PG		M.Phil/Ph.D		Value Added Courses(Certificate/Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General	0	1	0	0	0	0	0	0
SC/ST	25	62	0	0	0	0	0	0
OBC	0	12	0	0	0	0	0	0
Total	25	75	0	0	0	0	0	0
Grand Total	100							

14 PASS PERCENTAGE IN UNIVERSITY EXAMINATION (LAST TWO BATCHES)

	Year of entry: (Batch- I)			Year of entry: (Batch- II)		
	UG	PG	TOTAL	UG	PG	TOTAL
Admitted to the programme	100	0	100	100	0	100
Appeared for the final year examination	99	0	99	100	0	100
Passed in the final exam	84	0	84	92	0	92
Passed in first class	84	0	84	92	0	92
Ranks (among University Top 10), if any	0	0	0	1	0	1

15 NUMBER OF TEACHING, TECHNICAL AND ADMINISTRATIVE STAFF

	Permanent		Temporary		Total	
	Male	Female	Male	Female	Male	Female
Teachers with PG	0	0	2	7	2	7
Teachers with M.Phil.	0	0	1	3	1	3
Teachers with Ph.D	0	0	1	1	1	1
Teachers with NET/SLET	0	0	1	0	1	0
Technical staff	0	0	0	2	0	2

Administrative staff	0	0	4	2	4	2
Support staff	0	0	2	2	2	2
Total no. of teachers	0	0	5	11	5	11

16 SUPPORT SERVICES

Number of books	5271
Number of titles	2736
Number of journals	25
Number of reference books	3466
Number of e-resources	120

17 UNIT COST OF EDUCATION

Unit Cost=Total annual expenditure divided by no. of students enrolled	60000.0
Unit cost calculated excluding salary component	24332.81

18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE

First	STATE SECOND RANK 2009-10, DISTRICT LEVEL FIRST RANK CONTINUOUSLY 7 YEARS
Second	WE ARE CONDUCTING TET & TRB COACHING AT COLLEGE CAMPUS. STUDENTS UTILIZED OUR COACHING AND 30 GOT GOVERNMENT JOB, 400 GOT PRIVATE SCHOOL JOB THROUGH CAMPUS INTERVIEW
Third	CAREER AND GUIDANCE FOR STUDENT FUTURE - HAVING ALUMNI ASSOCIATION
Fourth	CONDUCTED WORKSHOPS AND SEMINARS FOR STUDENTS DEVELOPMENT
Fifth	FIRE SAFETY, FIRST AID AND YOGA TRAINING FOR ALL STUDENTS, LAW AWARENESS PROGRAMME FOR FEMALE STUDENTS

Section 2: Institutional Data Questionnaire

1. The Institution has in place a functional Internal Quality Assurance Cell (IQAC) for ensuring continuous quality improvement and monitoring the quality of the academic and administrative activities	YES
2. Library with reading room facilities for students and faculty with seating capacity of 25% of the students on rolls	YES
3. Library has at least 1000 titles & 3000 Books	YES
4. Institution provides financial concessions/assistance to at least 5% of the students excluding the government scholarship being received by SC/ ST students	YES
5. The Institution has a mechanism for counseling and guidance	YES
6. The institution has a mechanism for addressing grievances of the students and staff	YES
7. An annual academic calendar is prepared and implemented by the institution	YES
8. ICT skills component is a compulsory constituent/Programme for all students	YES
9. Access to internet facility is available to staff and students in the Institution	YES
10. A minimum of three hours per week computer access is provided to Individual student in the institution	YES
11. The institution has provision for promoting research	YES
12. Institution has a mechanism for seeking regular feedback from students regarding teaching- learning process	YES
13. Students are placed for practice teaching in more than one type of school i.e. Govt./ Private/ Public/ Special/ Boys/ Girls/ Co-education schools	YES
14. There is a special provision for developing communication Skills among students	YES
15. Number of Extension and outreach activities are organized by the institution every year	2-4
16. Percentage of teachers using audio-visual aids (ICT) including computer aided teaching	10-20%
17. Number of Journals in Education subscribed (Only those related to Education)	>10
18. Faculty benefited from professional development programmes organized by UGC, NCERT/RIE, SCERT, NCTE and others	None
19. Number of teachers including Principal with Doctoral or equivalent qualification	<50 %
20. Percentage of practice teaching schools with which the college has an enduring (continued) arrangement for more than three years	>80%
21. Number of practice teaching schools associated with the institution for practice teaching	>20
22. Percentage of maintenance expenditure to the total annual budget for infrastructure (Average of the last two years)	>4 %
23. Percentage utilization of projected budget(Average of last two years)	>75 %
24. Number of lessons given by a student- teacher under practice teaching in two school subjects	< 40 lessons
25. Percentage of student teachers assigned to a practicing school (recognized) for ensuring optimum availability of school time	> 20%
26. Number of workshops organized on teaching aid preparation ICTs (audio, video, CDs VCDs etc) per school subject	> 2
27. Number of teaching skills practiced	6-8

Certificate

This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.



Self-Appraisal Report

Track ID No: TNCOTE 26441



Submitted by

BHARATH COLLEGE OF EDUCATION

(Recognized by NCTE, Affiliated to Tamil Nadu Teachers Education University,
Chennai)

Thanjai Salai, Ammaiappan, Kodavasal (TK),

Thiruvapur – 613 701

Tamil Nadu

Phone: 04366 278748, 278 002

Mobile : 09443333283

Website: www.bharathcollegeofeducationtvr.org

Email: bcebedtvr@yahoo.com, kalaithai@gmail.com

PREFACE

We are extremely happy to submit this Self Appraisal Report of Bharath College of Education, Thiruvarur – 613701, Tamilnadu to the National Assessment and Accreditation Council, Bangalore for Assessment and Accreditation. We humbly believe that getting accreditation from prestigious and autonomous body like NAAC is matter of great pride and privilege for us. At the very outset it must be admitted that the process of preparing this Self Appraisal Report (SAR) provided us an opportunity to introspect, evaluate and refashion ourselves and our activities so as to enable us to march towards the goals set before us with added strength and dedication. Genuine and sincere efforts have been made to identify our strengths and weaknesses, which would in turn help us to explore opportunities for further improvement. We know the importance of Self Appraisal report in the entire process of accreditation by NAAC. Our analysis, therefore, has been fairly objective. We have arranged our finding in a narrative manner and have supported it by information collected. Our achievements, our future projects and plans have been arranged under the relevant criteria.

Principal

Place:

Date:

PART - I

A. Profile of the Institution

1. Name and address of the institution : **Bharath college of education,
Thanjai salai,
Ammaiyappan,
Thiruvarur,
Tamilnadu – 613 701**
2. Website URL : www.bharathcollegeofeducationtvr.org
3. For communication

Office

<i>Name</i>	<i>Telephone Number with STD Code</i>	<i>Fax No</i>	<i>E-Mail Address</i>
Head/Principal Dr.S.Mohana	04366-278003	04366-278003	vjirithik@yahoo.com
Vice-Principal Mrs.K. Vijayalakshmi	04366-278748	04366-278748	Kp3283@gmail.com
Self – appraisal Co-ordinator Dr. R.Balamurugan	04366-278002	04366-278002	bcebedtvr@yahoo.com

Residence

<i>Name</i>	<i>Telephone Number with STD Code</i>	<i>Mobile Number</i>
Head/Principal Dr.S.Mohana	04366 - 244105	9442633284
Vice-Principal Mrs.K. Vijayalakshmi	----	8667874456
Self – appraisal Co-ordinator Dr. R.Balamurugan	---	9786573327

4. Location of the Institution:

Urban ☐ Semi Urban ☐ Rural ☒ Tribal ☐
Any other (specify and indicate) ☐

5. Campus area in acres:

2.98 Acres

6. Is it a recognized minority institution Yes ☐ No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
12	2007

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

Tamil Nadu Teachers Education university, Tamil Nadu

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

Month & Year

2f

MM	YYYY
NA	--

Month & Year

2fB

MM	YYYY
NA	--

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	UG&PG	Degree	II Years	Tamil & English
iv)	Post Graduate			Diploma		
				Degree		
v)	Other (Specify)			Certificate		
				Diploma		
				Degree		

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary / Sr. Secondary	B.Ed	1. F.SRO/NCTE/B.Ed/2006-2007/16038 Date – 18.12.2007 2. F.SRO/NCTE/APSO8330/ B.Ed/TN/2014-2015/63826 Date: 01-05-2015	Present	100
Post Graduate				
Other (specify)				

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	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

1

b) Fee charged per programme

B.Ed - 37,500/-

3. Are there programmes with semester system

No

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

Yes		No	✓
-----	--	----	---

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

--

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

D.Ed.

--

B.Ed.

9 Optionals

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

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	3
--------	---

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?

NO

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	10
--------	----

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

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

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

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

Criterion II: Teaching-Learning and Evaluation

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

- | | |
|--|-------------------------------------|
| a) Through an entrance test developed by the institution | ☐ |
| b) Common entrance test conducted by the University/Government | ☐ |
| c) Through an interview | ☐ |
| d) Entrance test and interview | ☐ |
| e) Merit at the qualifying examination | ☒ |
| f) Any other (Specify and indicate) | ☐ |
| <i>(If more than one method is following, kindly specify the weightages)</i> | |
| | ☐ |

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

- | | |
|---|-------------------|
| a) Date of start of the academic year | 01.08.2016 |
| b) Date of last admission | 30.09.2016 |
| c) Date of closing of the academic year | 30.07.2017 |
| d) Total teaching days | 200 |
| 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.	I st Year	10	90	100				10	90	100
	II nd Year	25	75	100				25	75	100
M.Ed. (Full Time)										
M.Ed. (Full Part)										

4. Are there any overseas students?

Yes	☐	No	☒
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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)

a) Unit cost excluding salary component

24,332.81

b) Unit cost including salary component

60,000.00

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

Programme	Open		Reserved	
	Highest	Lowest	Highest	Lowest
D.Ed.	-	-	-	-
B.Ed.	90%	50%	90%	40%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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)

<i>Programme</i>		<i>Theory</i>	<i>Practice Teaching</i>	<i>Practicum</i>
D.Ed.				
B.Ed.	Ist	80%	Nil	20%
	IIInd	50%	36%	14%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

10. Pre-practice teaching at the institution

- a) Number of ore-practice teaching days **10**
- b) Minimum number of pre-practice teaching
Lessons given by each student **5**

11. Practice Teaching as School

- a) Number of schools indetified for practice Teaching **41**
- b) Total number of practice teaching days **16 Weeks**
- c) Minimum number of practice teaching lessons given by each student **Level 1 – 30**
Level 2 - 30

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

No. of lessons in simulation	3	No. of lessons Pre-practice teaching	5
------------------------------	----------	--------------------------------------	----------

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

<i>Programme</i>	<i>Internal</i>	<i>External</i>
D.Ed.	-	-
B.Ed.	30	70
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

- a) Number of sessional tests held for each paper 3
- b) Number of assignments for each paper 3

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

	<i>Yes</i>	<i>No</i>
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related Materials	✓	
Any other (specify and indicate)		

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 teacher with Ph.D and their percentage to the total faculty strength

Number	2	12.5	%
--------	---	------	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

<i>Funding agency</i>	<i>Amount (Rs)</i>	<i>Duration (Years)</i>	<i>Collaboration, if any</i>

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

-

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 | X |

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

Yes

☒

No

☐

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

a. Ph.D

b. M.Phil

☐

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

Yes

☒

No

☐

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

	Yes	No	Number
International journals		✓	-
National journals-referred papers		✓	-
Non referred papers			
Academic articles in reputed magazines/news papers		✓	-
Books	✓		07
Any other (specify and indicate)	✓		02
Seminar Proceedings			

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

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

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

	Faculty	Students
National seminars	8	0
International seminars	5	0
Any other academic forum	0	0

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

(Mark..... for yes and 'X' for No.)

Self-instructional materials

☒

Print materials

☒

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc)

☒

Digitalized (Computer aided instructional materials)

Question Bank

☒

Any other (specify and indicate)

☐

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

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☒

Part-time

☐

Additional charge

☐

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

15

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

Free Service

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.)

2692

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

a) Methods lab	Yes ✓	No
b) Psychology lab	Yes ✓	No
c) Science Labs (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?

30

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

15,000

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

9,360

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

17,446

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

48,718

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

Yes

☒

No

☐

9. Total number of posts sanctioned

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Teaching	5	11	0	0
Non-teaching	7	4	0	0

10. Total number of posts vacant

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Teaching	-	-	-	-
Non-teaching	-	-	-	-

11. a. Number of regular and permanent teachers

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Lecturers (Assistant Professor)	5	10	0	0
Readers (Associate Professor)	-	-	-	-
Professors	-	1	-	-

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

	<i>Open</i>		<i>Reserved</i>	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Lecturers (Assistant Professor)	-	-	-	-
Readers (Associate Professor)	-	-	-	-
Professors	-	-	-	-

C. Number of teachers from

Same state

Other state

12. Teacher student ratio (program –wise)

<i>Programme</i>	<i>Teacher student ratio</i>
D.Ed	-
B.Ed	1 : 12.5
M.Ed (Full Time)	-
M.Ed (Part Time)	-

13. a. Non-teaching staff

Open

Reserved

Permanent

<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
7	3	0	0

Temporary

<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
-	-	-	-

b. Technical Assistants

Permanent

<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
1	1	-	-

Temporary

<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
-	-	-	-

14. Ratio of Teaching – non-teaching staff

1.6 : 1

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

52.5 %

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days
On Holidays
During examinations

09.30 am to 05.30 pm
-
09.30 am to 05.30 pm

18. Does the library have ad Open access facility

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

19. Total collection of the following in the library

a. Books	5271
-Textbooks	1805
-Reference books	3466
b. Magazines	3
e. Journals subscribed	25
-Indian journals	20
-Foreign journals	5
f. Peer reviewed journals	25
g. Back volumes of journals	-
h. E-information resources	120
- Online journals/e-journals	15
- CDs/DVDs	120
- Data Bases	100
- Video Cassettes	10
- Audio Cassette	10

20. Mention the

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

123.561

Seating capacity of the Reading room

125

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	25
Maximum number of days books are permitted to be retained	
by students	10 days
by faculty	15 days
Maximum number of books permitted for issue	3 books

For students

5 books

For faculty

Average number of users who visited / consulted per month

400

Ratio of library books (excluding textbooks and book bank

Facility) to be number of students enrolled

1 : 42

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

2 %

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

	<i>(2013-2014)</i>		<i>(2014-2015)</i>		<i>(2015-16)</i>	
	<i>Number</i>	<i>Total cost (in Rs)</i>	<i>Number (2010-11)</i>	<i>Total cost (in Rs)</i>	<i>Number (2012-13)</i>	<i>Total cost (in Rs)</i>
Text books						
Other books						
Journals/ Periodicals						
Paper and Magazines						
Total		1,30,000		1,20,000		1,20,000

Criterion V: Student Support and Progression

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

<i>Programmes</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
D.Ed	-	-	-
B.Ed	Nil	Nil	Nil
M.Ed (Full Time)	-	-	-
M.Ed (Part Time)	-	-	-

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?

1:25

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)

	<i>UG</i>			<i>PG</i>			<i>M.Phil.</i>		
	I 2013- 2014	III 2014- 2015	III 2015- 2016	I	II	III	I	III	II I
Pass Percentage	92%	84%	92%	-	-	-	-	-	-
Number of first	25	46	25	-	-	-	-	-	-

classes									
Number of Distinctions	67	38	67	-	-	-	-	-	-
Exemplary performances (Gold Medal and university ranks)	NIL	NIL	01	-	-	-	-	-	-

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

NET

SLET/SET

Any other (specify and indicate)TET/ TRB

2013-2014	2014-2015	2015-2016
-	-	-
-	-	-
-	-	-

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

<i>Financial Aid</i>	2013-2014	2014-2015	2015-2016
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession	--	--	--
Loan facilities	--	--	--
Any other specify and indicate(Govt. SC Scholarship)	67	80	87

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 hotels

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 culture Events (Last year data) in which the institution participated / organized.

