PART I: INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution:

Name	VICKRAM TEACHER TRAINING COLLEGE
Address	Madurai – Sivagangai Road
Village	Enathi
District	Sivagangai
State	Tamilnadu
Pin code	630 561

2. **Website URL** **:** **www.vickramted.ted**

3. **For Communication:** **:** SRINIVAS TRUST

7, Commanding Officers II lane,

West Masi Street, Madurai – 625 001.

OFFICE:

Name	Telephone/ STD code	Fax No.	E-mail
Principal Dr. Beere Gowda., M.A.,M.Ed.,Ph.D.,	(0452) 2345344	(0452) 4370838	amara@vickramce.org
Self- Appraisal Co-Ordinator Dr. T. Premalatha M.Sc.,M.Sc.,M.Ed.,M.Phil.,Ph.D.,	(0452) 2345344	(0452) 4370838	Premalatha.ted@vickramce.org

RESIDENCE:

Name	Telephone/ STD code	Mobile No.
Principal Dr. Beere Gowda., M.A.,M.Ed.,Ph.D.,	(0452) 2345344	99445 22266
Self- Appraisal Co-Ordinator Dr. T. Premalatha M.Sc.,M.Sc.,M.Ed.,M.Phil.,Ph.D.,	(0452) 2345344	77080 68966

4. **Location of the Institution:**

Urban ☐   Semi-urban ☐   Rural [√]   Tribal ☐

Any other (specify and indicate) ☐

5. **Campus area in acres:**   12.05

6. **Is it a recognized minority institution?**

Yes ☐   No [√]

7. **Date of establishment of the institution:**

MM	YYYY
11	2005

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.**

2(f)

MM	YYYY
-	-

12(B)

MM	YYYY
-	-

10. Type of Institution

a. By funding

i. Government ☐

ii. Grant-in-aid ☐

iii.Constituent [√]

iv. Self-financed ☐

v. Any other

(Specify and indicate)

b. By Gender

i. Only for Men ☐

ii Only for Women ☐

iii.Co-education [√]

VICKRAM TEACHER TRAINING COLLEGE

c. By Nature

    i. University Dept. ☐

    ii. IASE ☐

    iii. Autonomous College ☐

    iv. Affiliated College √

    v. Constituent College ☐

    vi. Dept. of Education of Composite College ☐

    vii. CTE ☐

    viii. Any other ☐

    (Specify and indicate)

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

    Yes ☐   No √

    If yes, has the institution applied for autonomy?

    Yes ☐   No √

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Secondary/ Under Graduate	B.Ed	UG	Bachelor Degree	1 Year	Tamil & English
2	Post Graduate	M.Ed	B.Ed	Master Degree	1 Year	Tamil & English

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Under Graduate	B.Ed	F.TN/SEC/SRO/NCTE/2005-06/3910 Dated 08/11/2005	-	100
Post Graduate	M.Ed	F/SRO/NCTE/M.Ed/2008-09/3620 Dated 08/08/2008	-	35

PROFILE
VICKRAM TEACHER TRAINING COLLEGE

Vickram teacher training college is a premier professional college located at Enathi. About 20 Km s from Madurai on the Madurai ¨C Sivagangai highway. It's a co-education institution approved by NCTE, Bangalore and affiliated to Tamilnadu Teachers Education University, Chennai. Vickram Teacher Training College started its operation from tha academic year 2005 and is presided by Mr.M.K.S. Sreenivasan, M.E., the Founder, Chairman and Managing Trustee of SRINIVAS TRUST. Out of Five Trustees, Four Trustees are Engineers.

The College offers U.G. degree programme presently has detailed below:

Tamil	History
English	Geography
Mathematics	Economics
Physical Science	Commerce
Biological Science	Computer Science

and M. Ed from the academic year 2009.

The campus spreads over an area of 12 acres with as total built-up area of about 33000 Sq.ft. All the Classrooms and Laboratories are emphatically spacious and well furnished Hostel facilities are available for Boys and Girls separately and Faculty. College Buses are plying between Madurai and the college.

At . Vickram Teacher Training College 7 Batches of B. Ed and 3 Batches of M.Ed., had gone out with high pass percentage, We prepare our students to be powerful instruments to proclaim the values like Love, Justice, Brotherhood and Discipline. As educators through our educational institution, We instil in our students the courage and hope to face every situation in life.

