

SECTION - B

SELF APPRAISAL REPORT

PART 1 : INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution:

Maruthi College of Education,
Manivizhundhan south,Attur (Tk),
Salem District,
Tamil Nadu - 636 121.

2. Website URL

www.maruthiinstitutions.org

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.T.V.Rama Mohan	04282-230880	04282-230580	mohanbharadwaj@yahoo.mail.com
Self - appraisal Co-ordinator Mr.M.Senthil kumar	04282-230880	04282-230580	Senthilkumar.m_1980@rediffmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.T.V.Rama Mohan	04282-230880	9391361016
Self - Appraisal Co-ordinator Mr.M.Senthil kumar	04282-230880	9842598547

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
10	2006

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

**TAMILNADU TEACHERS'
EDUCATION UNIVERSITY**

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

Month & Year

MM	YYYY
-	-

2f

Month & Year

MM	YYYY
-	-

12B

10. Type of Institution

- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed

v. Any other (specify and indicate)

- b. By Gender
- i. Only for Men
 - ii. Only for Women
 - iii. Co-education**

- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - Viii. Any other (specify and indicate)

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

Yes No

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.	Secondary/ Sr. secondary	B.Ed	Degree	Degree	1 Year	Tam / Eng

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed	F.SRO/NCTE/ B.Ed/2006- 2007/8656 24-10-2006	Permanent	100
Other (specify)				

(Additional rows may be inserted as per requirement)

SECTION - B

SELF APPRAISAL REPORT

PART 1 : INSTITIUTIONAL DATA

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

01

b) Fee charged per programme

B.Ed-35000

3. Are there programmes with semester system

NO

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

Yes		No	✓
-----	--	----	---

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

NA

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

D.Ed.	
B.Ed.	05
M.Ed. (Full Time)	
M.Ed. (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes		No	✓
Number	NA		

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

Yes	✓	No	
Number	01		

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
Numbe	00		

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

- Heads of practice teaching schools

Yes	√	No	
-----	---	----	--
- Academic peers

Yes	√	No	
-----	---	----	--
- Alumni

Yes	√	No	
-----	---	----	--
- Students

Yes	√	No	
-----	---	----	--
- Employers

Yes	√	No	
-----	---	----	--

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

1 Year

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

Yes		No	√
-----	--	----	---

Number	NA
--------	----

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

Yes		No	√
-----	--	----	---

Number	NA
--------	----

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

Yes

√

 No

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

Yes

√

 No

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Criterion II: Teaching-Learning and Evaluation

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

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

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

- a) Date of start of the academic year - 15.07.2011
- b) Date of last admission - 29.09.2011
- c) Date of closing of the academic year - 19.06.2012
- d) Total teaching days - 140
- e) Total working days - 180

3. Total number of students admitted (2011-2012)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	21	78	99	7	13	20	14	64	99

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many?

NA

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

a) Unit cost excluding salary component

Rs.17,432/-

b) Unit cost including salary component

Rs.31,352/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2011-2012)

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	91%	45%	81%	43%

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

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	51.4%	32.4%	16.2%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

4	0
---	---

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

1	0
---	---

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

3	0
---	---
- b) Total number of practice teaching days

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

1	0
---	---

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

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	10
------------------------------	----	--------------------------------------	----

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

- a) Number of sessional tests held for each paper

2	5
---	---
- b) Number of assignments for each paper

0	5
---	---

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

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

Yes	√	No	
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Number	02
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19. Does the institution offer computer science as a subject?

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	1	12.5	%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

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

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

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

2

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

(Mark ✓ for positive response and X for negative response)

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

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

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

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

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

Yes No

Number

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

	Faculty	Students
National seminars	115	257
International seminars	-	-
Any other academic forum	-	-

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

16. Does the institution provide consultancy services?

Yes No

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

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

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

Criterion IV: Infrastructure and Learning Resources

1. **Built-up Area (in sq. mts.)** 2698.19

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

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

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

45

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

Rs.65000

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

Rs.36000

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

Rs.72,628

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

Rs.4,58,826

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

Yes No

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

	M	F	M	F
Teaching	5	2	1	-
Non-teaching	6	3	1	1

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

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

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

	Open		Reserved	
	M	F	M	F
Assistant. Professors	5	1	1	-

	M	F	M	F
Associate. Professors	-	-	-	-

	M	F	M	F
Professors	1	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from

Same State

7

Other states

1

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	8:99

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		5	3	1	1
Temporary		-	-	-	-

b. Technical Assistants

		M	F	M	F
Permanent		1	-	-	-
Temporary		-	-	-	-

14. Ratio of Teaching - non-teaching staff

8:5

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

28%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	8 hrs
On holidays	-
During examinations	8 hrs

18. Does the library have an Open access facility

Yes	✓	No	
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19. Total collection of the following in the library

a. Books	6125
- Textbooks	3256
- Reference books	966
b. Magazines	15
e. Journals subscribed	13
- Indian journals	12
- Foreign journals	01
f. Peer reviewed journals	
g. Back volumes of journals	02
h. E-information resources	
- Online journals/e-journals	-
- CDs/ DVDs	50
- Databases	20
- Video Cassettes	10
- Audio Cassettes	25

20. Mention the

Total carpet area of the Library	94sqmt
Seating capacity of the Reading room	30

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

Maximum numbers of day's books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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

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

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

	I(08-09)		II(09-10)		III(10-11)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	235	14549	370	32,258	535	56,663
Other books [reference]	----	----	----	----	----	----
Journals/ Periodicals	----	----	----	----	----	----
Any others specify and indicate	----	----	----	----	----	----
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	2008-09	2009-10	2010-11
B.Ed.	1	--	---

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?

15

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

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

	UG		
	I 08-09	II 09-10	III 10-11
Pass percentage	77	88	97
Number of first classes	7	53	76
Number of distinctions	70	35	21
Exemplary performances (Gold Medal and university ranks)	-	-	-

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

- NET
- SLET/SET
- Any other (specify and indicate-JRF)
- CTET [Central Teacher Eligibility Test]

I	II	III
-	-	-
-	-	-
-	-	-

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

Financial Aid	I (08-09)	II (09-10)	III (10-11)
Merit Scholarship	-	-	-
Merit-cum-means scholarship	--	-	-
Fee concession	3	3	4
Loan facilities	-	-	-
Any other specify and indicate(Govt scholarship)	-	--	--

(Additional rows may be inserted as per requirement)

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	✓
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Non-teaching staff	Yes		No	✓
--------------------	-----	--	----	---

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

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

Women

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	-		-	-	
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)		-		-	-	-

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2009

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

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	Year 1(08-09) (%)	Year 2(09-10) (%)	Year 3(10-11) (%)
Higher studies	35	30	40
Employment (Total)	65	70	60
Teaching	45	60	55
Non teaching			
	20	10	5

23. Is there a placement cell in the institution?

Yes No

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

1 (08-09)	2 (09-10)	3 (10-11)
47	56	62

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 a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

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

Governing Body/management	3 Times
Staff council	4 Times
IQAC/or any other similar body/committee	2 Times
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	5 Times

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

0	1	5
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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

13

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

National	0	1	2
International	0	1	2

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

0	0	3
---	---	---

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

0	0	7
---	---	---

e. Research development programmes attended by the faculty

0	0	3
---	---	---

f. Invited/endowment lectures at the institution

0	0	9
---	---	---

Any other areas (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	
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If yes, give the number of hours spent by the faculty per week

6 hrs

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

Grant-in-aid	-
Fees	Rs.35.25000
Donation	-
Self-funded courses	-
Any other (specify and indicate)	-

9. Expenditure statement (for last two years)

	Year 1 2010-11	Year2 2011-12
Total sanctioned Budget	35.42,000	31,50,000
% spent on the salary of faculty	27%	28%
% spent on the salary of non-teaching employees	5%	4%
% spent on books and journals	0.7%	6.1%
% spent on developmental activities (expansion of Building and furniture's)	30%	35%
% spent on telephone, electricity and water	1.6%	1.5%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.05%	2.7%
% spent on maintenance of lab equipment, bus maintenance, office maintenance, teaching aids, contingency etc.	11.55%	9.75%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	6.7%	8.8%
% spent on travel	0.8%	0.9%
Any other (specify and indicate)- University/Re-Payment of loans/ NCERT/Exam Fees/Eligibility Fees/Function Expense/ Capital Items/Computers & Printers	32.48%	38.4%
Total expenditure incurred	33,25,723	30,28,423