	<i>Organized</i>			<i>Participated</i>		
	<i>Yes</i>	<i>No</i>	<i>Number</i>	<i>Yes</i>	<i>No</i>	<i>Number</i>
Inter – collegiate	-	-	-	-	-	-
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-

Any other (specify and indicate)	-	-	-	-	-	-
--	---	---	---	---	---	---

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

	<i>Participation of students (Numbers)</i>	<i>Outcome (Medal achievers)</i>
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2015

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

	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
Higher studies	28	33	21
Employment (Total)	48	65	44
Teaching	45	55	42
Non Teaching	3	9	2

23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
18	17	25

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

Yes No

- Academic guidance and counseling ☒ ☐
- Personal counseling ☒ ☐
- Career counseling ☒ ☐

Criterion VI: Governance and Leadership

1. Does the institution have 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	5
Staff council	12
IQAC / or any other similar body / committee	6
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	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)

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------

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

-	-	-
---	---	---

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

1

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

National

--	--	1
----	----	---

International

--	--	--
----	----	----

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

0	0	1
---	---	---

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

2	2	2
---	---	---

- e. Research development programmes attended by the faculty

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

- f. Invited /endowment lectures at the institution

6	6	6
---	---	---

- g. Any other area (specify the programme and indicate)

--	--	--

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

- a. Self appraisal

Yes	✓	No	
-----	---	----	--

- b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

- d. Combination of one or more of the above

Yes		No	✓
-----	--	----	---

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

One hour

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

Grant – in – aid	-
Fees	-
Donation	-
Self-funded courses	41,50,000/-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	<i>Year 1 2014-15</i>	<i>Year 2 2015-16</i>
Total sanctioned Budget	41,53,527	45,39,105
% spent on the salary of faculty	29%	30%
% spent on the salary of non-teaching employees	3.1%	2.9%
%spent on books and journals	0.21%	0.5%
% spent on development activities (expansion of building)	Nil	Nil
% spent on telephone, electricity and water	2.2%	2.1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc.	1.08%	1.03%
%spent on maintenance of equipment, teaching aids, contingency etc.	1.05%	1.0%
%spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.02%	0.02%
%spent on travel	0.16%	0.15%

Any other (specify and indicate)		
Total expenditure incurred		

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.
35,41,764.60	-
40,96,675.29	-
25,26,673.66	-

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there and 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 Counseling	Yes	☒	No	☐
Aptitude Testing	Yes	☒	No	☐
Examinations/ Evaluation	Yes	☒	No	☐
Assessment	Yes	☒	No	☐
Any other (specify and indicate)	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 ongoing legal disputes pertaining to the institution?

Yes ☐ No ☒

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion VII Innovative Practices

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

	<i>Category</i>	<i>Men</i>	<i>%</i>	<i>Women</i>	<i>%</i>
a	SC	33	16.5	140	70
b	ST	-	-	1	0.5
c	OBC	1	0.5	25	12.5
d	Physically Challenged	-	-	2	1
e	General Category	-	-	-	-
f	Rural	34	17	161	80.5
g	Urban	-	-	5	3.5
h	Any other (specify)	-	-	-	-

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

	<i>Category</i>	<i>Teaching staff</i>	<i>%</i>	<i>Non – teaching staff</i>	<i>%</i>
a	SC	7	43.75	6	75
b	ST	-	-	-	-
c	OBC	9	56.25	2	25
d	Women	11	68.75	4	50
e	Physically Challenged	-	-	1	-
f	General Category	-	-	-	-
g	Any other (specify)	-	-	-	-

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

<i>Category</i>	<i>At. Admission</i>		<i>On completion of the course</i>	
	<i>Batch I 2013-2014</i>	<i>Batch II 2014-2015</i>	<i>Batch I 2013-2014</i>	<i>Batch II 2014-2015</i>
SC	66%	76%	66%	76%
ST	01%	02%	01%	02%
OBC	33%	22%	33%	22%
Physically Challenged	-	-	-	-
General Category	-	-	-	-
Rural	99%	98%	99%	98%
Urban	01%	02%	01%	02%
Any other (specify)	-	-	-	-

1. EXECUTIVE SUMMARY

BHARATH COLLEGE OF EDUCATION THIRUVARUR, TAMILNADU

The Bharath Educational trust believes in imparting quality Education to the under privileged section of the society. Mr.R.Kalaikathiravan, the chairman of our group involves in the role of guiding our students through word, deed and spirit .It is often said that “Perfection is not attainable but if we chase perfection we can catch excellence”. Yes, every Educational institution strives for excellence so do we at Bharath. With a vision is “To promote and propagate students education through honour”. We provide quality education to the students of Bharath. The college is financially sound and supported by the chairman whenever needed. Every day the college starts with the hoisting of national flag, devotional songs, news reading and reading of professional ethics and the national anthem. All the students will be wearing the college uniform and maintains of unity. The college works for about 8 periods that is 6 clock hours.

The Bharath Educational trust was established in the year 2007 at Thiruvavarur District in Tamilnadu. Mr.R.Kalaikathiravan is the Managing Trustee and Mrs.K.Vijayalakshmi is the trustee established the trust and is effectively operating the Educational institutions and has rendered a good service to the society with the principles of Philanthropy. The total campus area of the college is 2.98 acres and the total built up area is 28970 sq.ft where in the building was constructed for running education courses in a convenient manner aiming at high quality. The Bharath college of Education was first affiliated to Bharathidasan University, Tiruchirappalli of Tamilnadu and then the college has been affiliated to Tamilnadu Teachers Education University, Chennai. This college is in a co-education manner and started the B.Ed. course with a total strength of 100 students in the year 2007. Till the date Eight batches have been passed out with very good results.

Motto:

Aim – Try – Hard work – Self-Confidence – Achievement

Vision and Mission

Our Bharath College of Education runs its programs and all academic activities based on encouraging Vision and Mission. All are revisited periodically and revised, if appropriate.

Vision

Our Institution will be a world leader in the integration of the following vision.

- ✓ Provide quality education to each student.
- ✓ Promote and propagate students, education with a sense of honor and commitment to the society.
- ✓ Introduce and nurture innovation technique while teaching in real classroom situation so as to reflect a positive attitude towards teaching-learning process.

Mission

- ✓ To provide distracters and relevant education in an environment of natural, scientific, technological and professional knowledge creation and innovation of the current trends.
- ✓ To provide sufficient flexibility in teacher education programme for students who have studied in language, social science, humanities and science disciplines.
- ✓ To provide so many opportunities to the teacher trainees such as theory classes, practical classes, game way methods, drama way teaching, activity way teaching.
- ✓ To provide exposure to all technological applications use to ICT resource centre, use of curriculum laboratory and psychology laboratory.
- ✓ To develop personality of the students so that they can function in their later life as responsible and resourceful teachers.

Regulatory Bodies:

Tamil Nadu Teachers Education University (affiliating body) along with State Government and the NCTE (recognizing body) are the state/statutory regulating bodies. The university controls academic part: admissions (as per state rules), curriculum, examinations and appointments of faculty. NCTE regulates infrastructure. Our college is fully equipped with infrastructure what the NCTE requires as per the new norms regulations 2014.

Faculties accomplishment:

At this college we offer the B.Ed. course with 09 optional subjects and for each subject there is qualified teaching staff with all the required qualification. And we got staff approval from the University. We also have two doctorate staff, Dr.S.Mohana M.A.,M.Ed.,M.Phil.,P.hd.,

with 10 years experience as the Principal, Dr.M.L.Bala Josephine M.sc., M.sc(G&C),M.Sc(Psy)., M.Ed.,Ph.d(Edu) as the Associate professor in Education with 6 years experience and Dr.R.Balamurugan M.Sc.(CS),M.Sc.(Psy),M.Ed.,M.Phil.,N.ET.,P.hd., with 4 years experience as the Assistant Professor in Education. In addition to that we also have a Librarian, Physical Education Director, Assistant Professor in Performing Arts, Assistant Professor in Visual Arts, Administrative Officer, Accountant cum Cashier, Assistants and Office Assistants are working for the effective implementation of the teacher education curriculum as per the NCTE norms.

Infrastructure:

The college has a huge infrastructure as per the NCTE requirements. The total area of the college is 2.98 acres and the total built up area is 28970 sq.ft. The infrastructure of the college includes Principal room, Administrative office, Staff room, Class rooms, Library cum Reading room, Laboratories, Co-Curricular activities room, Placement cell, Health Centre, Auditorium and rest rooms.

Relationship with the Practice Teaching schools:

This college maintains good relationship with the nearby high schools and higher secondary schools. In the academic year 2016-2017 the Chief Educational Officer of Thiruvarur has permitted to have practice of teaching in 38 higher secondary schools in Thiruvarur Districts. Our teacher educators visited different schools and developed a good rapport with the headmasters and guide teachers by explaining about the teaching practice program of the college. Based on the requirement of teachers of the schools, the B.Ed Trainees suited to the need of the school they were bifurcated in groups and sent. The Principal also visits the schools frequently and have discusses with guide teachers and the Headmasters to maintain a good relationship

➤ Duties of Student Teachers during Teaching Practice Preparation of Lesson Plan

- ❖ Preparation of Lesson Plan
- ❖ Taking training in various Micro Skills
- ❖ Preparation and usage of TLM (Teaching Learning Models)
- ❖ Preparation of Blue Print

- ❖ Conducting Achievement Test
- ❖ Innovative school visit.

➤ **List of Schools where the teacher trainees go for teaching practice.**

- ❖ Govt.Girls Hr.Sec School, Koradacheri.
- ❖ Govt. Hr.Sec. School, Ammaiappan
- ❖ Govt. Hr.Sec. School, Perugavazhadhan.
- ❖ Semmangudi Hr.Sec.school semmangudi.
- ❖ Govt. Girls.Hr.Sec.School Nannilam.
- ❖ Govt. Girls.Hr.Sec.School,Kodavasal.
- ❖ Govt, Hight.School, Kankoduthavanitham.
- ❖ Govt.Boys.Hr.Sec.School, Kodavasal
- ❖ Govt.Hr.Sec.School, Alangudi
- ❖ Govt.Hr Sec.School, Manali
- ❖ Govt.Hr.Sec.School, Sellur
- ❖ Needamangalam.Hr.Sec.School, Needamangalam.
- ❖ Govt.Girls.Hr.Sec.School, Koothanallur.
- ❖ Govt.High.School, Pothakkudi.
- ❖ Govt.Hr.Sec.School, Serangulam.
- ❖ Govt.Hr.Sec.School, Kulikkarai.
- ❖ Govt.High.School, Kottaragudi.
- ❖ Govt.Adw.Hr.Sec.School. Savalakaran.
- ❖ Govt.Girls.Hr.Sec.School, Peralam.
- ❖ Govt.Boys.Hr.Sec.School Peralam
- ❖ Govt.Hr.Sec.School, Kalappal.
- ❖ Govt.Hr.Sec.School, Pulivalam
- ❖ Govt.Boys.Hr.Sec.School, Pothakkudi.
- ❖ Govt.Hr.Sec.School, Eravanchery.
- ❖ Govt.High.School, Athikkadai.
- ❖ Govt.Hr.Sec.School, Pullamanagalam.

- ❖ Govt.Hr.Sec.School, Thiruniepper.
- ❖ Govt.Girls.Hr.Sec.School, Kottur.
- ❖ Govt.High.School, Thiruvudachery.
- ❖ Govt.Boys.Hr.Sec.School, Nannilam.
- ❖ Govt.High.School, Thenneerkunnam.
- ❖ Govt.High.School, Mazhavarayanalur.
- ❖ Govt.Hr.Sec.School, Srivanchiyam.
- ❖ Govt.High.School,Kottakkudi.
- ❖ Govt.Hr.Sec.School, Munnavalkottai.
- ❖ Govt.High.School, Edakelaiyur.
- ❖ Govt.Hr.Sec.School, Edamelaiyur.
- ❖ Govt.High.School, Manakkaliyyampet.

Relationship with the society:

The Bharath college of Education has been continuously discharging community oriented extension activities such as cleaning temples, tree plantation, adult literacy programs, awareness oriented lectures, skill development programs, mass rallies on environmental awareness, Election awareness ,Red ribbon awareness, Seminar, Workshop, cultural activities etc..The college sends invitations of different celebration of the college to the society members and invites them to participate in those celebrations.

Challenges faced by the college:

1. First generation learners

A good number of first generation learners are joining the institutions. For them, a bridge courses are arranged for about a week to bring them in tune with the system of the college. Educational awareness is developed by different programmes.

2. Economic backwardness

A considerable number of students are from poor families. The management gives them concessions in the fees and helps them to continue the course.

3. Increasing women students strength

Year by year, the number of men students are reducing even below Ten in number. Majority of the seats are occupied by women students. Accordingly, restroom facilities, bathroom facilities, the library facilities and sports facilities are arranged.

4. Students from rural areas

Majority of the students are from rural areas. Hence the subject associations are effectively functioning to develop interest and positive attitude on the subject. The vernacular medium (Tamil) is the medium of instructions suited to the rural students. In the college Library there are books related to Competitive Examination and we also conduct Coaching Classes for CTET, TET, TRB, NET, SLET and TNPSC as a regular schedule and so the rural students have got jobs in the government schools more than 30 in number before the year 2013.

This special arrangement made to meet the challenges, help the students and the staff to maintain standards and high quality education in the institutions.

CRITERION-WISE ANALYSIS

CRITERION - I

CURRICULAR ASPECTS

1.1 Curricular Design and Development

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

Objectives:

- ❖ To provide distracters and relevant education in an environment of natural, scientific, technological and professional knowledge creation and innovation of the current trends.
- ❖ To provide sufficient flexibility in teacher education programme for students who have studied in language, social science, humanities and science disciplines.
- ❖ To provide so many opportunities to the teacher trainees such as theory classes, practical classes, game way methods, drama way teaching, activity way teaching.
- ❖ To provide exposure to all technological applications use to ICT resource centre, use of curriculum laboratory and psychology laboratory.
- ❖ . To develop personality of the students so that they can function in their later life as responsible and resourceful teachers.
- ❖ Promote and propagate students, education with a sense of honor and commitment to the society.
- ❖ Introduce and nurture innovation technique while teaching in real classroom situation so as to reflect a positive attitude towards teaching-learning process.

The college strives to develop itself into a world-class centre for teacher education with a difference. Our institution offers a wide range of programmes, which helps to develop intellectually competent, morally upright, physically integrated and socially committed teachers for service in the emerging global scenario. The teaching, research and extension activities provided in the college aims to generate a new work culture for improving the educational practice.

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

The Board of studies of our college has a university nominee and two subject experts from other government colleges. Based on their suggestion, the curriculum is designed by the department. In each subject, the syllabus is revised every year keeping the current needs in mind. Content analysis is done periodically. The revised syllabus is presented in the Academic Council meeting, which comprises of professionals from other fields, academicians of other disciplines, advocates and experts from industries and the corporate sectors. At the time of the Academic Council meeting, suggestions are taken into consideration while restructuring the syllabus.

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

The need for changes in the curriculum was represented by the principal of the college at the principals meeting and curriculum changes are made according to the changing trends, students need and local trends.

The following are the provisions in the institution with respect to scholastic and co – scholastic activities:

- ❖ Technical skills development (computer skills development programmes like Internet browsing, Power Point presentation, E- Mail usage, Website design etc).
- ❖ Teaching skills (Micro, Macro teaching, and practice classes).
- ❖ Organizing of inter- collegiate debate.
- ❖ Participated and won prizes in the zonal, district and state level athletic meet conducted by the parent university and other colleges.
- ❖ Organization of campus interviews for the students for their placement
- ❖ Free coaching classes for the competitive examinations.

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

The institution ensures the curriculum bears some thrust on national issues through eco friendly club and following are its activities:

- Inculcating ethical values in faculty and students by invited lectures on ethics.
- The different elective subjects like: Environmental education Professional Course for Teacher Proficiency Guidance and Counseling 35
- Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace,
- National security and Disaster management
- Computer Lab, ET Lab, Language lab Practices for students.
- Celebration of national festivals to foster social, Cultural, religious and regional integration
- Training the students in contemporary social responsibilities and values and community services through extension activities.