Vickram Teacher Training College designs to have interactive and effective teaching methodologies. Each teacher student is given personal attention with respect to his strength and weakness. Rigorous intensive teaching practice is given to our students for a period of 40 days. We believe in activity oriented qualitative education.

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No
Mission	Yes	√	No
Values	Yes	√	No
Objectives	Yes	√	No

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

If yes,

a) How many programmes? | 02 |

b) Fee charged per programme | B.Ed – 41,500
 M.Ed – 41,500 |

3. Are there programmes with semester system?

| No |

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

| No |

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

B.Ed. | 02 |

M.Ed. (Full Time) | 02 |

Any other (specify and indicate) | - |

6. Are there Programmes offered in modular form?

| No |

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

| Yes | | Number 2 |

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

| No |

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

- Heads of practice teaching schools | Yes |
- Academic peers | Yes |
- Alumni | Yes |
- Students | Yes |
- Employers | Yes |

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

One Year

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

No

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

No

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

Yes

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

Yes

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   √ | 75% Weightage |

    d) Entrance test and interview

    e) Merit at the qualifying examination   √ | 25% Weightage |

    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   11.08.2011

    b) Date of last admission   30.09.2011

    c) Date of closing of the academic year   21.06.2012

    d) Total teaching days   182 days

    e) Total working days   222 days

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	31	69	100	13	19	32	18	50	68
M.Ed	23	12	35	6	6	12	17	6	23

4. **Are there any overseas students?** | Yes | | No | √ |

    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 | 10,750 |

    b) Unit cost including salary component | 46,570 |

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	84	45	62	40
M.Ed	69	57	65	50

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.	51.40%	32.40%	16.20%
M.Ed.	77.70%	-	22.30%

10. **Pre-practice teaching at the institution**

a) Number of pre-practice teaching days — [2 | 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 — [2 | 6]

b) Total number of practice teaching days — [4 | 0]

c) Minimum number of practice teaching lessons given by each student — [2 | 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.	20.00%	80.00%
M.Ed	-	100.00%

16. Examinations

a) Number of sessional tests held for each paper [2 | 5]

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

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

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

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

Yes [√]   No [ ]

Number	01

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

Yes [√]   No [ ]

If yes, is it offered as a compulsory or optional paper?

Compulsory [ ]   Optional [√]

VICKRAM TEACHER TRAINING COLLEGE

Criterion III: Research, Consultancy and Extension

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

Number	0	3

Percentage	2	3

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

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

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

Nil

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

(Mark for positive response and X for negative response)

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

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

Yes		No	√

VICKRAM TEACHER TRAINTING COLLEGE

6. Number of research degrees awarded during the 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)

Publications	Yes	No	Number
International journals		√	-
National journals – Referred papers, Non referred papers	√		1
Academic articles in reputed magazines/news papers		√	-
Books	√		4
Any other (Booklet on "Research in Education")	√		1

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

Yes	√	No	

Number	10

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

	Faculty	Students
National seminars	02	02
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 (Powerpoint presentation)	√

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

[03]

16. Does the institution provide consultancy services?

Yes [ ]   No [√]

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

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

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

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. Mts.) | 2187 sqmt |

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

a) Methods lab	Yes √	No
b) Psychology lab	Yes √	No
c) Science Lab(s)	Yes √	No
d) Education Technology lab	Yes √	No
e) Computer lab	Yes √	No
f) Workshop for preparing Teaching aids	Yes √	No

3. How many Computer terminals are available with the institution? | 25 |

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

| 1,05,000 |

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

| 32,200 |

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

| 22,000 |

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

| -- |

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

Yes [ ] **No** [√]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	6	7	-	-
Non-Teaching	7	1	1	1

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-Teaching	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Assistant Professors	4	6	-	-

	Open		Reserved	
	M	F	M	F
Associate. Professors	-	1	-	-

	Open		Reserved	
	M	F	M	F
Professors	2	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-