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

	Surplus in Rs.	Deficit in Rs.
2010-11	2,16,277	----
2011-12	1,21,577	-----

10. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

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

Yes No

Criterion VII: Innovative Practices

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

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?(11-12)

	Category	Men		%		Women		%	
		B.Ed .	M.E d.	B.Ed .	M.E d.	B.Ed .	M.E d.	B.Ed. .	M.E d.
A	SC	7		7%		13		13%	
B	ST	-	-	-	-	-	-	-	-
C	OBC	14		14%		64		64%	
D	Physically challenged	-	-	-	-	1	-	-	-
E	General Category	-	-	-	-	-	-	-	-
F	Rural	15	-	71%	-	66	-	84%	-
G	Urban	6	-	28%	-	12	-	15%	-
H	Any other (specify)	-	-	-	-	-	-	-	-

4. What is the percentage of the staff in the following category ?(11-12)

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	1	12.5%	2	18%
B	ST	-	-	-	-
C	OBC	7	87.5%	9	81%
D	Women	2	25%	4	36%
E	Physically challenged	--	-	-	-
F	General Category	-	-	-	-
G	Any other (specify)	-	-	-	-

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

B.Ed:

At Admission		On completion of the course	
Batch I 10-11	Batch II 11-12	Batch I 10-11	Batch II 11-12
24	20	24	20
1	-	1	-
73	78	73	78
-	1	-	1
-	-	-	-
88	91	88	91
12	8	12	8
1 (DNC)	2 (DNC)	1(DNC)	2(DNC)

Part II The Evaluative Report

1. Executive Summary:

This is the summary of the Self appraisal Report Prepared and provided by Maruthi college of Education, Attur which is going to be submitted before the NAAC committee for accreditation of our college.

This is exclusively prepared by our Prosperous Dedicated committee of our college which has been formed particularly for this conceptual duty by our principal with the concurrence of Management. It includes our Invaluable Faculties, on teaching staffs, Students and others.

Steering Committee members:

Mr.M.Senthil Kumar

Mr.N.Chinnadurai

Mr. M.Govindaraju

Mrs.A.Shanthi

Profile of the college:

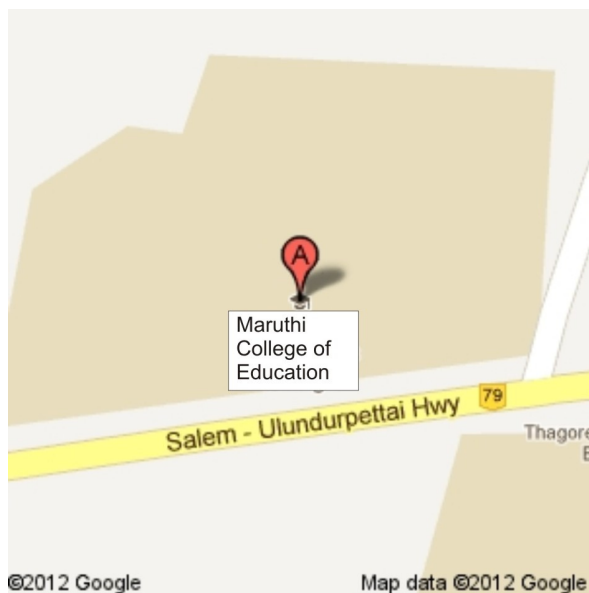
Maruthi Educational Trust was founded in 1996-1997.The trust started a polytechnic college and got a good name with the extension of Higher secondary school and Sri Jay Maruthi polytechnic in 2008-09.

Under the tremendous guidance of our Charmanship R.Sengottuvel,B.A.,B.T.,Mr.M.Sundaram,B.Sc.,B.Ed., and Present Chairman Mr.P.Sengottaiyan along with directors assistance, we started Maruthi Teacher training Institute in 2006 and Maruthi college of education with the permission of N.C.T.E with an intake off 100 students under Periyar University in 2007-08 and achieved 99% result in the I batch itself. The Continual batches are under Newly established Tamilnadu Teachers

Education University [TNTEU] and the Second batch students [2008-2009] are awarded B.Ed., degree by Dr.T.Padmanaban,M.A.,M.Ed.,Ph.D Vice Chancellor of TNTU.

We also conduct Citizenship Training camp and Educational tour to give first hand knowledge of some important places in the state ever year.

Location of the college:



The Maruthi college of education is located at Manivizhunthan village where the institution stands at 13th km from Attur in the Salem-Chennai Highway. The college is surrounded by Educational institutions of Maruthi polytechnic college, Sri Jay maruthi polytechnic college, Maruthi higher secondary school, Paaventhra group of institutions and Tagore group of institutions where the knowledge speaks from all directions.

2.Criterion Wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Goals of the college:

1.To develop students' competence as Educationist, including their knowledge of the ways in which practice influences teaching methods.

2.To Produce students as skilled practitioners, dedicated scholars, noble guiders including their knowledge of the ways for teaching at school level .

3: To foster the development who demonstrate their multicultural sensitivity, awareness, knowledge, and competence in their training and professional work.

4..To make the students for broad and general training for effective teaching and learning with professional development equipped with ICT skills.

5.To Motivate the students to become a Role model for their youngsters and students related to education and research process.

Maruthi college of education strives to achieve goals by:

- Creating the students academically filled with both knowledge and teaching skills.
- Making the students into good citizen with Invaluable values like discipline, sincerity and patriotism
- To make students with good and responsible educator in the classroom and as a friend outside it.
- Developing the students with desirable strategies such as hardwork,honour,smartness etc
- To develop the students with a lot of knowledge studies.
- To generate the awareness about various issues and resources for natural awareness
- To Integrate discipline, sinceority and patriotism.
- To the various qualities like leadership, teaching ability, learning skills, including discipline among the students.
- To facilitate the students employment opportunity as trainees for the schools in and around Attur
- To make the students for giving integrated counseling and guidance among the students particularly for depressed.
- To make students as good teachers to face the challenges in the compressed duration by providing training on decision making practices.
- To produce opportunities for research programs to experience new methods to learn new existing methods.
- To Organize the students for making them to explore extra curricular and co-curricular activities on their own.

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).

This is the Institution which was affiliated to Periyar University formerly and then to Tamilnadu Teachers Education University where the curriculum has to be framed and updated from time to time by the specific board of members.By the needs of the environmental trends in education, the syllabus has developed by NCTE/University.

The curriculum program of the college are simulated with our goals and objectives. By the analysis of Feedback obtained from the alumni and faculty, we do approach the academic body of University for further modification and innovations in the teaching methodologies.

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

The methods which are followed the emerging teacher education are:

- Psychological approach
- System aided teaching
- Informative technology in education
- Research methodologies in learning
- Positive approach in environment
- Decision making ability
- Updative scenario in global trends

The Faculties are motivated to attend seminars/international /National conferences to provide knowledge and upadation in emerging studies.

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

The program consists of elective papers containing the environmental,national,and educative problems

Environment:

It is an elective paper which deals with ecology, Pollution management, Operations in Waste control etc.It deals with various levels of education in primary, secondary ,higher secondary and colleges and in universities.

Value education:

It describes the various invaluable symptoms like Professional ethics, Values of Human life that has to be followed in day to day life.

ICT:

In this emerging trend of value teacher education, the ICT is necessary to be the part of every instructor life. so the ICT system also taken part in the syllabus.

5.Does the institution make use of ICT for curricular planning?

Yes the Institute makes the Broad band facility inside the campus that keeps the students to update the curriculum in aspects of teacher education

1.2 Academic Flexibility

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

The institute plays a vital role in Providing knowledge skills like Introduction of lesson, explanation, demonstration, questioning skills, differentiate aptitude and others. Each skill is provided by specific teacher educate with micro level o teaching. The trainees are under the supervision of the teacher educator.

The demonstration classes are provided to the trainees by both traditional and ALM methods. Students come from schools to create the school scenario. The Traditional methods are handled by experienced teacher educator of our college and ALM method by other college educators .

The practice teaching classes are started with the observation class. The guide teachers of practice teaching schools handle the classes and the trainees are handled by experienced teachers who observe the classes. The pre teaching classes are conducted and the changes are taken into effect by the feedback given by students . The practice teaching is conducted for 40 days intensively under the guidance and supervision of the teachers in the schools.