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

Yes, Curriculum planning is most important part of educational process. ICT is used to collect new ideas. The College has developed good relations with other colleges and institutions. Experts are invited to seek advice on curriculum development. Each and every computer of the College has internet connection with dedicated access. Latest information regarding curriculum, activities carried out in other institutions, prospects for our intentions, current needs and aspirations of the society, views and ideas of other competent person etc. are obtained from internet and use in our routine teaching learning process.

1.2 Academic Flexibility

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

- ✓ In order to make teaching reflective practice through the micro teaching, interaction analysis and the macro teaching with feedback sessions are included in the course.
- ✓ This college provides opportunity to select the optional and electives subjects to suited their needs and importance. Open minded criticisms are welcome from faculty and students on their curricular experiences.
- ✓ To add value to the communication skills spoken English, this college is oriented through special programmes and awareness programmes on environmental protection, hygiene are included to develop social responsibility in the society.

- ✓ The Institution, provides various programme of actions on the following:
 - Microteaching for multi skill development.
 - Lesson plan and macro teaching for practice teaching.
 - Visiting schools for internship training.
 - Inclusion of SUPW in the Timetable for work experience.

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

The college provides adequate flexibility by giving freedom to students to choose electives based on their own interest which are listed by TNTEU. As per the Tamilnadu Teachers Education University Curriculum, Faculty members are advised to provide varied experiences for students through,

- ✓ Student teachers participated in various workshop and competitions providing them knowledge about educational trends in the modern era.
- ✓ Field trips Arranged, demonstration classes to learn the subjects lively.
- ✓ Practice teaching in urban and rural areas
- ✓ Student participation in various competitions and inter-collegiate sports which will provide them to have varied learning experiences in the campus and in the field

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.

Yes, value added courses have been introduced. ICT and soft skill oriented programmes are provided to both staff and students.

- Every year orientation for teaching skills is given in the form of discourses by educationists.
- The student teachers carry out assigned work with the help of computers.
- They are trained in the art of using charts, pictures, models and slides
- One month intensive training is given as a pre - practice to the B.Ed., trainees.
- At the end of each period, the last 10 minutes are allotted for generous discussions with the teacher trainees, and another one important activities is classroom seminars and debates are also conducted within the class on some important topics from the present curriculum.

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

INTERDISCIPLINARY/ MULTIDISCIPLINARY:

Interdisciplinary/ Multidisciplinary approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like philosophy of education, psychology of teaching and learning, education and school management, Educational Technology etc. entail interdisciplinary approach. guest lectures of experts of various disciplines, group discussion, debates and essay competition.

MULTI SKILL DEVELOPMENT

- Student teachers' participation in different extra-curricular and co-curricular activities that are organized throughout the academic session ensures multiskill development.
- Internal submission which include a Case Study, Action Research, and Book Review, assignments, etc. ensure growth and training in skills of creative writing, vetting and command over expressions
- The student teachers also arrange plays which empower them to face audience and express themselves as artists on stage.
- Student teachers prepare their teaching plan by using ICT to acquire competence in using latest technology.
- Student teachers visit areas, to create awareness through street plays on social aspects like health awareness, education of girl child, and prospects of education for human resource development and also conduct sessions for guidance and counseling for unemployed people. This helps them to acquire leadership traits.

INCLUSIVE EDUCATION

The institute, being an affiliated college, endeavors to encourage inclusive education at its level under the overall guidelines issued by the university. Differently able students are included in the general class room teaching and special assistance is provided if required by them.

PRACTICE TEACHING

The institute has adopted selected schools from its neighboring location wherein student – teachers are attached to undergo practice teaching in addition to carrying out allied assignments and routine affairs of the schools. This gives an advantage of enabling every student teacher acquainted to get with the functional role of a regular teacher in a school. After having gone through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro teaching and mega teaching in simulation, pupil teachers go for teaching in local schools for 40 days.

SCHOOL EXPERIENCE / INTERNSHIP

The student-teachers are allotted schools for internship experience in a selected school after due completion of their practice teaching. The student-teachers are given intensive training in designing and constructing lesson plans using suitable instructional design orientations other than the one prescribed during practice teaching lessons. This program boosts up their confidence in teaching. They are deputed to perform functions and roles of regular teachers and to obtain experience in the day to day routine affairs required of school teachers.

WORK EXPERIENCE

To render work experience, student-teachers are encouraged to make use of waste materials in making decorative and useful materials. Though the SUPW (Socially Useful and Productive Work) is not taken separately, the same is integrated with participation on the part of students in exhibitions of handmade useful and decorative materials made out of domestic wastes in which polythene wrappers, cartons boxes, empty match boxes and other waste materials are used for decorative items like wall hangings, flower pots, pen pots and various other items which can be used for decorative purposes. This work experience program is integrated with Art and Craft section of the curriculum.

1.3 Feedback on Curriculum

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

- Regularly the college gave the feedback and communication from Teacher Educators, Teacher Trainees, Alumni members, employers, community and academic peers through the phone call, postal letter, e-mail and also directly.
- There is a mechanism for analyzing the feedback and making changes in the college by a three member professors committee.
- The syllabus and question papers are analyzed and submit feedback to the concern authority.

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. The teaching methodology, training and field work will be redesigned as the outcome of feedback from the students and teachers.

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

The institution is an affiliated college to the Tamilnadu Teachers Education University and therefore there is no scope for framing institutions curriculum on its own. However, a systematic mechanism is installed in the institution to look after the affairs of the feedback process and analysis. Faculty members regularly attend workshops and seminars on revision of curriculum. The College can only forward the suggestions of its faculty to the university. The design and development of the curriculum is in the hands of the university only.

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 satisfactions? (Provide details of only the major changes in the content that have been made).

- The curriculum of B.Ed. is updated every year as per the university norms.
- In 2015-2016 academic year NCTE has revised the course duration as two years. Tamilnadu teachers Education University also made necessary changes in the curriculum.

- Change in the syllabus was made by the University in the past five years in order to ensure quality improvement in the curriculum.

PROGRAMME CONTENT:

The B.Ed., Programme will consist of theory courses in “Perspective in Education”, and “Curriculum and pedagogic studies “along with “Engagement with the Field” as practical component.

Courses in Perspectives in Education:

Course 1: Childhood and Growing up.

Course 2: Contemporary India and Education

Course 3: Learning and Teaching

Course 6: Gender, School and Society (1/2 course)

Course 8: Knowledge and curriculum

Course 10: Creating and Inclusive School (1/2 course)

Courses in Curriculum and Pedagogic Studies:

Course 4: Language across the curriculum (1/2 course)

Course 5: Understanding Disciplines and Subjects (1/2 course)

Course 7 (a &b): Pedagogy of a school Subject (1/2 course)

Course 9: Assessment for Learning

Course 11: Optional course (1/2 course)

ANNUAL DISTRIBUTION OF THE COURSES AND DISTRIBUTION OF MARKS :

THEORY COURSES FOR FIRST YEAR				
Serial No.	Course Name	Marks for Theory	Marks for T & A	Total
Course 1	Childhood and Growing Up	70	30	100
Course 2	Contemporary India and Education	70	30	100

Course 3	Learning and Teaching	70	30	100
Course 4	Language across the Curriculum	35	15	50
Course 5	Understanding Disciplines and subjects.	35	15	50
Course 6	Gender, School and Society	35	15	50
Course7(a)	Pedagogy of a school subject –Part I (Methodolgy)	35	15	50
	Sub Total	350	150	500
Theory Courses for Second Year				
Serial No.	Course Name	Marks for Theory	Marks for T & A	Total
Course7(b)	Pedagogy of a school subject-Part- II (content Mastery)	35	15	50
Course 8	Knowledge and Curriculum	70	30	100
Course 9	Assessment for Learning	70	30	100
Course 10	Creating an Inclusive School	35	15	50
Course 11	Optional Courses: (Any one) 1.Yoga,Health and Physical Education 2.Environmental Education 3.Values and peace Education	35	15	50

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

Following strategies are followed by the institution for curriculum revision and update.

- Participation in syllabi revision workshops in University.
- Meeting of Principals for the curriculum update in the College Campus.
- Feedback from the practicing schools.
- Feedback from students regularly.
- Alumni Meet, placement cell meet
- Fostering action research of the College by the students.

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 course quality enhancement measures are achieved by arranging guest lectures, organizing seminars, conducting work experience programmes and add on programmes. The practice of obtaining feedback on curriculum and further processing also enhanced the quality.

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

- Arranging educational field trips.
- Motivating the students to participate in co- curricular and extracurricular activities.
- Organizing sports and cultural meet in the campus at the inter campus level.
- Yoga and meditation programmes are arranged
- Conducting awareness program like Environmental awareness ,Aids Awareness ,Election rally program.
- Guest lecture, Seminar (national and state level) workshop etc.
- Spoken English
- Innovative schools visiting
- Participating outside programs like seminar, sports, speech competition etc.,

CRITERION-II

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?

A candidate shall be eligible for admission to the B.Ed., program leading to the degree of Bachelor of Education provided:

- i) The candidates who had 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 or its equivalent as it is decided by the Equivalence Committee appointed by Government of Tamilnadu from time to time.
- ii) The 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, the 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) The 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 (iii).
- v) The candidates who have passed under Double Degree/Additional Degree Programme with less than three years of duration are not eligible for admission.
- vi) The 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) The candidates with the following marks(which is subject to the decision of Government of Tamilnadu from time to time) 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.

Based on the University norms the candidates are called for interview and the interview is done by 1:2 basis after examining the subject knowledge, general knowledge, interested subjects and then the eligible candidates are selected only and the registration is made accordingly.

Community / Category	Minimum Marks
OC	50%
BC/BCM	45%
MBC/DNC	43%
SC/SCA/ST	40%

Based on the University norms the candidates are called and are admitted based on marks and then the eligible candidates are selected and the registrations is made accordingly.

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

The publicity of the program is widely given through media, hand bills and daily news papers. The posters and brochures are also sent to various academic Institutions. Every year the advertisements of the college is shot with T.V stars and is telecasted in the media. The advertisement of the college is also given in the Radio and trade faire. The prospectus of the college is also edited annually.

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

The Admission Committee ensures equity in admission as per the criteria fixed by the State government and the University. From the applications received, merit list of candidates are prepared based on the marks obtained in the qualifying examination and on the guidelines of Tamilnadu Government on communal reservations.

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 reservation policy as recommended by the Government of TamilNadu is strictly adhered for B.Ed., admission. Five seats are allotted to visually challenged students and 3% seats are allotted to differently able students. Further measures like women cell, Ram and wheel chair facility for Physically Challenged students, Personality development classes, Interaction with the Students through Student Council etc.

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

Yes, the students knowledge and skills are assessed through quizzes and tests organized before and after and during the commencement of the teaching program. The assessment tests are conducted in various skills. Intensive pre-practice for teaching is given for a month and

special assignment and small tests are given to teacher trainees which help to assess the quality of training gained by the teacher trainees.

1. Catering to Diverse Needs

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

Classrooms are well furnished and equipped with audio-Visual equipments in order to create a conducive learning environment. Most of the modern subjects are computer- based. The library and information services are upgraded to provide the current technology developments to students through E- Journals, on- line journals audio-visual aids and CD. The college has a very resourceful library with a large number of latest books, and National journals in various subjects. The hostellers are benefited by a peaceful environment by self study. In addition to that Yoga classes, Encouragement to use the library, Organizing Morning assembly are also a part of it.

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

Our Institute is creating a highly challenging and stress free learning environment for student- teachers to maximize their capacities through constant support, and through guidance and counseling. Achieving positive transfer of learning by using the various teaching- learning methods and mechanisms which enrich the student teachers with constructive learning and develop in further chained learning through mentoring. Constant and varied exposure to new materials, teaching methodology, interactive sessions to keep the student-teachers abreast with latest innovations and also motivate them to learn through diverse learning styles which enable quicker and deeper learning.

a) Contribution to the skill Development :

Several activities are conducted by our college to contribute to their skill development :

- ✓ Conduction of Morning Assembly.
- ✓ Organizing Various Cultural Programs
- ✓ Personality Development classes.
- ✓ Organizing Educational Trips.

b) Group Discussions/Debates on :

- ✓ Social media a boon or bane
- ✓ Women Empowerment

- ✓ How to use both sides of Brain.

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

The various methods are used by the teacher educators. Writing assignments referring to reference books, internet and journals. Assigning students activity based on internet information. Preparing innovative & creative models. ICT, Power-point and Animations are used in Teaching .Organizing competitions on creative writing to encourage students to write original articles for publication. Beginning the session by brain storming and giving surprise tests – solving puzzle, riddles –sharing some piece of current information .Carrying out individual /group projects.

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

The teacher educator in the college has undergone great transformation from the conventional chalk and talk method. The staff members also use LCD and OHP. Seminar presentation, Project work and any interactive lectures are frequently carried out through LCD and OHP both by teachers and students. The OHP and LCD facilitate faster and effective learning. Self appraisal formats are filled by the teachers themselves and reviews are conducted randomly by the management. Internal FDP conducted by senior faculties and monitored by IQAC of the college.

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?

As a part of development practices apart from classroom teachings, the student teachers get regularly oriented and inducted into various capacity building programmes organized by the institute from time to time through orientation programmes. Such programs develop knowledge and skills related to diversity and inclusion and apply enabling them to these competencies effectively in classroom situations.

2.1 Teaching-Learning Process

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

“Active learning” methodology makes all the learners participate in learning process. Thus students actively take part in reading, writing, preparing for speaking, teaching, sharing questioning etc. individually as well as in groups. The students are expected not only to do something but also to think rationally about what they are doing. The college gives to its student’s individual projects on classroom – related problems. During the teaching of micro- teaching, the teachers explain the simulation technique. The teachers also use and demonstrate techniques like gardening, activity based learning, group discussion, team – teaching, brainstorming, and co- operative learning methods in the classroom in the class rooms. The teachers also use and demonstrate how to use teaching aids like LCD projector, internet and computer, OHP, interactive SMART boards etc.

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?

A detail course plan for each department is prepared in consultation with the teachers and it is given to the students. They are also given advice on learning processes and use of reference and text books, journals, and internet. They are also encouraged to know the subject beforehand which will help them to understand the subject better and inculcate the habit of lifelong reading and also knowledge management skills.

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.

To ensure effective learning of the students, the faculty members first considers individual differences among them and then uses different approaches, teaching methods and models for effective learning. Some of such approaches are as follows;

1. Use of Power-point presentation, OH Projector, Educational CDs
2. Class room seminars/ workshops
3. Teaching models like Concept Attainment Model

These approaches are also complemented by using various curricular and co- curricular activities like role-playing and simulations, individual and team projects, interactive lectures and presentations etc.

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 has a provision for additional training in models teaching . The teaching learning process provides microteaching, observation, demonstration, in – service training, special classes for particular programme conducted. Internship training is also provided.

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. As per the syllabus, skills are practiced by students before going to the teaching practice

- ✓ Students are made to understand the skills of microteaching.
- ✓ They are insisted to choose the model lesson
- ✓ They prepare the lesson plan (in the form of conversation model)
- ✓ Practice teaching is given in the seven skills namely.
 - Skill of questioning
 - Skill of black board writing
 - Skill of stimulus variation
 - Skill of reinforcement
 - Skill of demonstration
 - Skill of illustration with examples.
 - Microteaching practice is given to students before undertaking macro - teaching in schools.

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.)

A student teacher has to plan a lesson to be taught in class room teaching. He has to select a topic which is to be covered within a period of 45 minutes duration. The topic is also analyzed in terms of the element of the topic of teaching points. The teaching objectives and their weightage are also determined in terms of time (minutes) allotted to them.

Illustration:

- Topic for writing an essay is discussed.
- General objectives for writing composition is explained

- specific objectives for writing an essay is given in detail
- Pre-requisite or previous knowledge of the students is explored
- Introducing topic is made
- Statement of the essay is pointed out
- Narration of the teacher is done
- Students are questioned
- Description by the teacher is given/ summing up takes place
- Home work / assignment/project is given.