	Open		Reserved	
	M	F	M	F
Readers	-	-	-	-

-

	Open		Reserved	
	M	F	M	F
Professors	-	-	-	-

c. **Number of teachers from**   **Same State** | 11 |

Other states | 02 |

12. Teacher student ratio (program-wise)

Progaramme	Teacher student ratio
B.Ed	1:13
M.Ed	1:7

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	6	1	1	1

	Open		Reserved	
	M	F	M	F
Temporary	-	-	-	-

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	-	-	-

	Open		Reserved	
	M	F	M	F
Temporary	-	-	-	-

14. Ratio of Teaching – non-teaching staff | 13:11 |

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

| 63% |

16. Is there an advisory committee for the library?

Yes | √ | **No** | |

17. Working hours of the Library

On working days | 7 hours |

On holidays | - |

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During examinations	6hours

18. Does the library have an Open access facility

Yes	√	No	

19. Total collection of the following in the library

a. Books

4568

    - Textbooks

4453

    - Reference books

115

b. Magazines

c. Journals subscribed

    - Indian journals

12

    - Foreign journals

nil

d. Peer reviewed journals

-

e. Back volumes of journals

-

f. E-information resources

    - Online journals/e-journals

15

    - CDs/ DVDs

5

    - Databases

nil

    - Video Cassettes

nil

    - Audio Cassettes

nil

20. Mention the

Total carpet area of the Library	2000 Sq.ft
Seating capacity of the Reading room	20

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 — 11

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

by students — 15

by faculty — 30

Maximum number of books permitted for issue

for students — 3

for faculty — 5

Average number of users who visited/consulted per month — 1000

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

2.5%

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

	I (09-10)		II (10-11)		III (11-12)	
	Number	Total cost (in.Rs)	Number	Total cost (in.Rs)	Number	Total cost (in.Rs)
Text Books	502	72850	458	67280	415	54150
Other Books	125	5250	103	4275	75	2850

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(Reference)						
Journals/ periodicals	-	-	-	-	-	-
Any Others	-	-	-	-	-	-

Criterion V :Student Support and Progression

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

Programmes	Year 1	year2	Year 3
D.TEd	-	-	-
B.Ed	-	-	-
M.Ed	-	-	-

2.Does the instituition have the tutor – ward/or any mentoring system?

Yes	√	No	

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

10

3.Does the institution offer Remedial instuction?

Yes	√	No	

4.Does institution offer bridge courses?

Yes	√	No	

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

	UG			PG		
	09-10 I	10-11 II	11-12 III	09-10 I	10-11 II	11-12 III
Pass Percentage	93%	83%	92%	60%	80%	91.42%
Number of First classes	52	65	61	13	17	24
Number of distinctions	39	18	31	-	-	-
Exemplary Performances (gold medaland University ranks)	-	-	-	1	-	-

6.Number of students who have passed competative examination during the last three years

(provide Year wise Data)

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	09-10 I	10-11 II	11-12 III
NET/ SLET	1	-	-
CTET	-	-	1
TET/ TRB	1	2	3

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

Financial Aid	I (2009-2010)	II (2010-2011)	III (2011-2012)
Merit Scholarship	-	-	-
Merit-cum-means scholarships	-	-	-
Fee concession	-	-	-
Loan Facilities	-	-	-
Any other (specify and indicate govt scholarships)	PH scholarship Rs 3150	-	-

(additional rows may be inserted as per requirment)

8. Is there a health centre available in campus of the institution?

Yes		No	√

9. Does the institution provide residential accomodation for?

Faculty

Yes	√	No	

Non-Teaching

Yes	√	No	

10. Does the institutin provide hostel facility for students?

Yes	√	No	

If Yes ,number of students residing in hostel

Men

1

Women

3

11.Does institution provide indoor and outdoor sports facilities?

Sports Fields	Yes	√	No	

Indoor sports Facilities	Yes	√	No	

Gymnasium	Yes		No	√

12.Availability of rest room for women

Yes	√	No	

13.Availability of rest room for men

Yes	√	No	

14.Is there transport facility available.

Yes	√	No	

15.Does the institution obtain feed back from student on their campus experience?

Yes	√	No	

16. Give information on the Cultural events(last year data)in which the institution partcipated/organized

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter collegiate	√	-	3	√	-	1
Inter university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other	-	-	-	-	-	-

(Excluding College day celebration)

17.Give details of the participation of students during the past year at the university, state ,

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regional,national,and international sports meets.