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 fixed calendar is not followed in the operational curriculam. For the purpose of practice teaching, corporation schools, government schools and matriculation schools are approached and identified. Depending on the availability of schools and students, the classes are conducted.

Also we conduct the citizenship training inside and outside the campus to train the students on the values on teacher education. Depending on the availability of the students , class changes are made in time table.

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..

Some of the courses are announced to the students under the specific guidance and counseling of particular student. Some of the certificate courses are offered in Guidance, Food and Nutrition and Counseling.

we have given training on the following aspects:

Personality development

Leadership quality

Spoken English

Computer literacy

Psychology

Moral and value education

SUPW

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

Interdisciplinary/Multidisciplinary:

B.Ed. Syllabus is described by the affiliated Tamilnadu Teachers Education University. It consists of six papers, which is divided by three core papers (Compulsory), two optional papers and one Elective paper. The three core papers are common to all. The major subject studied in UG is the first optional and allied subject/Tamil/English is second optional.

Multi-skill development:

The objective of the B.Ed syllabus is to prepare a full fledged teacher to meet the demands of the changing society. Hence our curriculum contains multi skills, in which our trainees are given maximum exposure and training. For Students, Co-curricular activities offered for multi-skill development.

Inclusive education;

There are physically challenged and visually challenged students are also selected for B.Ed courses. They are provided with the same syllabus like normal students. They go to schools for teaching practice. They are encouraged to participate in co-curricular activities eagerly.

Practice teaching

It consists of 40 days for practice teaching. It is necessary to complete B.Ed., course. No one is given exemption from the practice. Those who are complete teaching practice will only be considered for the award of B.Ed degree. Hence necessary measures have been taken to ensure the systematic practice.

School experience / internship

Teaching experience is used to form the core of B.Ed., curriculum. The trainees not only handle the regular teaching classes but also handle free coaching classes during teaching practice and train the pupils to improve communicative skills in English language. They are taking 40 days for teaching practice in.

- Work experience /SUPW
- SUPW/Work experience is one of the important aspects in curriculum.

The following activities included for work experience:

- Book binding
- Envelope making
- Making objects from waste material(wealth from waste)
- Paper cutting for decoration
- Jam and pickle preparation
- Soap and detergent preparation
- Students group activities.

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?

By the way of questionnaires, we have received feedback from the students in the course and from Teachers, parents , practice teaching schools on students performance. The received feedbacks are analyzed for the changes and updates.

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

The analyzed feedback taken into consideration for the corrective actions and implementation of actions given to a specific team and the supervision of head of the department which will be monitored by Internal Quality Assurance cell.

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

The academic plan will be decided by curriculum committee

MIS Reports are submitted with respect to the academic activities and various corrective measures are taken.

Curriculum Update

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

In B.Ed courses new electives take like Value Education, Curriculum Development, Guidance and counseling and Environmental Education have been introduced. Inorder to fulfill the emerging need of computer science teachers in the society, We have also made computer science optional in B.Ed. course

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

The curricular committee have done conducted the analysis survey on the need basis on the feedbacks received from the

- Students
- Teachers
- Faculty
- Practice teaching school

For making curriculum revision and updation these feedbacks are analyzed

Student suggestions give the weight age for framing curriculum while the practice teaching schools feedback are taken for improvement.

1.5 Best Practices in curricular Aspects

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

For the effective training of trainees

- Seminars are conducted
- Trainees are given training on individual project related to students
- Students are preparing practices in the A/V equipments.
- Various elective papers such as physical education, health education, human rights education, library management, safety education have been introduced.

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

The college has installed broadband facility for giving practice in browsing, searching for the students. the computer training course is also framed according to the curriculum. Students are assessed and evaluated after training.

- Inclusion of value added courses
- Training on multi-skill development
- Updation of curriculam through feedbacks
- Implementation of actions by internal quality assurance cell
- Specific training for active learning
- Development of campus
- Extension of library activities
- Monitoring the students by observation during their teaching
- Effective evaluation depends by observation by teacher educator
- More participation in seminars
- Implementation of extended lab facility

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?

- Advertisements are released for admission to B.Ed courses as per the eligibility norms set by the Government of Tamilnadu and Tamilnadu Teacher Education /University.
- Enquiries received from the candidates are recorded and eligible candidates are invited for interview.
- Admission is purely based on merit of students as per the decision of the management.
- The college strictly follows the rules laid down by both the Tamilnadu Teachers Education University and the Government of Tamilnadu to ensure the transparency of the admission procedure.

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

Advertisements for the programmes are released in the newspapers with relevant details such as entry qualifications, duration of study etc. A Prospectus indicating detailed admission process and eligibility criteria is given to the prospective students with the Application Form.

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

Our Institution has formed an Admission Committee, with Eligibility Norms for Admission, based on:

- Marks
- Community
- Disability.

The Principal monitors and communicates the decisions of admission to the Management, as per the Eligibility Norms.

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

- MBC, BC, SC/ST
- Physically / visually challenged
- The reservations are being followed as per the government norms for the above mentioned categories to retain the diverse population of students.

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

At present there is no common program to assess a student's knowledge and skills before the commencement of course. Immediately after the commencement of classes, the concerned teachers will have interactive sessions with the students to identify their knowledge and skills as well as their drawbacks in academic and extracurricular activities and will give due attention and guidance to improve them.

2.2 Catering to Diverse Needs

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

Teachers are accessible to the students .Whenever they have doubts they can approach the teachers to clarify their doubts. Democratic atmosphere prevails in the college. Tutorial system is being followed and teachers take care of their wards. Their Professional and personal development are taken care by the tutors .Canteen, hot water facility and hygienic surroundings are available.

- We are providing spacious classroom with necessary ventilation, lab, playground, conference hall.
- We have provided enough Lab facilities for the knowledge development. Rest rooms are available separately for Boys and Girls.
- R.O Water facilities have been made available for the students at each floor.
- We have constant plans to develop our facilities and infrastructures to make the environment conducive to learning and development of the students.

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

- Special coaching class, Value Added Courses, Bridge Courses cater to the various diverse needs of the students.
- Special provisions have been made for the physically challenged students, if admitted, for making them the learning, very effective and comfort.
- Computer literacy, Spoken English, SUPW, Handwriting classes, Personality development programme, Practical classes in Laboratory are also arranged to cater the needs of the students.

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

During teaching practice the trainees meet learners with mixed abilities like low achievers, high achievers. This kind of exposure leads them to have enough experience to understand the role of diversity and equity in teaching learning process. The activities also include:

- Celebrations of national festivals, conducting sports & games, cultural activities and competitions, Action Research Programs.
- Various Action Research programs.
- Practical sessions in approaching various sections of society during teaching.

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

Teacher –educators update their knowledge by participating in seminars, conferences and workshop conducted by other colleges and universities.

Observing the activities of the teacher educators in academic & extra curricular activities, obtaining Performance Appraisal Reports of the Teacher Educators and imparting necessary training programs etc ensure the knowledge of the Teacher Educators cater to diverse student needs.

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

1. Counseling is given to identify the psychological factors that influence learning process. Action research is carried out individually and in groups. Action research is done to study the problem students. Case study record is maintained by the student trainees to record the details of particular student.
2. Students participate and present papers in seminar, conferences and workshops conducted by other institution
3. .Micro teaching, practice teaching sessions and dissertation help the student to enrich knowledge skills.

2.3 Teaching-Learning Process:

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

The Practice of active learning is given importance. Activity based learning along with the traditional form of teaching method is followed in the class. Library is immensely used by the trainees to up-date themselves in the field of educational technology.CAI/CAL are used by the students. Individual projects on problems related to classroom are given to the trainees. Project and action research are given to students.

Simulation technique is used during micro-teaching. Team-teaching; Group-discussion, brainstorming and co-operative learning are done for active learning. Computer assisted learning has been introduced. Facilities such as LCD Projector, OHP, Computer and Internet are being used for teaching and

learning in the departments where such facilities are available. The establishment of language Laboratory has helped the students to keep pace with modern technology in learning process.

2. How 'learning' is 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?

Assignments and seminars are given for students to prepare the topics on their own. The list of participatory learning activities adopted by the Institution is

- Preparing assignments
- Presenting seminar papers
- Preparing computer assisted instruction packages
- Projects/action research
- Co-Operative learning

We have shifted to student-centered-pedagogy with the active participation of students in project works, field trips, and discussions.