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

Total number of working days = 200 days

Total number of hours = 1200 hours

Number of hours for Theory = 600 hours

Number of hours for Teaching Practice = 240 hours

Internship training is given to our B.Ed., students.

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

Yes, the respective subject-teacher of the school and mentor-teachers collaborate and pre-determine the lessons or portion of the syllabus to be taught in the respective classes. Accordingly, the plans are prepared and checked in advance by the mentor- teachers before teaching the contents in the class.

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

The student teachers are prepared for managing the diverse learning needs of students in schools by adopting various methodologies like welcome for any question or doubts regarding the contents of the subjects. The student teachers are advised to face different classroom situations in a constructive way. The learning outcomes are given due importance and it is student centered, the socio-psycho needs of trainees are addressed by the supervisors to create conducive atmosphere to learning. The student teachers even motivate the school students for better performance during their hours in the school. They also made to plan out a programme to talk in a group with the students informally.

10. What are the major initiatives for encouraging student teachers to use / adopt

technology in practice teaching?

As of adopting technology in practice teaching, the supervising teachers from our college make an exhaustive survey of the selected schools especially about the availability of electricity, and other hardware as required for technology based teaching. However, the common hardware including classroom blackboard, rolling board, chart papers and models are widely used in practice teaching. The institute encourages the student-teachers to make use of LCD projector or audio-visual

means like TV and audio mode tape recorders keeping in view the support system of the schools.

2.3 Teacher Quality

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

An effective teacher-training program can be ensured when both the school and the college (Department of teacher's training) work in tandem. In the Department, students are educated with theoretical concepts of the educational psychology, management of classroom, teacher student relationship and various philosophies dealing with education. Teaching practice is a time when all these learned concepts have to be applied successfully in real life situations. Before deputing student teachers for teaching practice to different schools, they are equipped with different teaching skills in microteaching session, extending over a week followed by demonstration lessons given by lecturers to make student teachers understand the integration of various skills and styles for a 35-40 minutes period. Later on all the student teachers are made to give one criticism lesson for 35 minutes in their respective major subjects. Feedback by teachers and their peers are provided for improving the teaching competency. After this, student teachers are ask to write 30 lesson plans (15 in each major subject) to be taught in the respective schools.

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

There are 200 student teachers for the B.Ed. II year course. The institution has identified about 38 schools. The ratio between Teacher and Student will be 1:40.

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

- ✓ The institution has developed observation tools in the form of rating scale of 100 marks to observe the school practice lessons, technology based lessons, value

education lessons, team teaching lessons, models of teaching lessons and environmental education lessons.

- ✓ Teacher educators observe the full lesson that is from the introduction to the home work step that is for one whole period of 30-35 minutes using the rating scale to evaluate the lesson. In addition, the teacher educators also give the qualitative feedback in written form on the lesson note itself.
- ✓ At the end of the lesson, the student teachers get quantitative and qualitative feedback immediately.
- ✓ The written feedback is followed by oral discussion for the improvement in the performance of the student teachers.

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

Teaching practice is an important aspect of the B.Ed. program and its curriculum. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding teaching practice.

5. 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 the school subjects and teaching methodologies through Continuous visits to schools & colleges. The college teachers even refer to the newsletters of different organizations relating to the school education and even educational journals in the library and some important journals of NCERT and University News. The teachers also refer the prefaces of the text books prescribed by the State Government for the schools. The teacher educators and the Principal of the college even keep in touch with the Principals of good schools for the latest information about school education. Teacher educators also refer to the books published by Central Board of Secondary Education, Tamilnadu Board of Secondary Education and books Published by NCTE, and NCERT etc. to keep pace with the relevant developments in the school subjects and teaching methodologies.

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training,

organizing and sponsoring professional development activities, promotional policies, etc.)

The Management encourages teaching staff to participate in Seminars and Conferences and also to take part in research activities leading to M.Phil and Ph.D. All the staff members of the college are always encouraged by the Principal and the Management, to participate and conduct different enhancing teaching/ learning activities. Few teaching staff members have undergone the refresher and orientation courses for their professional development. Teaching faculty members are encouraged to participate in Seminars / Conferences / Symposiums, etc. by providing duty leave and financial help. Study leave is provided for doing Ph.D. to the faculty members.

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

Yes, the institutes managing council makes an evaluation of staff members based on their performance. The performance is evaluated on the basis of students score in terminal examinations and also teacher-educators achievements during the sessions on individual basis. The institute has a provision for awarding out of turn increments in their salary on major achievements or accomplishments and incentive, awards etc.

2.4 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.)

There is a Suggestion Box in the main building of the college. Any stakeholders including the students can put their suggestions / complaints in the box. The box is opened once in a week by a committee formed in the college. The suggestions / complaints are analyzed by the committee and if found to be rational, then they are passed on to the Principal for further action. Other than this, the feedback of the students is taken at the end of the academic year. On the basis of the feedback analysis, if there stands a need to implement any suggestion it is implemented immediately.

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

At the completion of the unit of a course, unit tests are conducted. The assignments completed by the students are corrected within a short period. The college screens the

professional development of student-teachers right from the beginning of the session on the basis of unit tests and evaluations there on. The post-test remedial measures support the tail enders who could not do well in the tests. This is a unique practice of the institute as it facilitates in achieving remarkable academic development of needy students within a scheduled time frame. Beside the above internal assessment and evaluation, the annual examinations both practical and theoretical are arranged externally by the affiliating university. The internal assessment/evaluations form the basis for developmental part whereas the award of marks on annual basis in practical examination is one by external examiners appointed by the affiliating university.

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

Unit tests, seasonal tests are conducted for all the papers. Assignments are given. These tests are conducted to identify the weaknesses and strength of the pupil teachers. The weak students are encouraged and extra care is taken to overcome their deficiencies. Three internal examinations are also held in order to identify any shortcomings of the pupil teachers. If any such case of getting less mark in the internal examination comes up, then the follow up work is always done. Weak student is guided and extra care is taken through learning resources by the teacher educators.

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

The ICT is not in direct use for the assessment and evaluation of the students. The total performance of student teachers in examinations and practical work is recorded on computer system. A spread sheet is prepared with the help of computer. The teacher educator is also provided with printed material and required profile of the students for their academic use. Encouraging students to participate in intra and inter collegiate competition. Conducting Quiz, observation games, doing practical work, predicting the outcomes, applying the experiments results in classroom situation / teaching – learning process. Internship for six weeks is a basic requirement of the course –towards which student teachers plan –prepare –execute and evaluate their lessons. Use of concept map and reflective log is encouraged and monitored by teacher educators.

2.5 Best Practices in Teaching -Learning and Evaluation Process

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

The college is always willing to introduce any new innovations in teaching, learning and evaluation. The college makes use of many different teaching methods like Discussion, synthetic and analytic approach, problem solving technique and Inductive-Deductive methods, etc. from time to time. Cooperative learning strategies are incorporated to develop team spirit and sink and swim together feelings. The students make use of library, science and Educational Technology Laboratories for learning process. There is a teaching aid workshop for the students to develop their own teaching models for use in their practice teaching.

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

An activity which forms an integral part of the best practices relates to presentation of seminar papers, group discussions, organization of quizzes, exhibits derived from key environmental themes, collaborative presentations in the shape of debate, extempore presentations, elocution contests and creative writing etc. All this has contributed to the emergence of a suitable academic ethos which proactively nurtures and grooms the young teachers to be the effective leaders of our college, and their classrooms with their usual conditionings and constraints.

CRITERION - III
RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Special Increment will be given for faculty on obtaining Ph.D / M.Phil/ NET Degree. Registration fee is paid by the management for attending Seminars / Workshops etc. The faculty lectures are so arranged as to suit them for doing research. Any research progress of faculty is always appreciated at the college functions and at different platform. Faculties are provided with financial assistance from the college to participate and present papers at different Conferences and Seminars. Short span leave are granted for the faculty members to do research.

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

The priority research areas are:

- Educational Technology
- Study of teaching behavior
- Environmental Education
- Action Research for improving school practices.
- TQM in Education
- Stress and Wellness Life Style

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

Yes, the institution encourages Action Research. Action research is focused on the immediate application and not on the development of theory, or upon general application. The emphasis in action research is on a problem here and now, in a local setting. Its findings are evaluated in terms of local applicability, not in terms of universal validity. Action Research is made by the staff members and the students for the purpose of rectifying critical problems and to give suggestions for the improvement of the quality of institution.

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

Conference/Seminar/Workshop organized:

ACADEMIC YEAR 2014 – 2015:

- ✓ One day state level seminar on NETMETEDU was conducted on 1st October 2014 at our college campus.
- ✓ One day national workshop on CREATE 2015 was conducted at our college campus on 11th February 2015.

ACADEMIC YEAR 2015 – 2016:

- ✓ One day state level seminar of role of CU-Co-CU TEP was conducted by our college on 23rd September 2015.
- ✓ One day state level workshop ETCOMTECH was conducted by our college on 26th February 2016 at our college campus.

ACADEMIC YEAR 2016 – 2017:

- ✓ One day National seminar on RECHALLENGES was conducted on April 7th 2017.

Conference/Seminar/Workshop attended:

Name of the faculty: Dr.S.Mohana

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Mobile Learning in the Future Learning”.

Name of the faculty: Dr.R.Balamurugan

Training Undergone

<i>Name of Training</i>	<i>Theme</i>	<i>Name of the Institution</i>	<i>Duration</i>	
			<i>From</i>	<i>To</i>
Workshop	1.GEO DIMMS, 2010	Tamil University	22.02.10	26.02.10
	2.Geoinformatics Technology in Civil	SASTRA University	04.10.13	05.10.13

	Engineering Applications			
	3.Educational Psychology for Competitive Examinations	Vysya College of Education	20.01.14	20.01.14
	4.Vazhikattuthal Maiyam Manithavala Meampadu – Ariviyal Anugumurai	Tamil University	04.02.14	04.02.14
	5. School Science Experiments	Dept. of Education, Tamil University	15.03.14	
	6.Structural Equation Modeling Through AMOS	Dept. of Psychology Periyar University	31.07.14	02.08.14
	7. Resources and Technologies for Scholarly Information	Dept. of Library and Information Science Bharathidasan University	12.08.14	
	8.SPSS	Department of Education and Management Tamil University	19.09.14	21-09.14
	9. The Art of Publishing	Publication Division Bharathidasan University	27.11.14	
	10. Curriculum Development in Women Studies	Dr.G.R.Damodaran College of Science & Dr.G.R.Damodaran College of Education	10.12.14	11.12.14
	11. Research Methodology	Dept. of Economics & Research and Development Cell	06.01.15	09.01.15
	12. Developing Society Centred Research Design	Kongunadu College of Education	19.12.2015	
	13.School Science Project	Department of Education, Tamil University	05.03.2016	
	14.Integrating Technology and Psychological Concepts in Teaching the Generations'Y'	St. John De Britto College of Education,	11.03.2017	
	15. Teacher Educators on ICT in Education	Government College of Education	31.03.2017	
Refresher Courses	16.Two-Week Capacity Building	PRIMS Periyar University,	17.04.15	30.04.15

	Programme for Faculty of Social Sciences	Sponsored By ICSSR		
	17.Three Days Capacity Building Workshop in Early Childhood Education for the Master Trainers in Southern Region	Department of Social Work, Pondicherry University & NCERT	09.02.16	11.02.16
Orientation Courses	18.Research Methodology in Social science for Research scholars	Department of Education, Manonmaniam Sundaranar University, Sponsored By ICSSR	20.11.13	29.11.13
	19.Test Construction and Item Analysis	DEM, Tamil University, Conducted by NTS	10.12.13	13.12.13
	20.Faculty Development Programm	Department of Education, Central University of Kerala	05.01.17	11.01.17

Conferences/ Symposium/ Seminars

<i>Name of Training</i>	<i>Theme</i>	<i>Name of the Institution</i>	<i>Duration</i>	<i>Specify</i>
Conferences	1.Water & Mineral Resource Informations and Environmental Impact Analysis Using High Resolution satellite Imageries in the 21 st Century	DIES, Tamil University	27.03.08 to 28.03.08	National
	2.Enhancing Quality in Teacher Education	Kongunadu College of Education	17.03.12 to 18.03.12	National
	3.Teacher Education Practices & Innovative Trends	School of Education, Pondicherry University	20.08.14 to 22.08.14	International
	4. Effective Methods of Developing Skills in Teaching and Learning	Virudhunagar M.S.P. Nadar College of Education	24.01.15	National
Symposium	5.Emerging Perspectives in Education	Vysya College of Education	19.04.14	International
Seminars	6.Tamil Sevvial Elakkiyangalil Kaanalagum Peridar Melanmai Sinthanaikal	DIES, Tamil University	10.02.11 to 11.02.11	National

7.Quality Assurance in Teacher Education	Gnanamani College of Education	16.12.11 17.12.11	National
8.Teaching Techniques for Fruitful Learning	Bon Secours College of Education	21.01.12	National
9.Enhancing Quality in Research in Education	Mother Teresa College of Education	02.03.12 to 3.03.12	National
10.Education and Technology: Contemporary Challenges and Perspectives	M.A.M College of Education	14.09.12 to 15.09.12	National
11. Aaivu Nerimuraikal	DEM, Tamil University	08.11.13	National
12.Learning Disabilities	St.John De Brirro College of Education	11.01.14	National
13.Tamil Mozhi Katral Karpithalil Tholilnootpathin Pangu	Arasu College of Education and Tamil University	15.02.14	National
14.Philosophical and Traditional Indian Education	DEM, Tamil University	17.02.14	Regional
15.COASTAL TECH 2014	DIES, Tamil University	13.03.14 to 4.03.14	National
16. Elainyarkalin Kadamaikal	DSS, Tamil University	28.03.14	State
17. New Strategies for Educational Research, Teaching and Learning	Ramya Sathianathan College of Education	14.02.15	National

Name of the faculty: T. Dhamotharan

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Psychology”.

Name of the faculty: P.Amutha

- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “Role of Co-Curricular activities in Economics Teaching Learning Process”.

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Mobile Learning in our Teaching for Education Benefits and Challenges”.

Name of the faculty: B. Nageswari

- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “Curriculum & Co-Curriculum Methods in History Teaching”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Mobile Learning for the Education Benefits and Challenges”.

Name of the Faculty: K.Vijayalakshmi

- ✓ Participated in the workshop on “Research a boon to Education” at Bon Secours college of Education on 13th December 2008.
- ✓ Participated and presented a paper in an international level conference on the topic Modern trends in Technology at Tamilnadu Teachers Education University on 21st to 23rd July 2013.
- ✓ Presented a paper in national seminar on “Usage of Modern Technology in Teacher Education Programmes” at Kalaimahal college of Education, Sembanarkoil on 21st February, 2015. The Paper entitled is “Technology in Classroom”
- ✓ Presented a paper in a three day International conference on “Knowledge Exchange Path Collaboration among Universities, Industries, Educational Institutions and Society: Bridging the Outcome Impact Gap” at Tamilnadu Teachers Education University, from April 20th to 22nd, 2015. The paper entitled is “Responsibility of Educational institution in the society”.
- ✓ Presented a paper on the topic a powerful role of Teachers in the current century at Mass College of Education on 30th and 31st March 2015.
- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “Role of Co-Curricular activities in the Language Teaching”.

- ✓ Presented a paper on the Topic Smart Classroom Technology in the society at Bharath College of Education on 7th April 2017.

Name of the faculty: T. Muthukani Vairavel

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Mobile Learning in a Classroom Using With Technology improved the Teaching”.

Name of the faculty: M.Bhuvaneshwari

- ✓ Presented a paper in a three day International conference on “Knowledge Exchange Path Collaboration among Universities, Industries, Educational Institutions and Society: Bridging the Outcome Impact Gap” at Tamilnadu Teachers Education University, from April 20th to 22nd, 2015. The paper entitled is “Responsibility of Educational institution in the society”.
- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “Revised Physical Science Curriculum in the Teacher Education Program”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Mobile Technology in teaching Physics”.