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.

- Technology is used to enhance learning
- Students are encouraged to use technology for class room instruction as well as preparation of learning material.
- Students prepare PLM using power point slides.
- Using PowerPoint presentation(LCD) for students
- Using OHP projector
- Class Room Seminars
- Action Researches

Brain storming sessions are developed in our College to actively stimulate the students to participate in real time problems and issues faced in the society.

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.

The trainees get more theoretical knowledge about the models of teaching that can be used in the classroom effectively in the core paper “Innovations in education” and in the optional papers.

5. Do 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.

Micro teaching technique plays a vital role in B.Ed. training. Before the commencement of practice teaching, the students are given enough practice in this training technique.

The following micro-teaching skills are practiced by the trainees.

- Skill of introduction
- Skill of reinforcement
- Skill of stimulus variation
- Skill of probing questions
- Skill of using blackboard
- Skill of demonstration

Two lessons were given by each student in each skill.

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.)

Lessons given per day	:	Maximum of 4 lessons per day
Lessons observed by Teacher educators	:	5 in each option
Lessons observed by Peers	:	4 in each option
Lessons observed by School teachers	:	All lessons

Teacher educators and the school teachers observe the Trainees and the assessment is indicated in a profile Sheet. Students are given feedback individually both by the school teachers and the teacher educators.

The lesson plan is corrected by teacher- educators. They see to it that all the features of learning experiences, Evaluation and teaching aids support the fulfillment of Objectives.

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

Practice teaching is considered as internship in the B.Ed. course. After getting permission from CEO for Government Schools, Corporation Schools and Matriculation Schools, students are allotted to different schools in and around Salem District for 40 days.

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.

Before practice teaching the trainees are sent to the respective schools to get the syllabus with the consultation of guide teacher. The teacher educators guide the trainees in preparing lesson plans and give corrections for the same. During practice-teaching the school teachers and teacher educators give suggestions to improve the methods and techniques of teaching.

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

Counseling is given to cater to the special needs of the children. Various case studies are discussed before the commencement of practice teaching. This orientation helps the teacher –trainees to identify and solve the problems of trainees with different learning needs. Schools identify educationally backward children. They are entrusted to the care of the teacher-trainees for intensive coaching in the subjects.

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

Marks are allotted for preparing teaching practice aids. We stress that learning could be effective only with the help of teaching aids. No lessons should be taught without an aid.

2.4 Teacher Quality:

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

The mentor teachers help teacher-trainees to check lesson plans. During practice teaching the school teachers give suggestions to improve the methods and techniques of teaching.

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

About 30 schools have been allotted for practice teaching by the CEO and the Corporation Commissioner. All the 100 trainees are divided according to the needs of the schools and subjects. As per the directions given by the Chief Educational Officer. The schools are allotted for the trainees. The ratio is approximately 1:3.

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

An observation schedule is attached with every lesson plan. The observations by the guide teacher and the mentor teacher are given immediately. Oral instructions are also given. During the subsequent visits, teacher-educators monitor the improvement 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?

An introductory talk about various schools in which students are going for teaching practice is given. Before the commencement of teaching practice student teachers are given adequate information about the school activities and curriculum framework. Proper intimation is given to the head of the schools regarding the particulars of the trainees, Then the trainees are sent to the school to get syllabus for their practice teaching in consultation with mentor and head of the school. This helps the trainees to get updated on the policy directions and educational needs of the schools.

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

Faculties attend seminars and study books to update themselves. Faculty in turn informs the students about the innovations in the respective subjects of the trainees. The educational journals in the library are

immensely helpful to the trainees to know the recent trends in the methodologies of teaching. Block resource Teachers (BRT`s) are invited for workshop on innovative teaching methodologies like ALM..In this workshop student -teacher are trained to write lesson plan and update their knowledge in ALM.

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 faculty is encouraged to participate in state level and national level seminars, conferences and in workshops. They are also encouraged to contribute articles to the journals. The institution also organize seminars at National level and State level.

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

The Head of the Institution as a democratic leader appreciates the achievements of the staff in the open meeting and in the council meetings. The management appreciates the teaching faculties who secured university ranks and district ranks with a certificate of achievement and a memento.

2.5 Evaluation Process and Reforms:

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

Tutorial system is followed in the institution. It is easy to identify the personal, Psychological problems of students. The solution for the problems given in counselling session.

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

There is provision for both internal and external assessment.

For B.Ed.:

- Internal assessment =20%
- External assessment=80%
- Unit Test/Seasonal Tests
- Assignments
- Seminars
- Model Exams

So the progress is assessed methodically and periodically.

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

The test papers and assignments are evaluated and feedback is given as soon as the tests are over. During the seminars the trainees are given immediate feedback. Thus, the performance of the student is improved.

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

ICT is not used in assessment and evaluation procedures. However, it is used for analysis purpose.

2.5 Best Practices in Teaching -Learning and Evaluation Process:

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

a.LCD is used for teaching. The faculty members prepare learning materials using PowerPoint and present in the class. Educational CD`s are used in the classroom. Students are also trained to prepare learning materials using PowerPoint

b.Course file is prepared by concerned teachers.

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

Using OHP, LCD and PowerPoint enhances learning output. Preparing PLM packages and seminars using PowerPoint slides has helped the student to initiate using education technology. This motivates the students to be creative.

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?

- We motivate our Faculties to take up research in education by providing following facilities.
- Financial support
- Intellectual support
- Training support

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

- We prioritized our thrust areas of research in the following fields.
- Achievements
- Computer assisted learning
- Moral education
- Curriculum development
- Psychology aspects
- Educational administration
- Health and physical education

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

Yes we encourage action Research both by our students and teachers.

The details of action research carried out is given below.

S.NO	FACULTY NAME	ACTION RESEARCH PROBLEMS	OUTCOME	IMPACT
1	Mr.N.Chinnaduari	Difficulties faced by B.Ed. students in teaching aids preparation.	Difficulties have been identified and rectified	Proper knowledge in teaching aids preparation.
2	Mr.M.Govindaraju	Problem faced by the students in the calssrooms	Reason for the problems identified and rectified.	Teaching models to help teaching
3	Mr.M.Senthilkumar	Problems faced by B.Ed. students during teaching practice.	Motivation through invitees talk.	For effective teaching schools are allotted near the residence
4	Mr.G.Kribanand	Difficulties faced by B.Ed. students in communication.	Bridge course has been arranged.	Communicative skills of the students have been increased.

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

S.No	YEAR	CONFER/SEMINARS	ATTENDED	
		ORGANISED	FACULTY	STUDENTS
1	2011-12	3	40	257
2	2010-11	2	32	125
3	2009-10	2	43	102

Year 2011-2012:

- **STATE LEVEL SEMINAR-27-DEC-2010**

HTP COLLEGE OF EDUCATION-AMMANPALAYAM

Mr.M.Senthil kumar

Mrs.M.Kavitha.

- **NATIONAL SEMINAR-24 & 25 JANUARY-2012**

KEVI WOMENS COLLEGE OF EDUCATION-SALEM

Mrs.M.Kavitha.-

Mrs.G.Kavitha.

- **INTERNATIONAL SEMINAR-28 JANUARY-2012**

RAJA DESINGH COLLEGE OF EDUCATION

1.Mr.M.Senthil Kumar-School of psychology

2. Mr.S.Ramachandran.

- **NATIONAL SEMINAR-4 FEB-2012**

T.S.M.COLLEGE OF EDUCATION-KANIYAMOOR.

1. Mr.M.Senthil kumar-Role of ICT in Teacher Education.

2. Mr.N.Chinnadurai-Computer based Testing and Evaluation.

3. Mr.G.Kirubanand-ICT for Teacher Education.

- **INTERNATIONAL SEMINAR-25 MARCH-2012**

CHRISTIAN COLLEGE OF EDUCATION-PERAMBALUR.

Mr.N.Chinnadurai-KALVI VILUMANGALIN MATHIPUKAL.

Mr.G.Kirubanand-Special Education

Mr.M.Senthil kumar-Value education.

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.

- Instructional Materials and Lesson Plans have been developed for various subjects.
- Best Assignments are retained in the Course Files for reference.
- Library is completely Automated and equipped with various diversified topics.
- OHP, LCD and Slide projector are being used to increase ability of students
- Non projector aids like Flash cards, Matching boards ,working models, Non working models, specimens, charts
- Teaching-Learning Materials/CDs are used.

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

- Major research facilities developed on the campus include
- Internet connection is provided to all the faculties, which help the research scholars to access e-journals.
- The institution has well equipped Resource Centers such as ICT, Psychology, Art and Craft, Health and Physical Education, Science and Mathematics laboratories.
- Books, Journals and Magazines.

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

1. OHP sheets
2. Materials for Computer Assisted Instruction.

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

S.NO	YEAR	CONFERENCE/SEMINARS		
		ORGANISED	ATTENDED	
			FACULTY	STUDENTS
1	2011-12	3	40	257
2	2010-11	2	32	125
3	2009-10	2	43	102

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

Mr.Senthil kumar Assistant Professor of Maruthi college of education has published a book named **THE TEACHING METHODS OF PHYSICAL SCIENCE** PUBLISHED BY Samyukdha publications.

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.

- Mr.M.Senthil Kumar conducted “A Study on Environmental Awareness” among the People in Attur taluk.
- Mr.M. Chinnadurai conducted “A Study on Health Awareness” among the People of Manivizhunthan Village.
- Mrs.G.Kavitha conducted “A Study on computer Awareness” among the B.Ed, students.

3.3 Consultancy:

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

The institution provides consultancy services for the nearby schools in relation to various educational problems faced by the schools.

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

Yes, Our Faculty members are competent enough to provide consultancy with regards to application of trigonometry in day today life.

Areas of difficult in intenngece problem.in there student.

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

We offer only free consultation to the nearby schools .

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

Not Applicable.

3.4 Extension Activities:

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

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

- Literacy awareness programme for the nearby village.
- Adopted one school.
- Conducted AIDS and Cancer awareness programmes
- Blood donation camp
- Science Exhibition
- Red Ribbon Club Activities
- Eye Camp.

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

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

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

- A. Visiting orphanages and old age homes to give programmes.
- B. To create awareness about the traffic regulation.
- C. To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.
- D. Health awareness campaign, and adult Education.

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

- Mr.M.Senthil Kumar conducted “A Study on Environmental Awareness” among the People in Attur taluk.
- Mr. Chinnadurai conducted “A Study on Health Awareness” among the People of Manivizhunthan Village.
- Mrs.G.Kavitha conducted “A Study on computer Awareness” among the B.Ed, students.

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

We organize the following programs to develop social and citizenship values and skills among our students.

1. Citizenship camp programmes
2. Workshops
3. Seminars.

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.

➤ Nil

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.

The institution does not have any linkage with international level organization.

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

- | | | |
|---------------------------|---|---|
| 1. Curriculum development | : | -Nil |
| 2. Teaching | : | Teacher Educators act as a resource
Person for part time courses . |
| 3. Training | : | Nil |
| 4. Practice teaching | : | -Nil |
| 5. Research | : | -Nil- |
| 6. Consultancy | : | -Nil- |
| 7. Extension | : | Health awareness programs are conducted. |
| 8. Publication | : | -Nil- |
| 9. Student placement | : | -Nil- |

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

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

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

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

- The design of practice teaching is done with the consultation of school authorities and teachers.
- The permission for practice teaching is granted by the Chief Educational officer for Government schools, by the Commissioner of Corporation for Corporation schools and by IMS for Matriculation schools.
- The duration of practice is fixed with the concurrence of the schools concerned. The portions to be covered are received well in advance. The lesson plans and teaching aids are prepared under the supervision of the teacher-educator.
- During practice-teaching, the trainees are monitored. Instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.
- The teaching methodology is observed and evaluated by both the guide teacher and the supervisor in the profile meant for observation of teaching practice. The necessary comments are given by them.

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

1. Teachers are invited to give demonstration classes to B.Ed. students.
2. Head masters, experienced school teachers, and professors' from other institution and Universities were invited to deliver lectures in seminars and workshops organized in the Institution.
3. Research Consultancy is obtained from field experts.
4. Our faculty members provide consultancy and acts as resource person for various programs.
5. Our faculty members participate in faculty development programs organized by other institutions and Universities.

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?

- Faculties are given study leaves.
- Incentives are provided for the faculties and students for conducting research activities.
- Lab Facilities and monetary supports are provided.

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

- Training was given in counseling techniques academically.
- Free tuition classes are given to weak students
- Case study / Action Research is undertaken to analyse the needs of exceptional children

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities:

1. Does the institution have the physical infrastructure as per NCTE norms?

Yes, we have the physical infrastructure as per NCTE norms,

Facilities(No)	Capacity (chairs)
Multipurpose hall	200
Class Room	35
Seminar hall	100
Psychology lab	30
Educational Technology Lab	20
Physical science lab	20
Biological science lab	15
Computerlanguage lab	20
Computer lab	20
Library	30
Sports room	05
Principal room	05
Staff Room (Gents & Ladies)	10
Rest room (Gents & Ladies)	15
Art & Graft room	10
SUPW	10
Office room	10

Purified drinking water at each floor is available. In addition there is a deep bore well in college campus to maintain uninterrupted water supply for the college. The College has enough furniture and equipments. Every year the management allots funds for the maintenance of building.

The master plan of the college campus indicating the existing building is given in appendix.

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

The management provides provision in the budget to meet the need for augmenting the infrastructure to keep pace with the academic growth.

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

Work Experience:

The institution has work experience room to train the students to make socially useful productive work.

Sports and Games:

The sports facilities are enough for the trainees.

Outdoor Games:

- Volley-ball court
- Shuttle and badminton court
- The same courts are used as Kho-Kho court

Indoor Games:

- Carom
- Chess

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

Multipurpose hall of the institutions is made available for the community and extension activities. The classrooms, multipurpose hall, seminar hall are used for various purposes.

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.)

- Providing hygienic foods, Potable Drinking Water at all the floors, rest rooms, cleaning ladies and gents toilets daily, first aid facilities, Regular Visit by Doctors are done to ensure the health and hygiene of the staff and students.
- Health Insurance is available for both students and faculties.

5. 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, there is no hostel facility for students.

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.

Infrastructure	2008-09	2009-10	2010-11
Buildings	3,50,000	3,50,000	4,00,000
Laboratories	50,000	50,000	50,000
Furniture	30,000	30,000	35,000
Equipments	25,000	25,000	25,000
Computers	60,000	60,000	70,000
Transport/Vehicle	5,00,000	5,00,000	8,00,000

We have utilized almost 100% of the budget allocated for maintenance.

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

We monitor the no. of students to visit the Library everyday. And also total no. of students who use the Computers, Internet are monitored to ensure that the available infrastructure is optimally utilized.

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

The problem of pollution and waste management are taken up seriously by the institution. The campus is always kept clean with the help of labours. The campus has number of trees and plants which are watered regularly. Pollutions are not used in any of our laboratories. To have healthy and litter free atmosphere, the waste, plastic bags are strictly banned within the campus. This ensures an Eco – friendly campus.

4.3 Library as a Learning Resource

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

Yes. The institution has a qualified librarian and sufficient technical staff to support the library 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.).

a.Books	:	6148
b.Titles	:	---
c. Journals	:	12
d. Magazines	:	4
e. CD`s	:	152
f. News papers	:	3

Audio visual Teaching learning resources.

1. Interactive white Board	-	1
2. OHP	-	2
3. OHP screen	-	2
4. TV	-	1
5. CD/DVD Player	-	1
6. Tape recorder	-	1
7. Audio system (Mike, Amp, Etc)	-	Available
8. Portable Mike & (Speaker)	-	1
9. Digital camera	-	1
10. CD`s/DVD`s Blank	-	10
11. LCD Projector	-	2
13. Digital video Recorder	-	1
14. Internet Access	-	Available

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

Yes. We have a Library Committee to review the various processes. The Library committee consists of 4 members. The librarian and other three are the senior faculty members. Some of the responsibilities:

- 1.Suggestion for improvement of library services
- 2.Suggesting necessary infrastructure like books, furniture, computers, almirahs to the library.
- 3.Suggesting purchase of library books and journals
- 4.Annual stock verification.

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

Yes, library is computerized.

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

Yes, the library has computer facility, internet facility and Reprographic facilities. These facilities are available from 10 AM to 4.30 PM. for faculty and students.