Name of the Faculty: V.K.Kamalaveni (Bio – science)

- ✓ Participated one day Workshop on “Innovative Pedagogy” organized by the school of education, Sastra university, Kumbakonam on 29th February, 2012.
- ✓ Participated one day Workshop on “CREATE 2015” at Bharath College of education on 11th February 2015.
- ✓ Presented a paper in national seminar on “Usage of Modern Technology in Teacher Education Programmes” at Kalaimahal college of Education, Sembanarkoil on 21st February, 2015. The Paper entitled is “History of Indian Education System”

- ✓ Presented a paper in a three day International conference on “Knowledge Exchange Path Collaboration among Universities, Industries, Educational Institutions and Society: Bridging the Outcome Impact Gap” at Tamilnadu Teachers Education University, from April 20th to 22nd, 2015. The paper entitled is “Responsibility of Educational institution in the society”.
- ✓ Participated one day Workshop on “Developing society centered research design” at Kongunadu College of Education, Nammakal on 19th September 2015.
- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “Challenges of Co-Curricular Activities for the Biological Science Education”.
- ✓ Participated one day Workshop on “Lesson plan writing and achievement test construction for 2 year B.Ed., program” at Annai College of Education, Kumbakonam on 11th and 12th January 2017.
- ✓ Participated one day Workshop on “Research Methodology and Data Analysis on SPSS” Department of Education, Tamil University on 14th and 15th February 2017.
- ✓ Participated one day Workshop on “Integrating technology and psychological concepts in teaching the generation “Y” at St.John De Britto college of Education, Thanjavur on 11th March 2017.
- ✓ Participated one day Workshop on “Teacher Educators on ICT in Education” at Government college of Education, Thanjavur on 31st March 2017.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Benefits of Smart classroom technology in teaching of Bio Science”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The paper Entitled is “Role of Science Related Blogs in Our Education Society”.

Name of the faculty: R.Meenakshi Sundaram

- ✓ Presented a paper in an International level seminar on the topic Responsibility of Educational Institution in the Society which took place for three days 20.04.2015, 21.04.2015 &

22.04.2015 at the Tamilnadu Teachers Education University.

- ✓ Presented a paper on the topic A Powerful role of Teachers in the current century in a national level seminar on 30.03.2015 & 31.03.2015 at Mass College of Education, Kumbakonam.
- ✓ Presented a paper in a national level seminar on the topic Technology in Classroom on 21.02.2015 at Kalaimagal College of Education, Sembanarkovil
- ✓ Participated one day National Workshop on “CREATE 2015” at Bharath College of Education on 11th February 2015.
- ✓ Presented a paper in national seminar on “Usage of Modern Technology in Teacher Education Programmes” at Kalaimahal college of Education, Sembanarkoil on 21st February, 2015. The Paper entitled is “Technology in Classroom”
- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “The Use of Curriculum in the Teacher Education Program”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Role of Whatsapp in the learning history at under graduate level”.

Name of the faculty: R.Hemamalini

- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “The Use of Curriculum in the Teacher Education Program”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Challenges of Co-Curricular activities for the Commerce Teacher Trainees”.

Name of the faculty: S.Saratha

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath

College of Education on 7th April 2017. The Paper entitled is “Relevance of ICT Components in Pre-Service Teacher Education Curriculum”.

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Mobile Learning in the Future Learning”.

Name of the faculty: C.Prakash

- ✓ Presented a paper in one day State Level Seminar on “ROLE OF CU-Co-CU TEP 2015” at Bharath College of Education on 23rd September 2015. The paper Entitled is “List of Curricular and Co-Curricular based games in the School Education”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Physical Education 21st Century Learning”.
- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Physical Education 21st Century Learning”.

Name of the faculty: G.Suresh

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Role of Whatsapp in the learning history at under graduate level”.

Name of the faculty: R.Ranjani Devi

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Mobile Technologies, Informal Learning Science Education”.

Name of the faculty: S.Makaraja

- ✓ Presented a paper in one day National Seminar on “RECHALLENGES 2017” at Bharath College of Education on 7th April 2017. The Paper entitled is “Uses of Blogs Education in Teaching in Commerce”.

Name of the Faculty: Dr .M. L. BALA JOSEPHINE

1. Venue Sarada Ramakrishna Institutions - Seminar
 Date 18-03-2011
 Presentation Factors for Effective Teaching
- 2 Venue Rangaswamy College of Education - Seminar
 Date 19-03-2011
 Participation Re-Engineering Value Orientation in Learning & Teaching (REVOLT)
- 3 Venue Bharathidasan University – International Conference
 Date 26-03-2011 & 27-03-2011
 Presentation Factors Affecting Quality in Distance Education – **ISBN**
- 4 Venue Sri Rajarajeswari College of education - State Level Seminar
 Date 02-04-2011
 Presentation Necessity for Trends in Education
- 5 Venue Christian College of Education– National Conference
 Date 27-04-2011
 Presentation Promoting Value Education – **ISBN**
- 6 Venue KAAS – National Conference
 Date 30-04-2011
 Presentation Innovative uses of ICT in Teacher Education - **ISBN**
- 7 Venue : Rajiv Gandhi National Institute of Youth Development
 Date : 22.11.2011 to 25.11.2011
 Participation : 3rd International Conference on Life Skills Education
- 8 Venue : Manonmaniam Sundaranar University
 Date : 30.11.2011 to 02.12.2011
 Participation : Workshop on ‘Applications of SPSS in Research
- 9 Venue : Pallavan College of Education – National Seminar
 Date : 16.12.2011
 Presentation : National Seminar on Continuous Comprehensive Evaluation
10. Venue : Bon Secours College of Education– National Seminar
 Date : 21-01-2012

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|----|---------------|---|
| | Presentation | : Effective Learning Techniques |
| 11 | Venue | : Adhiparasakthi College of Education– National Seminar |
| | Date | : 24-01-2012 & 25-01-2012 |
| | Participation | : Future Perspectives of Teacher Education: Issues and Challenges |
| 12 | Venue | : N.K.T National College of Education |
| | Date | : 24 -01-2012, 25 – 01 – 2012 and 27 – 01 - 2012 |
| | Workshop | : Statistical Analysis using SPSS in Research |
| 13 | Venue | : Annai Saraswathi College of Education– National Seminar |
| | Date | : 11-02-2012 |
| | Presentation | : Formative Assessment Strategies |
| 14 | Venue | : University of Madras– National Seminar |
| | Date | : 17-02-2012 and 18 - 02 - 2012 |
| | Presentation | : Inclusive Education: The Myth of the Magical Mainstream – ISBN |
| 15 | Venue | : Rangaswamy College of Education– National Seminar |
| | Date | : 24 -02 -2012 |
| | Presentation | : Formative Assessment – Purposes, Principles, Benefits, & Issues |
| 16 | Venue | : Cholan College of Education – State Level Workshop |
| | Date | : 02 – 03 – 2012 |
| | Workshop | : Trends and Modalities in Educational Research |
| 17 | Venue | Cholan College of Education– National Seminar |
| | Date | 03 – 03 – 2012 |
| | Presentation | Scaffolding Instruction |
| 18 | Venue | Meston College of Education - State Level Seminar |
| | Date | 08 – 03 – 2012 & 09 – 03 – 2012 |
| | Presentation | Performance – Based Education – ISBN |
| 19 | Venue | Institute of Advance Study in Education – National Seminar |
| | Date | 09 – 03 – 2012 & 10 – 03 – 2012 |
| | Presentation | Teacher Ethics |
| 20 | Venue | KAAS - International Conference |

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| | Date | 17 – 03 – 2012 |
| | Presentation | Emerging Technologies in the Classroom – ISBN |
- 21 Venue DMI College of Education – State Level Seminar
- | | | |
|--|--------------|-------------------------------|
| | Date | 31 – 03 – 2012 |
| | Presentation | Soft Skills - Time Management |
- 22 Venue Pondicherry University
- | | | |
|--|----------|---|
| | Date | 19 – 07 - 2012 & 20 – 07 - 2012 |
| | Workshop | National Workshop for Research Scholars |
- 23 Venue Institute of Advanced Study in Education - State Level Workshop
- | | | |
|--|----------|--|
| | Date | 17 – 10 – 2012 |
| | Workshop | Developing Skill of Writing Research Proposals |
- 24 Venue Dhivya College of Education – National Level Seminar
- | | | |
|--|---------------|--|
| | Date | 28 March 2013 |
| | Participation | Recent Innovative Studies in Education |
- 25 Venue Tamil Nadu Teachers Education University – International Conference
- | | | |
|--|------|-------------------|
| | Date | 21 – 23 June 2013 |
|--|------|-------------------|
- Presentations Generational Differences in Reasoning Ability and Academic Achievement in Mathematics among Gen Y Ninth Standard Students in Kanchipuram Educational District – **ISBN**
- 26 Venue Stella Matutina College of Education - National Level Seminar
- | | | |
|--|---------------|--|
| | Date | 19 & 20 Nov 2013 |
| | Participation | Techno – Pedagogy for digital Age Learners |
- 27 Venue Tamil Nadu Open University - International Conference
- | | | |
|--|---------------|--|
| | Date | 28 & 29 Nov 2013 |
| | Participation | Current Perspectives in Educational Psychology |
- 28 Venue Tamil Nadu Teachers Education University - International Conference
- | | | |
|--|--------------|--|
| | Date | 19 – 21 May 2014 |
| | Presentation | The Flipped Class: Myths vs. Reality – ISBN |

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.

With the induction of ICT as an addition to the curriculum, the institute promotes development of PowerPoint Presentations, video modeling for teaching-learning. So far the institute has developed a special instructional module of ICT training for our students. Student –teachers are encouraged to make teaching aids of their respective subjects using different materials. Various models are also developed in joint collaboration of student-teachers and faculty members for enhancing the quality of teaching-learning.

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

Computer, Internet, CDs and OHP slides (transparency) are available in the Institute for Developing Instructional materials. The college has Science Resource Centre, Teaching Aid Workshop and ICT Laboratory for developing teaching aid materials. The students do the experiments in the science laboratory before school-based practice as preparation of lessons. The ICT Laboratory has all the modern gadgets including ICT enabled tools for preparing teaching materials in e-form. Internet, most important learning tool to search material and to get latest information on any aspect, is available in the college.

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

After the acquisition of the LCD Projector by the college, the faculty members of our college deliver most of the lectures by PPT method. Efforts are afoot to encourage the students to use PPT method for teaching. Presently the college has nearly 30 educational CDs. These CDs are regularly screened for the benefit of the students. The students can watch these CDs in the college.

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

The workshop / training programs on material development pertain to designing of self-instructional / semi-programmed learning materials for specific components of various school subjects as well as those which deal with environmental education and action research. Some of these materials are available in the form of exhibits in the institute itself.

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

Yes. Our faculty Dr.R.Balamurugan is an editor in three online journals and has published papers in it.

- Benefits of Smart Classroom Technology In Middle School Level, IJDR, ISSN: 2230-9926.
- Barriers to the Integration of Technology into Teaching and Learning, IJIFR, ISSN: 2347-1697.
- Effect of Smart Classroom Learning Environment in Tamil Grammar, IJSSIR, ISSN: 2277-3630.

And also our faculty, Dr.M. L. BALA JOSEPHINE has Published Papers in the following Journals :

- International Journal of Education, Technology and Social Media – Jan. – Dec. 2012, Vol. I, Number – I (ISSN NO. 2321 – 0885)
- *A study on reasoning ability and academic achievement in mathematics of ninth standard students.*
- International Journal of Education, Technology and Social Media – Jan. – Dec. 2012, Vol. I, Number – I (ISSN NO. 2321 – 0885)
- *Construction and validation of a verbal ability test.*
- International Journal of Education, Technology and Social Media – Jan. – Dec. 2012, Vol. II, Number – I (ISSN NO. 2321 – 0885)
- *Construction, Validation and Standardization of Social Justice Awareness Scale.*
- The Indian Educational Researcher, Vol. 12, Issue – 2, Nov – 2013 (ISSN NO.974- 2123)
Development of Working Memory Skills among Sixth Standard Students.
- Edutrate, N.K.T.National College of Education, Chennai (Submitted) *Mathematics Teachers' Topic – Specific Pedagogical Content Knowledge – A Snapshot.*
- Edutracks – Neelkamal Publications Pvt. Ltd. (Submitted) *Cyber Crime Awareness among B.Ed., Student Teachers.*

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

NIL

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

We have taken the necessary initiatives for doing minor and major projects.

3.3 Consultancy

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

Yes. The arrangements are made by the college management for consultancy services to the teachers and the students in order to know how the new colleges i.e. B.Ed. colleges and other

institutes are established and the provision of academic support is extended to such newly established colleges and institutes. It is an honorary service on innovative and managerial aspects.

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

Yes- Areas of competency

- Teacher training & interactive.
- Learning disabilities.
- Guidance & Counseling.
- School administrative & discipline.

Consultancy is provided through personal interaction at college school level Relationship.

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?

The institute is an affiliated college and as such the consultancy work pertaining to academic pursuits are undertaken on honorary basis.

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

No such revenue is collected

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 NGOs and GOs)

The students and faculty members are diversely involved in the community development by participation in community projects undertaken by the institute. In these projects, faculty members visit the schools along with the students and meet the teachers and parents of the schools to assess their problems and perceptions in respect of various programmes introduced by the schools as part of the national level interventions in the shape of projects. The institution organizes group meetings with

students and community members located in the schools. In such meetings the performance of students in respect of developing tie ups with school and community are discussed and corrective actions are initiated by the Principal in due course. A very salutary environment has been created by the institution for sharing concerns of community members and students of neighboring schools. This has been achieved by arranging meetings at frequent intervals and by having interaction sessions with teachers and students.

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

The college is fortunate enough to receive all kinds of help from the community at the time of its need. Some of the programmes started by the college are done with the help from the local community. Local authorities always encourage and give us support in fulfilling the college projects. Teaching Practice Schools always support the college to give us their campus during training time and helps in supervision and give their necessary inputs.

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

The institute has been continuously focusing its endeavor on building a suitable academic ethos for teacher preparation through linkages with the schools and collaboration with research / training institutions in and outside the state with an eye on capacity building of the faculty members.

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

Our college regularly conducts and organizes the blood donation camp, medical camp, environmental awareness programs, tree plantation, village adoption etc.

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

As part of developing social and citizenship values and skills among students, the students and faculty members are diversely involved in the community development by participation in community projects undertaken by the institute. In these projects faculty members and student

teachers visit the schools and local communities to make an on the spot study of ongoing activities pertaining to social and citizenship values.

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.

Our college has collaborations with Indian red cross, red ribbon club.

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. No. We do not have any linkages with international organizations.

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

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

Curriculum Development

The Curriculum is prepared by the University itself as per guidelines.

Teaching

Some specific special lectures are delivered by invited subject experts of Education to students related to the problems of teaching methods and new dimensions of educational framework.

Training

Short term Training programmes to students are organized on various issues related to the

welfare of Pupil teachers such as Health care Program, scout guide Training camps, Computer Training programs, Yoga and Meditation programs etc supervised by specialized resource persons invited from various organizations.

Practice Teaching

Practice Teaching programme is organized in some selected schools with close collaboration of their management authorities. The whole programme is based on the mutual co-operation of our faculty members and teachers of selected schools.

Research

Our faculty members make an endeavor to prepare for their research papers and Ph.d. work with the senior faculty members of different institutions of the field of Education

Consultancy

Consultancy is provided through personal interaction at college school level Relationship.

Extension

Our Pupil teachers through blood donation contribute to some NGOs□ such as Red Cross Society of India and Rotary Clubs.

Publication

The Institute publishes Magazine at least once a year.

Student Placement

The placement section of the Institute in collaboration with reputed schools of city helps the students in seeking teaching jobs.

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

The school sector is the most important priority sector of the institute as the practice teaching

and professional acumen of the student-teachers largely depend on this sector. As such the institute has developed a professionally linked bond with local schools by adopting 20 to 25 schools adjacent to the locality of the institute. These schools are selected on the basis of their academic locus stand and suitability for which the institute makes all efforts to organize practice teaching with innovative teaching- learning materials arousing the curiosity of young learners studying in such adopted schools. The Headmasters and teachers of these schools are invited to participate in seminars/discussions/conferences/workshops based on the developmental issues of such rural schools. The institute recognizes the potentials of such schools not only for the practice teaching part but also for its social and national obligations for the cause of education in rural sector.

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

Yes, all our faculties are actively associated with different schools. Before the school based practice teaching, the faculty and the students interact with the school personnel to chalk out the activities to be carried out during practice teaching. At the time of practice teaching of our pupil teachers, our faculty remains present at the respective school to supervise the performance of the pupil teachers. Even the practice teaching is evaluated by the teachers of the respective school and feedback is given on their performance. The feedback helps in improving the students for enhancing the performance.

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

The faculty collaborates with school and other colleges or universities for sharing concerns of community members and students of neighboring schools. This has been achieved by arranging meetings at frequent intervals and by having interaction sessions with teachers and students in various seminars and conferences for which the institute encourages the faculty to participate in such programs.

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 Institute encourages the faculty members in Research, Consultancy and Extension practices by providing them duty leave and making adjustments in time table. The teachers of our college are given due incentive of time to search for their work of their specialization by providing them relaxation in teaching time table. The teachers who are intended to get their research papers published in reputed journals are given due support for the completion of their purpose. The Department provides facility to the faculty members for the collection of data computation, data analysis and reproduction of results in the process of preparation of their research papers.

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

The activity which forms an integral part of the best practices relates to presentation of seminar papers, group discussions, organization of quizzes, exhibits derived from key environmental themes, collaborative presentations in the shape of debate, extempore presentations, elocution contests and creative writing etc. All this has contributed to the emergence of a suitable academic ethos which proactively nurtures and grooms the young teachers to be the effective leaders of our college, and their classrooms with their usual expectation and constraints. For knowing the problems related to the level of students of teaching practice schools through taking feedback from them on various teaching practices. In this regard we have come to know the real problem of school students in order to handle those problems conveniently by the faculty members. To get the students proficient in oratory and live discussions the one day classroom seminars once a week is held. The adoption of villages is carried out to attract the villagers through staging street plays to give up the ill traditions prevailed in the society and other specific sanitation drives.

CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Yes, the institute has the physical infrastructure as per NCTE Norms. The amount invested for developing the physical infrastructure is contained in the detailed income and expenditure account of the institute. The master plan of the building is enclosed as Annexure.

- Principal room.
- Administrative Office.
- Staff room.
- Class rooms.
- Library.
- Physical science lab
- Biological science lab.
- Language lab.
- Psychology lab.
- Educational Technology lab.
- Art, craft, SUPW, music room.
- Placement cell.
- Guidance and counseling cell.
- Toilet facilities.
- Auditorium.

As per NCTE norms, the college admits students every year. No increase in student

enrollment is permitted. The Institution has the plan to augment the infrastructure to keep pace with the academic growth as follows,

- ✓ To use modern technologies in teaching/Learning practice.
- ✓ Well equipped and well furnished class rooms.
- ✓ College office is equipped with computers, laser printers and Internet facility
- ✓ 24 hours free internet facilities for all B.Ed., students
- ✓ Highly equipped physical science, Biological science, Psychology and ICT labs
- ✓ Availability of photocopier and internet facility in the library
- ✓ Availability of National, International, Online E-Books and E-journals.
- ✓ Sophisticated and good hygienic canteen
- ✓ Games facilities

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

As the activities of the B.Ed., course is increasing day by day so does we develop our college. Various Programs like extension of the building, equipping the college with the latest technology, development of the library, Language labs and other labs etc.

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

- ✓ Well furnished multipurpose hall with smart Technology.
- ✓ Digital library
- ✓ Art & craft room
- ✓ Music & dance room with mirror on all sides
- ✓ Playground facilities with all play courts.
- ✓ Indoor games room

4. Give details on the physical infrastructure shared with other programmes of the

institution or other institutions of the parent society or university.

Our seminar hall has been used by sister organizations for conducting seminars, training programmes etc. and the classrooms are shared with the neighborhood schools during coaching periods.

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

- ✓ All the facilities are provided for men and women students and staff.
- ✓ Separate rest rooms and toilets for men and women staff & Students are also provided by the college.
- ✓ Sophisticated and hygienic canteen facility is available.
- ✓ Our management has provided excellent medical service facility to staff and students through our first aid centre and nearest Government hospital.

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

No. Most of the students come from local rural area so we do not provide hostel but the students make use of the Buses.

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**

The management has plans and facilities for need-based development and expansion of infrastructure. Maintenance of existing infrastructure resources is looked after by the central construction division and a standing committee with faculty and student representatives. The detailed income expenditure statement is enclosed.

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

The infrastructure facilities established in the college are kept open for the students and faculty members during working hours and extended hours whenever required. The Physical infrastructure is judiciously and optimally put to use. This is reviewed by the concerned constituted committees. The institution generates and expands the infrastructure continuously.

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

The institution owns an eco friendly infrastructure with lush green uncovered area. The infrastructural features of the institute consist of the units of academic block, administrative block. The library and computer lab of the institute are well stacked and arranged with modern hardware and software. ICT facilities are adequately available in the institution for its academic purposes. The development of the infrastructure and physical facilities of the institute keep pace with the development process of the institution.

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)?

The college has a qualified librarian and assistant librarian and sufficient technical staff to support the library for materials collection and media/computer services.

2. What are the library resources available to the staff and students? (Number of books-

volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Total collection of the following in the library

Books	- 5271
Text books	- 2109
Reference books	- 3120
General books	- 1304
Magazines	- 3
Indian journals	- 20
foreign journals	- 5
online journals /e-journals	- 15
CDs/ DVDs	- 120

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.

The library is managed through an advisory committee constituted for the purpose. In this committee in addition to library staff, representation of faculty members and principal is ensured. The composition of the committee is decided in consultation with the Secretary of the institute. The library has been made student friendly in as much as popular literatures on the suggestion of students are also subscribed / procured from time to time. The library has reading carrels, lounge area for browsing and released reading. The committee meets once in three months to invite suggestions and ensure their proper implementation.

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

Yes, the library is fully computerized with bar coding system. All the details regarding the title, author, number, price of the books are stored in it.

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

The Institute's library has computer, Internet and reprographic facilities. Staff can access to the library books. Teachers and students use computer and internet for academic purposes to obtain required knowledge. The library functions from 9.00 a.m to 4.30p.m on all working days including examination days. Approximately a no. of 20-30 students makes use of computer, internet and reprographic facility per day.

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

The institute has the facility of Infibnet/ Delnet/IUC.

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

The Library remains open about all working days in an academic year except national holidays. Library facility is made available on all working days from 9.00 AM to 4.30 PM.

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

There is separate new arrival rack for newly requisitioned books. Such books are put on display in the New Arrival Rack. Also the list of new books is 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 Institute has book-bank facility for the students of economically weaker sections. The text books are issued to the students for the entire academic session under book bank facility. Students who want to avail themselves of the book bank facility may apply to the Principal and the Principal after consulting with the members of the library committee give permission for this facility.

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

Physically challenged students are accommodated in a specially created space suiting to their requirement and the same are reserved with facility asked for / requested by them in the library.

4.4 ICT as learning Resource

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

The institution has advanced ICT equipments. Our institution has Computer lab with ICT facilities. The lab comprises of 20 computers LAN connected with Internet facility (Broadband). The software setup has latest version of Windows. Software in the form of CDs based upon various subjects like linguistic skills, children with special needs, information and communication; health and fitness etc. are available. The Educational Technology lab comprises of various equipments like LCD projector, OHP, TV, Tape Recorder, Models, maps, globes, pictures, slides, and transparencies. Our institution has well equipped Language lab to improve the communication skills of student teachers, which is more important for the rural background peoples. Public address system is available in the college. Pupil teachers are given training in handling these equipments and using them in making teaching effective.

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

There is a provision in curriculum for imparting computer skills to the pupil teachers. Computer is an optional paper in the curriculum. However, we give training for computer awareness to all the students. Provision of a period for computer training is included in the timetable in which pupil teachers learn working and use of all the technological aids. They also learn the skill of handling these equipments and their effective use in Teaching Learning process.

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

The institute extends facility for improving language and communicative competence of the students and faculty members. For this purpose language software has been installed in our Language Lab. Beside this LCD is also available to improve the classroom presentations and learning interactions. They are also encouraged to prepare power point presentation (PPT) and accessing to online teaching learning resources available.

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

Training for the use of ICT is provided to teachers and lesson material is prepared in the form of CDs. The lectures are given through power point presentation and OHP presentation. Teachers prepare study material for their students. The college incorporates and makes use of the new technology in the curriculum transaction process at the college itself as well as in the schools of practice teaching.

4.5 Other Facilities

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

The instructional infrastructure facilities established in the department are kept open for the students and faculty members during working hours and also for extended hours whenever required. The College ensures that the instructional infrastructure facilities are optimally used. Various instructional facilities like O.H.P., L.C.D. projector, Auditorium etc. The college encourages students to become tech-savvy and for this purpose, they are motivated to communicate among themselves through email using internet facilities provided by the college. Students are encouraged to make their email Ids and use it to communicate among themselves and with their friends and relatives.

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?

Apart from the ICT including computer hardware & software, the institute has taken adequate measures to arrange CDs containing the contents of school level subjects in teaching learning subjects.

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 Institute has the following laboratories:-

- Psychology Laboratory
- Science Laboratory
- Computer Laboratory
- Language Laboratory
- Educational Technology Laboratory
- Art, Craft and Music, SUPW, Work shop for teaching aids.

The college enhances the facilities in laboratories according to the requirement of the B.Ed. curriculum. Faculty-in-charges of concerned laboratory takes classes in the laboratories. Regular maintenance of infrastructural equipments requirement are met on the basis of particular laboratory. The requirements of the laboratories are reviewed from time to time. On the basis of review, new requirements are determined. Management allocates funds required for maintenance and up gradation of the laboratories.

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

Our institute has a multipurpose hall with the capacity to accommodate 200 members, workshop where it can be used as art, craft, music room. Playground facilities are given and the students are also allowed to play their everyday. There is no transport facilities for the students but there is a common transport and it is used whenever needed.

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. There is multipurpose hall, Auditorium and ET lab and they are equipped with latest technology including sound system, mikes and LCD projectors which are used as and when required. These all are equipped with inbuilt installation of sound system. The future planning includes installation of e-learning technologies in the classroom for tech- savvy teaching-learning.

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

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

The use of ICT especially in the shape of PowerPoint presentations has proved to be more efficient in delivering and transferring the knowledge and content. In some cases, the live situation of classrooms in other related sites are shown for better acquisition of experimental learning without physical participation in the process. All these have contributed a lot in enhancing and achieving the goals of learning on quality scales.

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

Library is the backbone of any college. Our college is enriched with well maintained computerized library. It is accessible for the pupil teachers, the faculty as well as the researchers. Internet facility is available in the library. Trained and experienced staff provides required services promptly and successfully. The library has a book bank also. Experts of various fields related to education are invited for delivering extramural lectures to our faculty members, pupil teachers and researchers from time to time. The college enjoys the privilege of having their expertise shared right on the campus of the college as well as at the seminar rooms of other institutions of higher learning. Live interaction with the community in the college surroundings and on different occasions make the learners realistic about the overall milieu and environment that surrounds and sustains them.

CRITERION - V

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?

Quiz programmes, Bridge courses, career guidance programmes are conducted by the Institution to prepare the students for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme.

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

Scholarships and endowment are given to the students to promote their motivation, free transport facilities, canteen products, bank facilities (ATM), and accommodation facilities are given for their satisfaction, opportunities, are given to the students to participate in intercollegiate competition, seminars, workshops for the development and performance improvement of the students.

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

No there is no such drop outs from our college.

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

In each branch the staff- in charge identifies the advanced learners and motivates them to get decent career with a good salary. Each branch is maintaining the list of advanced learners who were given coaching. Special coaching is also given for TET, TRB and other competitive examinations through experts for getting Government postings.

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

All the years we are trying to get the details of all students, but unfortunately we couldn't. Most of the rural background female students couldn't be contacted by us after their studies, because of their immediate marriage and some other reasons. A

	2012-2013	2013-2014	2014-2015
Higher Studies	28	33	21
Employment	48	65	44
Teaching	45	55	42
Non Teaching	3	9	2

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.

These facilities are accessible to old pupil teachers with the permission of the Principal whenever they require after graduating from the institution.

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

The institute provides guidance through its placement cell for various types of job. Placements based on the request of privately managed schools and some students have got

passed in the competitive examination and are placed in the jobs by the government.

Category	2013 – 2014	2014 - 2015
Private Schools	48	43

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

The foremost problem in the process of recruitment of teachers through our placement cell is that the system of recruitment by the Govt. organizations and the aided colleges is completed through making advertisements in the newspapers and conducting of interviews in their own campuses by their governing bodies. In such a condition a letter of reference or certificate of proficient candidature is provided by the college to our students on what basis the candidate by showing their performance can take privilege in seeking appointment on the basis of that certificate. However, in the schools absolutely being run by self financing private managements, candidature of our students is recommended to those private organizations whenever such organizations ask our institute for providing prospective candidates for teaching jobs.

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

Yes, the institute is in touch with the privately managed practice teaching schools for placement arrangements. But in the practice teaching schools which under the control of government where such placements are not possible.

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

The Institute has established a Placement Cell and provides financial, personnel and ICT facilities for the same well managed by the college management.

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?

Our college prepares an academic calendar for curricular, co-curricular and extracurricular programmes each academic year to achieve the objectives and effective implementation of the curriculum. The academic calendar of the institution includes various aspects from admission process to the annual examinations of B.Ed. course. Periodically the academic calendar is discussed in the staff council meet and if need arises necessary modifications are made. Various co-curricular and extracurricular activities including extension lectures, sports meet, celebration of important days, teacher training schedule etc. are well planned in advance by the year planning committee in the beginning of the session. Feedback on the academic calendar is invited from the teachers and pupil teachers.

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

In respect of the physically challenged students, the curricular planning as such has no specific differentiation but the institute makes it convenient for physically challenged students by providing special assistance as and when sought for by such students.

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

Yes, the Institute has mentoring arrangements. All the faculty members guide the pupil teachers. For this purpose the college has following arrangements:

Tutorial Ward System: All the pupil teachers of the college are divided into various tutorial groups. Each tutorial group has a mentor (teacher in charge) to solve the educational, social and personal problems of the pupil teachers. **Guidance and counseling cell:** The College has guidance and counseling cell for providing appropriate academic guidance, career guidance and professional guidance to the students. They are also provided counseling services if Student teachers face any problem in their social, cultural or family environment. This cell has also mentor teachers to provide these services.

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 institute organizes orientation programmes, seminars and discussions as required for teacher-educators. These programmes also use workshop mode where experts and renowned scholars are invited to discuss and train faculty members in the acquisition of skills for effective transfer of learning. Adequate provision has been made in the institution regarding the faculty empowerment through enforcement of various procedures. These rules pertain to attending the seminars, conferences, refresher courses and orientation courses and other training programmes. Accordingly the institution has organized seminars, workshops and conferences in the campus for its faculty members as well as for the faculty members of other institutions of the states frequently. The institution motivates the faculty members who wish to improve their qualifications for playing their roles and responsibility effectively and efficiently.

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

The Institute has its own website namely www.bharathcollegeofeducationtv.org. The College has mentioned its aim and objectives, Vision and Mission, information about institute, infrastructural details, courses offered, Admission policy and process, Contact details, latest events held, etc. The information is updated on website from time to time.

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

Yes, the remedial programmes for academically low achievers are carried out after assessment of unit/ class tests. However, the students seeking additional assistance, if any, are handled by the counseling cell.

**7. What specific teaching strategies are adopted for teaching
a) Advanced learners and (b) Slow Learners**

The faculty members keep in mind both type of pupil teachers via: Advanced Learners & Slow Learners while delivering the lectures in classroom. They try to channelize the energy of advanced learners by engaging them in various extracurricular activities and leadership

assignments. The advanced learners may also be given specific projects work in addition to their prescribed given curricular activities. For slow learners such special programmes may be undertaken which direct the slow learners to learn things through practical assignments and activities of entertainment.