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

Inlibnet

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 is kept open on all working days of the college. The library remains open from 9.30 AM to 4.30 PM.

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

The staff and students come to know the new arrivals of books and the other things through open access system available in the library.

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

1. Yes. The institution's library has a book bank.
2. We provide the book bank facility to the poor and needy students.

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

- Audio CD's are available in library for visually challenged people.
- Visually challenged students make use of library with the assistance of the peers.

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 computer laboratory. It has internet connectivity. There are 40 computers in the laboratory with LAN connection. Language learning CDs are used by students. Each computer has headphones with microphone.

There is an Educational Technology laboratory. This lab consists of OHP, LCD, radio, tape recorders, televisions white boards, Amplifier, Cordless mike, collar mike and hand mike, video cassettes, video camera and audio cassettes. The student trainers are given training to operate the above. The mentor in-charge of the Educational Technology Lab trains them. Record is maintained by the students.

2. Is there a provision in the curriculum for imparting computer skills to all students?

If yes give details on the major skills included

IT Literacy Training is given to the student trainees. The following skills are included.

- Booting in system, selecting an operating system and running a programme.
- Open a file, save, create a file.
- Windows
- MS Office – Word, Powerpoint, and Access
- Creating graphic objects
- Scanning images
- Layout of documents for desktop publishing
- E-mail
- Attach files into e-mail sending and receiving FAX
- Logging onto Internet
- Opening a website
- Search Engines
- Selecting and Classifying
- Use hyperlinks for surfing the information web.

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

OHP, LCD Projector and Computer are used to teach lessons. Computer Aided Instruction materials are produced.

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)

During practice teaching student – trainees make use of teaching aids such as charts, improvised models, working models, flannel board, dummy models, maps, film strips, flash cards and other subject related pictures. Before going to practice teaching, students are apprised of Bloom’s Taxonomy of Educational Objectives and they prepare lesson plans based on that.

Students use computers for preparing powerpoint presentations

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.

Infrastructure for instructional activities is optimally used for our student teachers in equipping them about the modern trends.

We don’t share anything with other institutions.

➤ The institution shares its facilities during seminars and workshops

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?

- TV, Tape, CD, DVD and various soft copies of instructional materials are available for our student teachers. Student teachers are motivated by the concerned subject teachers for using Audio visual materials to make the teaching effective.
- The students are encouraged to prepare powerpoint presentations and OHP transparencies.

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 INSTITUTION HAS FOLLOWING LABORATORIES:

1. Physical Science Laboratory
2. Biological Science Laboratory
3. Psychology Lab oratory
4. Educational Technology Laboratory
5. Computer Labortaory
6. Language Laboratory
7. Work Experience / SUPW Room
8. Mathematice Labortaory
9. Arts and crafts Resource centre.

The annual maintenance and enhancement takes place with the consent of the management. The management allots funds for maintenance of equipments.

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

The institution has a multipurpose hall, a work experience room and an indoor games room. Multipurpose hall is equipped with audio-visual facilities. We have necessary furniture for holding seminars and other meetings.

Sports:

There are enough sports facilities for the trainees. There is a court for throw ball and volleyball. Table tennis, carom and chess.

Outdoor Games:

- Volley-ball court
- Shuttle and badminton court
- The same courts are used as Kho-Kho court
- Indoor Games:
- Table tennis
- Carom
- Chess

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.

At present, in the classrooms OHPs and LCDs are used. In the multipurpose hall LCD is used. Proper power supply is provided in each class to make use of latest technologies for faculty.

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?

- PowerPoint presentation is prepared by the faculties for teaching.
- Computer is used by faculties for course file preparation.
- Faculties update themselves using internet.

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

- IT Literacy Programme for students
- Preparing CAI material
- Encouraging students to use technology in class room and in the preparation of lessons.
- Library automation, Admission automation.

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

- Use of Modern equipments
- Use of ICT for Teaching and Learning
- Best Maintenance Activities.
- Preventive Maintenance Schedule

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

We follow the rules prescribed by the University for admitting students. In the academic side, the faculties conduct Internal test and Model exam for B.Ed. students. An orientation programme is given to prepare the students to have a positive attitude towards teaching profession.

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

- ❖ Every year the college celebrates "Teachers Day" to ensure motivation, satisfaction, development and performance improvements of students.
- ❖ We provide knowledge about leadership qualities through the core paper which motivate the students for Higher Education and employment. Personality development programme is organized. Our Institution has opted guidance and counseling as an elective paper for B.Ed. Course.
- ❖ Every day classroom prayer is made compulsory for B.Ed. students encomposing English speech, Tamil speech, Thirukural, G.K informations, and news to create confidence among them.
- ❖ Each faculty members act as a academic counselor for 15 students and continuously follow the academic performance of 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?

YEAR	B.Ed.
2006-07	-NIL-
2007-08	-NIL-
2008-09	1
2009-10	NIL
2010-11	-NIL-

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?

1. Career guidance is provided to the student by the faculties of concerned department.
2. About 25 students are selected for teaching post in govt. school through TRB.

YEAR	NET/JRF/SLET	NO OF STUDENT
2010	JRF	-
2007	NET	-

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

	Year I (2008-2009) %	Year II (2009-2010) %	Year III (2010-2011) %
Higher studies	20%	15%	22%
Total Teaching	73%	80%	71%

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

Yes, we allow our student teachers after graduating from the institution, to use our library, audio/video resources for alumni association.

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

Yes. Placement officer of the institution invites schools situated in and around Coimbatore to conduct campus interview at the end of the academic year to enable the students to get suitable placement.

The details of our placement record for the past two years are given below.

	Year 2009-2010	Year 2010-2011
Teaching	26	28

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

We provide communication skill training for our students because we have students from rural areas who are weak in communication.

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

Yes. The practice teaching schools select the talented trainees during teaching practice and approach the placement cell for their appointment after completion of B.Ed. degree course.

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

- Financial support is given by the institution.
- Institution provides computer, Telephone and a staff for the functioning of placement cell.

5.2 Student Support:

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

Curricular, co-curricular programmes are planned by the board of studies constituted by university with senior teacher educators. from affiliated colleges.

Extra-curricular activities are planned by college union. At the end of every academic year the institutions get students evaluation about the teachers, academic programmes, and union activities and about extension activities. Since the course is only for 10 months the suggestions are carried out during next academic year.

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

No special curricular arrangement is followed for physically challenged students. They are included in the main stream. However, they are assisted by other records. They listen to the recorded lessons.. They take notes in Braille form.

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

The tutorial system is in vogue. Every staff will have nearly 15 students as wards. The tutor looks after the wards problems, inside the college, inside the hostel, in the practicing schools and every member of the staff acts as the friend, philosopher and guide of their wards.

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 effectiveness of the faculty in teaching is increased by their participation in various seminars and workshops. Faculties use ICT gadgets in classroom teaching.

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

Institution has its website. Admission rules, college history, facilities, staff profile, contact information, scholarships, seat allotment are the details posted on the site. The institution updates the information for every 6 months.

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

For low achievers we give personal and psychological counseling, and take special classes for them

7. What specific teaching strategies are adopted for teaching?

a) Advanced learners.

Advanced learners take active part in seminars and discussion.

b) Slow learners.

Remedial teaching with additional notes is provided for the slow learners.

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

All the members of the staff through the tutorial system render guidance and counseling services to the students about personal, family and academic problems.

Guidance is given to B.Ed. students to prepare for competitive exams like NET/SLET

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

Grievance Redressal Cell functions at the institution. Grievances Redressal boxes are fixed at two places and the student are free to put forth their grievances in writing. Everything is kept confidential and immediate action is taken to redress the stated grievance. Drinking water facility and installation of one-rupee coin phone were the two important steps taken to redress the grievance of students during the last 2 years.

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

Practicum:

1. Student are monitored during

- Microteaching
- Macro-teaching

2. Theory

Two Tests, 4 unit test 2 model exam and 5 Assignments are given in the B.Ed. course for an academic year

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?

B.Ed. students have micro teaching practice for 10 days-the pre-requisite for macro teaching. Orientation is given by the subject teacher in preparing the lesson plan and teaching aids. The student attends two demonstration classes in each subject given by teacher-educators and experienced school teachers. In practicing school the guide teacher will carry out necessary corrections. Teacher-educators also supervise the student – Teachers during practice-teaching. In practicing school, students observe lessons.

5.3 Student Activities

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

(i) List the current office bearers

President	-	Amsavalli
Secretary	-	Anandan

Join Secretary - Anbarasu

(ii) Give the year of the last election

2010

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

- They share their experience in their carrier.
- Give ideas to improve the infrastructure in the institute.
- Give suggestions to cope up current trends in schools.

iv) Give details about the top ten alumni occupying prominent position

s.no	Student	year	Position
1.	Kavitha .G	2008-09	Maruthi College of Education
2.	Revathi	2008-09	Snimayanatha CBSE Kovai
3.	Selvam	2008-09	Barathi vidyalaya principal
4.	Premkumar	2008-09	Tagore school teacher
5.	Ellyaraja	2009 -10	A.K.C Matric Hr Sec School
6.	Palani appan	2009-10	Police
7.	Nithya	2009-10	Barathiyar arts and science
8.	Uma	2009-10	S.R.V Higher Secondary school
9.	Puspa latha.c	2010-11	Maruthi public school teacher
10.	Sathya .D	2010-11	S.R.M Matric school teacher

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

Alumni association conducts various training programs, provide necessary technical assistance to our Student Teachers by sharing their experiences.

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

Our students participated in the inter collegiate Micro skill competition .

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

- Student representation is there in the magazine committee and articles written by students are invited and the best are published in the college magazine.
- Newsletters are published.

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

This institution has students union consisting of 10 office bearers. At the beginning of the academic year, election is conducted for the post of office-bearers such as Union President, Vice President, Secretary, Treasurer, A.V. Secretary, Magazine Committee secretaries (Tamil and English). For the last five years the office bearers were unanimously elected. Skill-oriented competitions are the major activities of the union.

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

College Union : Conducting meetings, co-operating in the conduct of Co-curricular and curricular activities and extension Activities.

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

At the end of every academic year the institution gets student`s feedback and feedback from the educationists about the academic programmes and the extension activities. Their suggestions and recommendations are used for the growth and development of the institution.

5.4.Best Practices in Student Support and Progression:

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

To impart value education daily prayer is conducted. Every Monday and on all national festival days the national flag is hoisted. Notable personalities are invited to give lectures on values. Students give 5 minutes speech in English and Tamil in the assembly every day.

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?

Objectives of the Institution:

- To produce skilled, dedicated and noble teachers to teach at High and Higher Secondary Level.
- To train the students to implement the innovative techniques and methods in teaching for Secondary and Higher Secondary level.
- To produce teachers equipped with ICT skills for Effective teaching and learning.
- To motivate the students to find solution for the problems related to Education through research process.

Vision:-

To become one of the best Higher Education as well as Research Institutions which could observe and make admirable citizens of the country and thereby make the entire human race which could live with peace and prosperity on our Mother Earth?

Mission Statement -1

By enriching the educational qualification and experience of the teaching faculty.

Mission Statement -2

By enhancing the infrastructure in such a way to compete globally.

Mission Statement -3

By enabling the student – teachers to develop finer qualities of human race and to establish a society with peaceful life.

VALUES:

The values of the institution are incorporated in the college motto “Learn thoroughly”.

The students and parents are appraised of the mission, vision and objectives in the orientation and PTA meeting respectively. The staff and public are constantly reminded of the mission and vision because they are displayed in the college premises.

The institution - is committed to provide quality education and training to all our students equipping them to excel as Teachers and Teacher Educators to cater to the changing and challenging needs of society, ensuring continual improvement of its standards and performance by learning thoroughly.

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.

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.)

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

1. Admission Committee:

Admission Committee is headed by the principal with three senior teachers as committee members.

Composition of the Committee:

Chair Person : Dr.T.V.Ramamohan
Principal

Members : 1. Mrs. M.Kavitha
Assistant Professor
2. Mr.N.Chinnadurai
Assistant Professor
3.Mr.M.Senthilkumar
Assistant Professor

It is the responsibility of this committee to oversee all admissions. Admission is done strictly in accordance with the rules and regulations of the State Government issued from time to time.

2. Youth Red cross club:

Chair Person : Dr.T.V.Ramamohan
Principal

Members : 1.Mr.S.Ramachandran
Assistant Professor
2.Mrs. A.shanti
Assistant Professor

Complaint Boxes are kept in the college and the hostel. Once in a fortnight, the committee meets and addresses the grievances. Based on their suggestions the Principal takes necessary action for the redressal of the grievances.

3. Library Committee:

Chair Person : Dr.T.V.Ramamohan
Principal

Members : Mr. M.Senthilkumar
Assistant Professor
Mrs. A.Shanthi
Librarian

This committee gives suggestions for

- The purchase of books and journals
- The improvement of services such as issue of books and arrangement of books.
- Revising the working hours of the library depending on the needs of the students.

4. Red ribbon Committee:

Chair Person : Dr.T.V.Ramamohan
Principal

Members : Mr.S.Ramachandran
Assistant Professor

Research plan schedule is perused by this committee before the M.Ed candidates start their work. The progress of the candidates is constantly followed by the Research Committee.

5. Blood donation Committee:

Chair Person : Dr.T.V.Ramamohan
Principal

Members : Mrs.G.Kavitha
Assistant Professor

6. First aid awareness Committee:

Chair Person : Dr.T.V.Ramamohan
Principal

Members : Mr. S.Velmurugan
Assistant Professor

7. Extension Activities Committee:

Chair Person Dr.T.V.Ramamohan

Principal

Members :Mrs. M.Kavitha

Assistant Professor

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

The college council meetings are conducted by the Principal to plan various academic activities of the college for the smooth functioning of the college. The issues regarding academic activities discussed with the management for solution and various responsibilities are allotted to the staff members.

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?

For reviewing the activities of the institution, the head of the institutions gets feed back from the students, staff and PTA.

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

The management monitor the complaints/suggestions received from the Staff/Faculties/Students and take immediate steps to eradicate the barriers which we feel against achieving the vision/mission and goals.

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

This institution functions in a democratic way. Principal, shares her ideas, views and plans with her colleagues. Any change or modification or addition is done after discussion in the council meetings and recording the minutes.

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

Our Principal, as the Head of the institution, conducts regular staff council meetings to monitor the performance of the faculties & utilization of resources. The decisions taken by the staff council are communicated to the students.

6.2 Organizational Arrangements:

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

The committees that exist in the institution are Admission Committee, Library Committee, and Extension Activities Committee. The decisions of the above committees are recorded in the minutes of meeting.

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

Our Administration is decentralized as per the Organization Structure. Decisions regarding examination, discipline, extra curricular activities, extension programme are taken by the principal in consultation with the chairman and secretary of the institution.

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

- Practice teaching is planned by consulting the school personnel. The guide teachers' feedback is taken for evaluating the students.
- Feed back and suggestions received from PTA and alumni association help to improve and plan the quality of educational provisions.

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

We get feedback from the students. If suggestions are feasible, accordingly decisions are made. The institution also gets feed – back from subject experts and academic peers. Hostel facilities have been improved. Purified drinking water facility, phone facility and hot water facility have been added after getting the feed back from the students.

5. 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).

Various duties pertaining to all academic, curricular, co – curricular and extension activities are given to the staff in rotation. This helps to gain rich experience in each and every activity. Faculties are motivated by the head of the institution to participate and present papers in National / State / International level seminars, conferences and workshops.

Faculty members act as resource person for other University part time teacher Education programmes.

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?

There is MIS in place to collect data and information regarding staff, students, pay roll, service particulars etc. are computerized and reported to the management via MIS.

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

The management provides both human and financial resources for accomplishment and sustaining the other changes resulting from the action plans.

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

Resources needed to support the implementation of the mission; goals and objectives are planned and allotted by the management.

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

Academic plan is developed in the staff council. CEO of Salem schools. The school teachers act as guide teachers to the trainees. The trainees carry out necessary corrections in the teaching of the trainees. The faculty gives necessary training in the skills and monitor trainees.

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

Based on the objectives, academic planning is done at the staff council. The decisions are informed to the employees. Duties are allotted to the individual employees.

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

We monitor the Vision, Mission and implementation Plans every year in the staff council meeting.

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

The institution comes to know about the latest developments in technology through media, seminars and conferences. The staff begins to use the technology and the students are appraised of the innovations. Students are also encouraged to use new technology.