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

Give details.

The faculty members always remain available for academic and personal counseling whenever the students need it. At the time of start of session, orientation to the newly admitted students is provided through orientation programme to acquaint them with various subjects and academic plan of whole year. Tutorial groups and counselling cell meetings are organized to solve pupil teachers' problems.

9. What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

Yes, the institution has formed a Grievance Redressal Cell and a suggestion box is also provided in the corridor of the institute. This cell functions through a committee constituted from among faculty members under the guidance of Secretary of our institute.

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

The progress of pupil teachers at different stages of programmes is monitored through daily class observation by the mentor teachers, unit tests, class tests, seminars, assignments, and projects.

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 institute organizes micro teaching cum simulation sessions based skill training classes prior to the commencement of practice teaching. For each of the practice teaching

centers, teacher educators are appointed as centre coordinators to provide on the field support in all affairs pertaining to the contents and skills required for practice teaching.

5.3 Student Activities

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

- List the current office bearers
- Give the year of the last election
- List Alumni Association activities of last two years.
- Give details of the top ten alumni occupying prominent position.
- Give details on the contribution of alumni to the growth and development of the institution.

Yes. The College has an Alumni Association. The Alumni Association of the college has been helping the college in its growth and development process actively and efficiently, by providing positive feedback. The Principal of the College is the President of the Alumni Association. The list of other office-bearers of the Alumni Association for the last three years is given below:

i) List the current office bearers

President	: Mrs.J. Kavitha
Vice President	: Miss. Saradha
Secretary	: Mrs. S.Rajasheela
Treasurer	: Mrs. J.JanetSuganthi

Student Representatives:

Finance Secretary	: S.Mahendran
Sports Secretary	: P.Vijay

(ii) Give the year of the last election

The office bearers are not elected they are selected.

(iii) List Alumni Association activities of last two years.

- ✓ Student summer send offs and incoming returning freshman students and parents.
- ✓ Musical Performance and concerts.
- ✓ Conducting regular meeting of the members.
- ✓ Felicitating the present students for their performance.

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

1. J.Prabha
2. Durgadevi.
3. V.Saganaeshwari
4. G.Rekha
5. S.Babyshalini
6. G,Arulselvi
7. K.Nabeesha
8. L.Meera
9. K.Pratheepa
10. G.Udayakumar.

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

- ✓ Canvassing for B.Ed., admission
- ✓ Teaching the present students for the competitive Exams.
- ✓ Conducting Cultural Programs
- ✓ Tree Plantation.

1. 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.

Keeping in view the importance of total personality development in present context of school education, the institute lays special emphasis on the extracurricular activities by motivating student-teachers to participate in such programs. The winners of such competitive programs are awarded with medals and shields in public functions organized by the institute.

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

The students are encouraged to publish their work in College Magazine and they are also involved in the Editorial Board of College Magazine which are published at College level. The students are involved and encouraged to publish materials like catalogues, wall magazines and other material. Students are free to express their views and thoughts through wall magazine, display board and bulletin board. Besides all this various exhibitions like charts and model exhibition, teaching aids exhibition, essay writing, poem writing competition are held at college level to provide an opportunity to students to express their talent. Students are also encouraged to write papers for seminars which may be got published in souvenir.

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

NO

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

1. Women Cell
2. Bridge course committee.
3. Library committee
4. Examination committee
5. Extension activities committee.
6. Co-Curricular Committee
7. Students cell.
8. Alumni committee.
9. Anti ragging committee.
10. Career & Guidance Committee .
11. Youth red cross club
12. Red Ribbon Club

Students actively involved in the process of implementation of various activities planned by these committees and cells.

5. 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?

The pupil teachers give a feedback on the staff performance in the Proforma provided to

them. The institution has collected feedback from pupil teachers and alumni and other stake holders. Feedback of students on curriculum, teachers, infrastructure, feedback from parents and feedback from teaching practice schools. The Principal takes a critical observation of evaluation of the filled in Performa and try to make solutions.

5.4 Best Practices in Student Support and Progression

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

The Institute conducts best practices in Student Support and Progression. Remedial teaching and Guest Lectures are organized for pupil teachers. For student support and progression, the institute has qualified and experienced staff members. Organization of various competition and extension programmes with the active participation of pupil teachers, scholarship for needy and meritorious students, educational trips, regular meetings of staff and pupil teachers are made in student support and progression. The institution provides help to students for organizing camps, school visits, community work, and education tours by providing free transport and boarding facility. Following are the various activities organized, awareness camps, literacy campaign, improvising of teaching learning materials in addition to availing state supported welfare schemes of the social welfare department of the Tamilnadu Government.

CRITERION - VI
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?

Our College aims at the integral formation of prospective teachers and trains them to adopt student friendly pedagogy, reading the signs of the time and needs of the society towards establishing a humanity of compassion and justice in India.

Motto:

Aim – Try – Hard work – Self-Confidence – Achievement

Vision and Mission

Our Bharath College of Education runs its programs and all academic activities based on encouraging Vision and Mission. All are revisited periodically and revised, if appropriate.

Vision

Our Institution will be a world leader in the integration of the following vision.

- ✓ Provide quality education to each student.
- ✓ Promote and propagate students, education with a sense of honor and commitment to the society.
- ✓ Introduce and nurture innovation technique while teaching in real classroom situation so as to reflect a positive attitude towards teaching-learning process.

Mission

- ✓ To provide distracters and relevant education in an environment of natural, scientific, technological and professional knowledge creation and innovation of the current trends.
- ✓ To provide sufficient flexibility in teacher education programme for students who have studied in language, social science, humanities and science disciplines.
- ✓ To provide so many opportunities to the teacher trainees such as theory classes, practical classes, game way methods, drama way teaching, activity way teaching.
- ✓ To provide exposure to all technological applications use to ICT resource centre, use of curriculum laboratory and psychology laboratory.
- ✓ To develop personality of the students so that they can function in their later life as responsible and resourceful teachers.

Objectives :

- ❖ To provide distracters and relevant education in an environment of natural, scientific, technological and professional knowledge creation and innovation of the current trends.
- ❖ To provide sufficient flexibility in teacher education programme for students who have studied in language, social science, humanities and science disciplines.
- ❖ To provide so many opportunities to the teacher trainees such as theory classes, practical classes, game way methods, drama way teaching, activity way teaching.
- ❖ To provide exposure to all technological applications use to ICT resource centre, use of curriculum laboratory and psychology laboratory.
- ❖ . To develop personality of the students so that they can function in their later life as responsible and resourceful teachers.
- ❖ Promote and propagate students, education with a sense of honor and commitment to the society.
- ❖ Introduce and nurture innovation technique while teaching in real classroom situation so as to reflect a positive attitude towards teaching-learning process.

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 institute's mission reflects wide coverage of value and skill based specific programs and activities with a view to enhance the capabilities of trainees.

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

Management's Commitments are, to create and provide the environment conducive to the attainment of institutional goals focusing on a clear vision and mission, to impart quality teacher education, to develop intelligent, well informed, disciplined and socially responsible teachers, to inculcate the spirit of service to the society among pupil teachers, to elicit the cooperation of all stake holders. The College has established a number of cells / Committees / Board for effective and efficient transaction of teaching & learning process of B.Ed. Students, such as; Admission Committee, Library Advisory Committee, Extension Activities Committee, Extracurricular Activities

Committee, Editorial Board, Sports Committee, Placement cell, Grievance Redressal Cell.

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

Through regular staff meetings, the Secretary and the Principal of the institute apprise the faculty members about the responsibilities to be undertaken by the staff. In specific cases, office orders are issued to the concerned staff to shoulder the responsibilities as specified in such orders.

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 Principal of the College provides valid information through feedback and personal contacts to Management of the Institute from time to time to review the activities. The proceedings of the staff council meetings and various other committees are forwarded to the management. The management also gets the valid information through personal contacts with faculty members, pupil teachers and their parents and community members during institutional functions and various extension activities.

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

The institute addresses the bottleneck in respect of implementation of the various interventions well in advance. After collecting the feedback the principal and staff identify the barriers and take necessary steps.

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 support involvement of staff in various working Committees of the College for improvement of the effectiveness and efficiency of the institutional process. During the meetings between management and staff members the management considers the suggestions of the staff members. The Management actively involves in professional growth of the faculty members through organizing extension lectures, seminars, Personality Development Programmes and workshops

in the college and also encourages the faculty members to participate in various seminars, conferences, workshops organized by other institutions. On duty leave and T.A. is also provided by the management for attending/ participating in various academic development activities organized by other educational institutions.

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

The Head of the institution under the supervision of the Secretary/Chairman, shoulders the responsibility for the smooth running of the college. He is also responsible for correspondence with the Government of Tamilnadu, NCTE, TNTEU, and other stakeholders of the college. The principal receives reports from the different college committees, which offer advice to him in matters defined in term of their functions.

6.2 Organizational Arrangements

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

The institute has constituted different committees such as :

1. Women Cell
2. Library committee
3. Examination committee
4. Extension activities committee.
5. Co-Curricular Committee
6. Alumni committee.
7. Anti ragging committee.
8. Career & Guidance Committee ..
9. Admission & Selection committee
10. IQAC Committee.

A detailed note of the meetings are given below:

Women Cell

Committee Members:

Professors :

1. Prof.V.K.Kamalaveni.
2. Prof.Saradha

Students :

1. Dhivya
2. Narmadha.

Meetings Held:

<i>No.</i>	<i>Date</i>	<i>Decisions Made</i>
1.	03/03/2016	The Committee decided to Celebrate Women day on March 8.It was Decided to be celebrated as two sessions. In the First Session Mrs.M.Vijayalakshmi IPS., Additional Inspector General of Police was selected as the chief guest and in the second session a law awareness program for the women by Honorable district court Judge Satyamoorthi ,Honorable subcourt magistrate and Women rights protection secretary Anuradha and criminal court Judge Honorable Sivaganam and Lawyers were decided to be the chief guests .
2.	06/07/2016	For the current academic year a group discussion on the topic empowerment of women was decided to be conducted on 12/07/2016.
3.	27/02/2017	As the present generation should not forget their cultural duties a cooking competition was decided to be conducted on 03/10/2016 by the members of women cell.

Library Committee

Committee Members:

Professors:

1. Librarian - Adhithan
2. Assistant Librarian - Sivasheela

Students:

3. Revathi
4. Vetriselvi

<i>No.</i>	<i>Date</i>	<i>Decisions made</i>
1.	24/07/16	A meeting was conducted by the library committee and they gave a circular to the classes by inviting the voluntary students for checking the stocks and certificates were also decided to be distributed.
2.	04/01/17	To encourage the incoming students to use the library new books were decided to be purchased as soon as possible.

Examination committee

Committee Members:

Professors:

1. Dr.R.Balamurugan
2. R.Meenakshisundaram
3. V.K.Kamalaveni
4. P.Amutha

Non-Teaching Staff:

1. Hema
2. Maruthaiyan

<i>No.</i>	<i>Date</i>	<i>Decisions Made</i>
1.	01/06/2016	The committee met at a meeting on and the university examinations schedule for the current academic year was given as a circular. Commencement date : 18/06/2016
2.	16/02/16	The committee met at a meeting on and the university practical examinations schedule for the current academic year was given as a circular. Commencement date :22/02/16

Extension activities committee

Committee Members:

Professors:

- 1.V.K.Kamalaveni
- 2.K.Vijayalakshmi

Students:

1. Agalya
2. Abinaya
3. Kalaivani

<i>No.</i>	<i>Date</i>	<i>Decisions Made</i>
1.	28/03/2016	The members of the committee met on 28/03/2016. As per the responsibility given to our college by the District collector Mr.M.Mathivanan for election awareness the college students started to practice themselves for various programs.
2.	04/02/17	It was proposed to visit a school in Ammaiyappan, Thiruvavur. Date of commencement :08/02/17
3.	28/01/17	It was proposed to visit a special school on 31/01/17

Co-Curricular Committee

Committee Members:

Professors:

- 1.R.Ranjanidevi
- 2 J.Kavitha

Students:

1. Iyappan
2. Dhivya

<i>No.</i>	<i>Date</i>	<i>Decisions Made</i>
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1.	07/04/2016	The committee decided to celebrate sports day on 07/04/2016.
2.	02/05/2016	The committee started its activities to celebrate teachers day on 05/09/16

Alumni committee

List the current office bearers:

President : J. Kavitha
 Vice President : S.Saradha
 Secretary : S.Rajasheela
 Treasurer : J.Janet Suganthi

Student Representatives:

Finance Secretary : S.Mahendran
 Sports Secretary : P.Vijay

<i>No.</i>	<i>Date</i>	<i>Decisions Made</i>
1.	05/07/16	The Alumni meet was held on 05/07/16 and the members decided to have get together program on 28/07/16.This meeting is also to congratulate the achievements of the college for the past year.
2.	25/11/16	Proposed to plat saplings in the college campus on 01/12/16.
3.	01/04/17	As the TET examinations are nearing The Alumni members decided to teach the present students for their success. Date of Commencement : 10/04/17

Anti-Ragging committee

Committee Members:

Professors:

1. Dr.R.Balamurugan
2. R.Hemamalini

Students:

1. Surya
2. Abinaya

<i>No.</i>	<i>Date</i>	<i>Decision made</i>
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1	04/08/2016	The committee proposed to send a circular regarding the Aman Movement and the ways to link them in the website.
2	15/02/2017	In this meeting the committee ensures if there is any ragging in the college.

Career & Guidance Committee

Committee Members:

Professors:

1. S.Saradha
2. R.Meenakshisundaram

Students :

1. Srividhya
2. Divya

<i>No.</i>	<i>Date</i>	<i>Decisions made</i>
1.	19/07/2016	The Present B.Ed. students were informed of the available jobs in schools and colleges and neighborhood schools came for campus interview.
2.	11/02/2017	Some instruction was given for the students regarding the competitive exams through the committee.

Admission & Selection committee

Committee Members:

Professors:

1. V.K.Kamalaveni
2. R.Meenakshisundaram
3. P.Amudha
4. R.Hemamalini

<i>No.</i>	<i>Date</i>	<i>Decisions made</i>
1.	15/04/16	As per the University admission norms admission process was started and the admission is based on Percentage of Marks.
2.	30/09/16	As per the University instruction to close the admission the college

		has closed the admission and the Eligibility criteria of the students had been sent to the university for approval.
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IQAC Committee

IQAC Members:

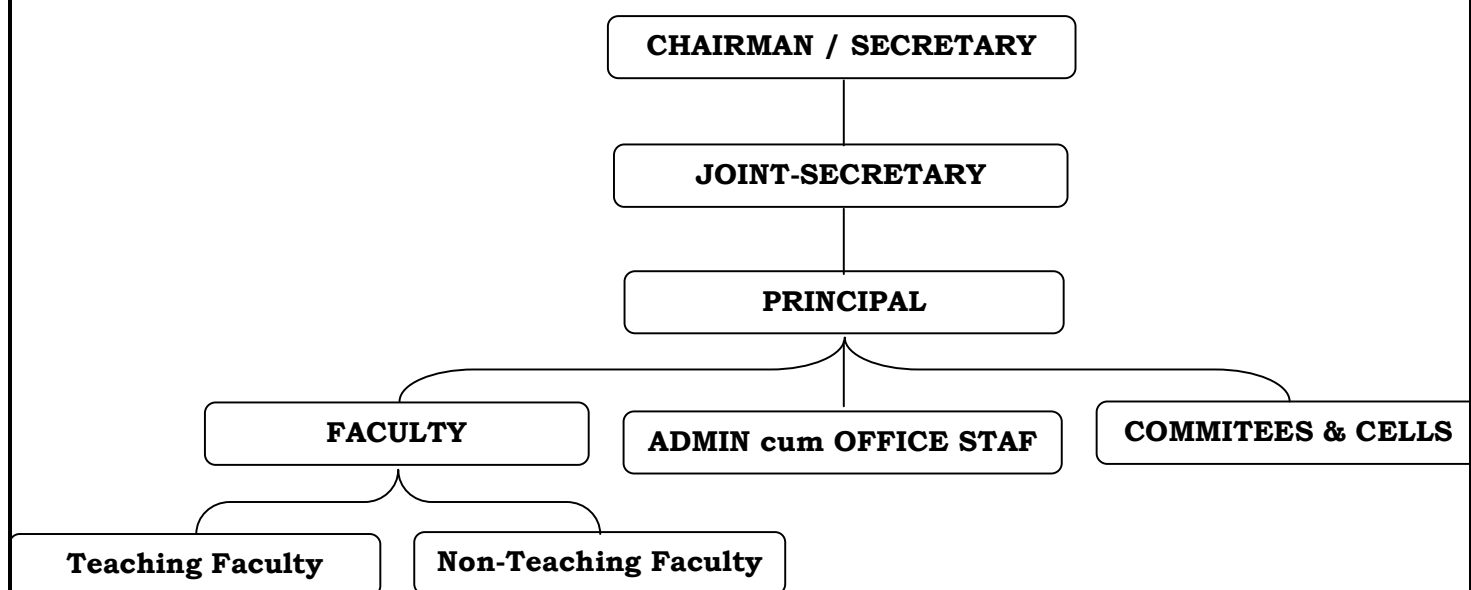
- a) Principal (Chairperson)**
Dr.S.Mohana
- b) Faculty Representations:**
 - 1. Dr.R.Balamurugan.
 - 2. K.Vijayalakshmi.
 - 3. R.Meenakshisundaram.
- c) Representative of Admin :**
 - 1. K.Selvamani
 - 2. Janet Suganthi
 - 3. Siva sheela.
- d) External Educationist :**
 - 1. Dr.G.Pazhanivelu.