6.4 Human Resource Management:

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

- During the beginning of the Academic Year, the needs of the Faculty and Staff are observed through Self Appraisal Form.
- Once the requirements of Faculties are observed, necessary guidance are given for their progress.

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?

- Once we receive the Self Appraisal from the Faculties and Staff, the same is analyzed to assess the performance of the Faculty and Staff.
- By the end of the Academic Year, individual Faculty's performance is verified.
- Based on the outcome of the above mentioned activities, we observe the strengths and weaknesses of every individual staff as a whole and use it for the improvement of quality of teaching and other related services of the faculty.

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

Following welfare measures are being adopted in our College for the welfare of the Faculties and Staff:

- Personal Loan scheme is provided for the needy staff/faculty.
- We are planning for group medical insurance from next year.
- A Tour once in a year is organized for the Faculties/Staff.
- Training Programs are organized for the faculties/staff for their personal/professional development.

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

Yes. The institution organized the following training programs for the skill upgradation and training of the teaching and non-teaching staff.

S. No	YEAR	TEACHING PROGRAMMES	
		TEACHING	NON TEACHING
1	2010-2011	6	3
2	2009-2010	5	7
3	2008-2009	2	5

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 institution has a recruitment policy, which gives details about the minimum salary being offered for a cadre of faculty and staff, which is in line with NCTE/UGC Norms.
- The institution provides health benefits and flexible academic conditions.

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, specialisations).

- Part time/Adhoc faculties are appointed on need basis against the emergency situations.
- Part time faculties are appointed on hourly basis with pre-determined workloads which are stated clearly on their appointment letter itself.
- The institution prefers not to provide the similar benefits enjoyed by the Regular Faculties to them, since they are part time alone.
- The institution utilizes the experienced/retired persons as part time faculty to enable us to utilize their experiences, for the enhancement of quality in our institution.

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).

- The institution provides necessary training for the needy faculties/staff to improve their skills professionally as well as personally.
- The institution encourages our Faculties to conduct research, to publish books, attend seminars/conferences/workshops etc and provide necessary financial assistance for the same.

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

- A well maintained, self sufficient staff rooms and rest rooms are provided for the staff/faculty with potable drinking water.
- An environment which is smooth and peaceful in nature is provided to them for their professional as well as personal development.
- Computers are provided for developing the lesson plans/instructional materials.

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

- A suggestion box is kept in the office for making complaints/suggestions.
- Complaints received are responded immediately and the problem is solved with parental care by the management.

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.

Staff have work load in accordance with the UGC norms. It includes

- i) Teaching hours
- ii) Supervision hours
- iii) Correction
- iv) Tutorial hours
- v) Practice teaching supervision
- vi) Practical work
- vii) Co – curricular activities
- viii) Extra – curricular activities
- ix) Extension activities
- x) Guiding research scholars.

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

Yes. The management recognizes the work of the staff members.

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

No. We don't receive any financial support from the government. We generate our sources of funding only from the fee collected from the students.

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

The institution has not received any funds through donation for the last three years.

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

Yes. The operational budget of the institution is adequate to cover the day-to-day expenses.

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 institution allots budget to the faculties to attend trainings/conferences / seminars, for enabling them to deliver quality programs.

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).

Our Accounts are audited by V.K.NalliappanB.Com.,F.C.A regularly and the income-expenditure statement depicts the necessary outcomes and comments.

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

Yes. We have computerized our accounting system and all the accounts are maintained.

6.6 Best practices in Governance and Leadership:

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

- Maruthi college of education has geared itself to achieve its specific goal and objective of providing quality education in the changing global context.
- To maintain and improve the standard and quality of education, the college adopts several measures in teaching, learning and evaluation.
- Remedial classes are conducted for the students, particularly in communicative and in spoken English.
- Basic computer training is made compulsory to all the B.Ed. students.
- Teachers are aware of the tradition of the institution and are deeply interested in cherishing the culture of the institution.
- An Internal Quality Assurance Cell – IQAC has been established.
- In order to ensure the quality of academic programmes of the college, the principal encourages the faculty members to avail themselves of faculty improvement programme and also to participate in seminar, conference and workshops.
- The seminar and auditorium halls have been provided with OHP and LCD for conducting seminars, orientation courses etc.

Criterion VII: Innovative Practices:

7.1 Internal Quality Assurance System

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

Internal Quality Assurance Cell has been established on 03.08.2011.

1. Chair Person : Dr.T.V.Ramamohan
Principal

2. Teacher Members : Mrs.M.Kavitha, Assisstant Professor
Mr.M.Chinna durai Assisstant Professor
Mr. S.Velmurugan Assisstant Professor
Mr.M.Senthilkumar Assisstant Professor

3. Nominees from local : Mr.P.Kandan M.E (CAD)
Community

4. Administrative officer :Mr. Krishnan
Advisor
Maruthi College of Education

5. Co-ordinator :Mr.M.Senthilkumar, Asst.Prof.

Activities undertaken:

IQAC meet in the beginning of the year and resolve on the activities to be undertaken during the academic year. After that, the teacher-members meet periodically to assess the action taken on the recommendations of IQAC.

The non-teaching members are contacted as and when required. The following activities will be carried out according to the recommendations of IQAC.

Preparation of PLM packages on CD`s

- The external faculties will conduct personality development programme along with family counseling and pre-marital, marital counseling.
- To Conduct remedial teaching for B.Ed. students in English
- To Conduct district level volleyball tournament.
- To Conduct in computer literacy, spoken English, classroom communication, SUPW and handwriting.
- Human Rights awareness programme and women`s Rights awareness programme will be conducted.
- Free tuition for school student
- To Organize inter collegiate teaching competency competition
- College website will be updated.
- To Conduct debate and Elocution
- To Conduct programmes on guidance and counseling
- To invite block resource teacher for work shop and seminar on innovative methodology.

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

The goal and objective of the institution is to train students to become efficient teachers. Along with university examination results feed-back is obtained from the following members to evaluate the fulfillment of goals and objectives:

- Heads of practice teaching schools
- Academic peers
- IQAC
- Alumni
- Students
- Employers

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

We ensure the quality of the academic programmes through

- Continuous assessments.
- Class Tests
- Model Exams
- Counseling Sessions
- Feedbacks received from Students/Parents/Faculties.

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

The institution ensures the quality of its administration and financial management processes by getting guidance from the senior administrative officer.

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

We identify the good practices from the Feedback Reports and MIS Reports. We have a Performance Appraisal System, whereby we encourage and share with the Faculties about the good practices identified.

7.2 Inclusive Practices:

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

Theoretical and practical exposures are given to the students on issues of inclusion.

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?

A separate unit on individual differences, children with special needs and the gifted children are included in the core papers and optional papers.

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.

Students take part in citizenship camp, eco-awareness programmes, tours, field trips, medical camp and cleaning campaigns.

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

- Student teachers are used to do practice teaching in such a schools where the children are from most diverse backgrounds and exceptionalities. Student Teachers receive practical training and solution for various problems during practice teaching through action research and case – study.

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

Integrated education is given to the physically challenged and differently abled students enrolled in the institution.

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

- Gender sensitization and empowerment workshops and seminars have been conducted to create awareness among women students.
- Awareness programmes (social, economic, legal, political, health, Commerce, management, leadership) are arranged for the students.

7. 3 Stakeholder Relationships:

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

We ensure involvement of all stakeholders in academic and administration Activities, which results in access to the information on organizational performance.

It is as follows:

Teachers and students:

- Students are involved directly in academic programmes as far as learning and evaluation activities are concerned.
- Student representatives are allowed in various Committees of the Institution. It acts as a forum for students' voice.

Alumni and Parents:

- Meetings of alumni forums are arranged formally/informally. Their opinion and feedback are taken into consideration in all academic transactions. Alumni also help indirectly in placement services.

Annual College Magazine, Letter Correspondence, Calendar, and News letter ensures the access to the information on organizational performance to the stakeholders.

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?

Tutorial system, PTA meetings, staff council meeting, IQAC, Grievance Redressal Cell helps to bring qualitative improvement.

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?

We have a system to collect feedback from Students on Teaching, Teachers Performance, and Feedback on College facilities, Feedback from Practice Teaching Schools etc. We discuss the analysis of the above Feedbacks to improve the quality of academic programs and bring out the Corrective Action Plan for implementation in the forthcoming Academic Year.