<i>No.</i>	<i>Date</i>	<i>Decisions made</i>
1.	24/04/16	Decided to visit centers of learning.
2.	06/08/16	Decided to analyze the different feedbacks collected from parents

- e) Student Representative :**
 - 1.Illayaraja.
 - 2.Lakshmi.
 - 3.Jayasurya.
 - 4.Stalin

		and to take steps accordingly.
3.	02/07/16	The new modified syllabus Of TNTEU was sent as a circular.

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



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

Administration of the institution is totally decentralized. The college has maintained an administrative setup in which the principal is given full freedom mainly taking care of administration and financial responsibilities for the development of the institution. As shown various positions in the

Organizational set up of the Institute and also the Committees which help in decentralizing the powers and responsibilities to accomplish the work are delegated according to this hierarchy of the organization. The function of each committee is well defined to ensure their administrative decentralization. The proposals are generated at grass root level and after careful considerations and deliberations the recommendations of the various committees are forwarded to the Principal which arrives at final decisions. The decisions of the Principal are implemented by various committees in a decentralized way by conveners and members of the respective committees. Ultimately all the academic and administrative activities are reviewed by the concerned committees to ensure their functional accountability of the system.

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

There are frequent inter-unit discussion sessions to pursue quality concern & evolve suitable parameters in this regard. And our college provides some Internal departmental activities through knowledge sharing programs.

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 College uses the various data and information obtained from the feedback in decision making and performance improvement. The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, pupil teachers, heads of the practice teaching institutions and their staff. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, and relationship between the institution and social sphere are taken for performance improvement.

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

The institution is always encouraging and supporting the involvement of the faculty members and other staff for the improvement of the effectiveness and efficiency of the institutional process. The secretary through the principal of the institution involves the faculty members and staff in various activities related to the development of the institute. The faculty members are involved by way of association in various committees. The institute organizes inter-committee meetings to promote co-operation, sharing of knowledge, innovations and empowerment of the faculty.

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?

The College has got well established mechanism to select, collect and integrate data and information on academic and administrative aspects for analysis. The institute has created an MIS for connectivity with various apex level institutions such as NCTE, UGC, NCERT and SCERT. In addition to these other academic and administrative matters are dealt with through MIS by setting up linkages with relevant agencies/departments.

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

The institute has a firm plan for allocation of resources both human and financial. The human resources are deployed for purpose of academic exposures to students and other relevant categories of stakeholders who need help. The financial resources are handled by estimating the annual plans projected from time to time.

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

The planning of human and financial resources is accorded based on the existing intake of students. This takes care of the faculty and other staff for implementation of the mission and goals.

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

The academic plans are developed by a team of faculty members with nominees from the

management and outside experts. In such academic plan, the Principal and Teachers of the practicing schools are invariably associated.

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

From the very beginning the college Management has been a very strong supporter of team culture where the goals are fulfilled from macro to micro level and whereby each member of the team of different specializations is communicated about his deliverables and not only feels attached with the main stream of development but also contributes effectively.

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

The vision, mission and implementation plans are monitored regularly at least once in a month and the outcomes are evaluated and revisited, if necessary, every alternate month.

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

The College is fully equipped with modern technical aids like computers, Internet facilities, LCD, OHP etc. This state of establishment enables the institution in deploying the new technology successfully.

6.4 Human Resource Management

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

The needs of the faculty development are identified through group discussions, personal reflections by the faculty members and the record of performances of the faculty members. The Faculty members apply for attending the required faculty development programmes through the Principal and approval of the management. The others like career development programmes are undertaken by the faculty members as per their due requirements.

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

The College evaluates the faculty and staff on their Self- appraisal Reports submitted by them every year and students' feedback on faculty members and also by observing their sincerity, dedication towards work. In connection with the development of the research aptitude among faculty members, the annual assessment is done by the submission of progress report of individual teacher with special reference to their research publication and participation in seminar and conferences. So far the work and conduct of faculty and other staff members is concerned, annual confidential report is taken into account on the basis of which their service conditions are regulated.

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

- Providing good working atmosphere
- Financial assistance for up gradation, participation in refresher programmes /orientation programmes/ related seminars etc. on academic leave basis.
- Organizing sports and cultural activities, field trips etc.
- Guidance to get loan facilities
- Free education for their children in the institute and other Sister Institutions.
- Free accommodation for outstation staff.
- Financial assistance for doing higher studies and research programs.
- Free cost refreshment.
- Free health checkup.

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

The Institution persuades faculty members to enable them to participate in various types of activities/ programmes related to the staff development in the direction of improvement of staff and their well being like refresher course, orientation programme. College provides various faculty development and career development programs. Every year the college conducts computer training programs, training to use the ICT equipments optimally. Our college has linkages with the competitive exams training centers; the faculties also have used these training programs from

competitive exam training centers in order to enhancing their career.

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

The management assigns high priority to recruitment and retention of teaching as well non teaching staff as per norms of UGC. The endeavor is made for filling in the vacancy in teaching positions within a period of less than three months from among the competent professionals applying for the positions.

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

Part time faculties are recruited when the regular faculty takes long period leave. The salary and workloads distributed as per the norms of affiliating and regulatory bodies.

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

Faculty members are supported for advanced study, research as well as participation in seminar, conferences and workshops by providing them study leaves as per their requirement. The College always supports faculty members to grow professionally, although there is no fixed allocation of budget for this purpose but institute bears a good amount of expenses for staff development. Staff members are actively encouraged for participation in seminars, conferences and workshop. Registration and conveyance expenses are borne by the Institute. Well-equipped library and Internet facilities are provided to help in research work. Members of advisory committee actively help in

preparation and publication of research work.

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

The faculty members are provided all amenities and needed facilities as required for their professional deliverance including well furnished office with common internet access in the staffrooms.

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

The College has mechanism for faculty and other stakeholders to seek information. The information is given through Notice Board, Brochure, News Letter, Magazine, College website, direct interaction. Faculty members get information from the Principal through circulars. A transparent system is there in which every teacher plays a significant role. They feel free to have any information required from and complain to the head of the institution.

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

The workload in respect of various policies and practices of the institutes is regulated in terms of the specific talents and potentials of the faculty members. However, due care is taken to avoid situations of over workload to a few faculty members only. For this, each faculty member is required to interchange the convener ship of various committees and programmes much before the launch of the academic session every year. The Principal of the Institute is empowered to rationalize the workload in consultation with the Secretary of the Institute.

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

Yes, the institute's managing council makes an evaluation of staff members based on their performance. The performance is evaluated on the basis of student's score in terminal examinations and also teacher-educator's achievements during the sessions on individual basis. The institute has a

provision for awarding out of turn increments in their salary on major achievements or accomplishments and incentive, awards etc.

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

As we are self financed institute our college does not get financial support from the Government. The revenue is generated through fee only.

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

NA

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

Yes, the operational budget is almost adequate to cover the day to day expenses. Even if any deficit arises, the management provides its worthy financial support by diverting funds from other heads of the organization.

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

The budgetary resources to fulfill the missions and offer quality programs are based on Fee realized from students, Bank Interest on deposits and inter-head funds diverted by the college society.

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 of the institute are subject to audit by an external qualified Chartered Accountant.

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

Only the partial computerization of finance management has done. It is our future plan to develop the fully computerized finance management.

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 institute believes in empowerment of its faculty members and other functionaries so as to assimilate the philosophy of self governance and self evaluation; hence, the policies reflect encouragement of pro-active moves and proposals even at the level of lowest level of functionaries and stake holders. The leadership provided in this regard draws its support and sustenance from democratic governance and showing of concerns. There is perceptible a definite trend towards ownership of responsibility and the fulfillment of targets which coincide with the mission and vision of the institute.

CRITERION – VII

INNOVATIVE PRACTICES

7. 1 Internal Quality Assurance System

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

Yes, the Institute has established **Internal Quality Assurance Cell (IQAC)** in November 2014.

IQAC Members:

Principal

Dr.S.Mohana (Chairperson)

Faculty Representations:

Dr.R.Balamurugan.

K.Vijayalakshmi.

R.Meenakshisundaram.

V.K.Kamalaveni

Representative of Admin :

K.Selvamani

Janet Suganthi

Siva sheela.

External Educationist

Dr.G.Pazhanivelu.

Student Representative:

1.Illayaraja.

2.Lakshmi.

3.Jayasurya.

4.Stalin

Major activities of IQAC:-

1. To design and implement the annual plan of the institution for quality enhancement
2. To recruit new faculty members.
3. Planning for use of ICT in B.Ed. course.
4. Steps for the improvement of existing course.
5. Organization of faculty development programs.
6. Developing a mechanism for internal quality Checks.
7. The achievement of goals and objectives is evaluated by the analysis of the results at the end of the session. The feedback is obtained by IQAC from various cells, clubs and committee. The feedback is the basis of further planning.
8. The quality of academic programmes is determined from the annual results and making pupil teachers all rounder.
9. The institution ensures the quality of its administration and financial management processes by maintaining the system transparent and involving every individual in institutional planning and execution.
10. The good practices are identified and shared by conducting time to time meetings with various constituents of the institution.

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

The institute organizes term end meetings presided over the Secretary/ Chairman to discuss the overall academic and co-curricular activities carried out during the term/session. All the heads of various committees reflect their experience and produce data based records pertain to the achievement

of goals and objectives as set out in the plan. This mechanism ensures the proper assessment of the institute in terms of the scope for further improvements and developmental aspects as inherent in its vision and mission statements.

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

Qualified staff, good infrastructural facilities, and enriched library, practical knowledge through workshop, interaction within service teachers and school principals, The Training & Development Programmes for Teachers and students ensure the quality of Institute's academic programs.

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

The Secretary/Chairman of the institute assisted by the principal and his team conducts regular academic audit by frequently consulting the stakeholders and the students. In achieving the desired result, a number of discussion sessions along with the personal consultations are interspersed to obtain feedback and relevant information in respect of the utility and usefulness of the academic programmes, lectures, tutorials and the project work undertaken on various sites such as the library, the hostels, the laboratory and the schools where students are put in place for teaching and school attachment programme. In order to ensure the quality of financial management processes the management committee of the college itself takes care of making appropriate investments to meet out the needs of the college from its own financial resources. The accounts of the college receipts and expenditures are maintained in the records properly and balance sheet is prepared. After the completion of each financial year the accounts are audited by a Chartered Accountant and the directions given by the Chartered Accountant are followed by the college management to improve the financial management processes.

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

An activity which forms an integral part of the best practices relates to presentation of seminar papers, group discussions, organization of quizzes, exhibits derived from key environmental themes, collaborative presentations in the shape of debate, extempore presentations, elocution contests and creative writing etc. All this has contributed to the emergence of a suitable academic ethos which

proactively nurtures and grooms the young teachers to be the effective leaders of our college, and their classrooms with their usual conditionings and constraints. The Management of the College identifies the needs of the College through various feedback questionnaires from students, teacher educators, non-teaching staff, alumni etc. and through direct observation of Principal.

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 institution encourages focusing on design and development of pedagogic activities which promotes to sensitize the teachers to issues of inclusion and the focus given to these in national policies and the school curriculum. The teachers are given orientation on different disabilities. Discussion sessions are organized for the teachers and students on various aspects. The issue of inclusion reflects in the values of the institution as well as in its working. All the students are given equal opportunities and attention to fulfill their needs and redressal of their grievances.

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?

Students have electives such as Guidance and Counseling which also throws light on the issues like gender disparities, differently abled children and exceptional children. Teachers use well constructed plans that identify specific accommodations, modifications and goals for each student. It provides opportunities for ongoing training and staff development. Students are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their overall impact on growth of humans and society.

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.

Through citizenship training camp, community work and visit to the various schools, socio activities etc. they get on opportunity for social interaction. Project works are assigned in groups. For active engagement in learning and self-motivation, students are provided, library facility to complete assignments given to them.

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

The faculty members make endeavor to guide their student teachers through giving them case studies to learn how they can develop proficiency for working with children from diverse background and exceptionalities in the schools of their practice teaching.

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

If our college faces differently abled students for enrollment, Care is taken to provide them proper seating place and physical help during practice teaching. Many audio cassettes for the visually disabled student have been procured in the library. Special seating arrangements are made. Provision of free health check up/physiotherapy exists, Permission for bringing “writer” during the time of examination for visually handicapped can be provided.

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)?

Our College has a Women Cell to deal with various pursuits to ensure welfare of the pupil teachers including to get them acquainted with the gender sensitive issues in general.

7.3 Stakeholder Relationships

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

The institution has formed various committees like admission committee, library committee etc and other committees to communicate its quality assurance policies. The IQAC in the planning process considers feedbacks obtained from all the stakeholders to prepare a perspective plan on development. These developmental perspectives are discussed in the different committees.

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

The institution involves stakeholders through institution community participation and Alumni association. In different meetings organized by the institution, various issues are discussed about the academic and administrative aspects with stakeholders periodically. The suggestions extended by stakeholders are welcome and these suggestions are reviewed from time to time. If a programme is successful, feedback and suggestions are collected from stakeholders in order to ensure better programmes in future. If a programme is not successful as expected, weak points are identified and efforts are made to remove them from future programmes. Students are involved directly in the academic activities like organization of seminars, workshops, selection of debate topics and other concerned extension activities. Tutorial groups and student council in charges ensure the participation of students in cultural and social activities and competitions. The suggestions from students are also invited through suggestion box. Student representatives of student council communicate the information, problems, and suggestions of the other students to the respective teacher- in charge.

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

The feedback mechanism in vogue comprise, inter alia, written communications, observations of various relevant sites, informal meeting with stakeholders and sharing of views and ideas with alumni and professional community. The institution also displays all the information related to students such as attendance and absentees, result of activities, academic calendar and other related important information on the main notice board. Thus the institution endeavors to act as a means for consolidating a variety of information and effective utilization of the same.

Mapping Of Academic Activities B.Ed., Ist Year

Month	August				Septem				October				November				Decembe				January				February				March				April				May				June				
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
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Theory																																													
Tutorial / Seminars																																													
Sessional Work-Tests &																																													
Practical Work																																													
Preparation of Internship Demonstration/Observation of																																													
Practice																																													
Co-Curricular																																													
Working with community/Project																																													
End-term																																													

Mapping Of Academic Activities for B.Ed II nd Year																																													
Month	August				Septem				October				November				December				January				Feburary				March				April				May				June				
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
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Declaration by the Head of the Institution

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

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

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

Signature of the Head of the Institution

With Seal

Place : Thiruvavur

Date : 15.04.2017