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

18.Does instituition have an active alumini association

Yes	√	No	

If yes, give year of establishment

2010

19.Does the instituition have a student association /council

Yes	√	No	

20.Does the instituition regularly publish a college magazine?

Yes	√	No	

21. Does the instituition 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

	09-10(%)	10-11(%)	11-12(%)
Higher studies	24	17	29
Employment	67	71	57
Teaching	52	63	43
Non-teaching	15	8	14

23.Is there placement cell in the instituition

Yes	√	No	

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

I 09-10	II 10-11	III 11-12
10	10	20

24.Does the instituition provide the following guidance and counceling services to students?

Academic guidance and counseling

Yes	√	No	

Personal counseling

Yes	√	No	

Career counseling

Yes	√	No	

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any

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other similar body/committee

Yes [√]   No [ ]

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

Governing Body/management	4 Times
Staff council	4 Times
IQAC/or any other similar body/committee	4 Times
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	8 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

-	-	-

5. Furnish the following details for the past three years

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

1

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

National	-	-	-
International	-	-	-

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

0	0	3

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

0	0	2

e. Research development programmes attended by the faculty

0	0	1

f. Invited/ endowment lectures at the institution

0	0	3

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	

If yes, give the number of hours spent by the faculty per week | 6 |

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

Grant-in-aid	---
Fees	57.50
Donation	---

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Self-funded courses

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

9. Expenditure statement (for last two years)

	Year 1 2010-11	Year 2 2011-12
Total sanctioned Budget	48.00	50.00
% spent on the salary of faculty	56	58
% spent on the salary of non-teaching employees	11.3	12.4
% spent on books and journals	2.5	2.2
% spent on developmental activities (expansion of Building and furniture's)	4.1	4.7
% spent on telephone, electricity and water	2.8	3.9
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.6	4.09
% spent on maintenance of lab equipment, bus maintenance, office maintenance, teaching aids, contingency etc.	3.3	4
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.1	2
% spent on travel	2	2.4
Any other (specify and indicate)-University/Re- Payment of loans/ NCERT/Exam Fees/Eligibility Fees/Function Expense/ Capital Items/Computers & Printers	2.05	2.58
Total expenditure incurred	40.92	44.46

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

	Surplus in Rs.	Deficit in Rs.
2009-10	32.15	-
2010-11	31.23	-
2011-12	34.17	-

11. Is there an internal financial audit mechanism?

Yes | √ | No | |

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12. Is there an external financial audit mechanism?

Yes [√]   No [ ]

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

Administration	Yes	√	No	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counseling	Yes	√	No	
Aptitude Testing	Yes	√	No	
Examinations/Evaluation/	Yes	√	No	
Assessment	Yes	√	No	√
Any other (specify and indicate)	Yes		No	

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

Yes [√]   No [ ]

15. Does the institution have an inbuilt mechanism to check the work efficiency of the

nonteaching?

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 [√]

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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 | |

CriterionVII: Innovative Practices

1. Does the institution has an 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)
B.Ed:

	Category	Men	%	Women	%
A	SC	13	41.9	19	27.5
B	ST	-	-	-	-
C	OBC	17	54.8	48	69.5
D	PHYSICALLY CHALLENGED	1	0.03	-	-
E	GENERAL CATEGORY	-	-	2	2.8
F	RURAL	8	25.8	9	13
G	URBAN	23	74.1	60	86.9
H	ANY OTHER (SPECIFY)	-	-	-	-

M.Ed:

	Category	Men	%	Women	%
A	SC	6	26.08	6	50
B	ST	-	-	-	-
C	OBC	17	73.9	5	41.66
D	PHYSICALLY CHALLENGED	-	-	-	-
E	GENERAL CATEGORY	-	-	1	8.3
F	RURAL	6	26.08	1	8.33
G	URBAN	17	73.9	11	91.6
H	ANY OTHER (SPECIFY)	-	-	-	-

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

	Category	Teaching staff	%	Non-Teaching	%

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				staff	
A	SC	-	-	2	22.2
B	ST	-	-	-	-
C	OBC	8	61.5	7	77.8
D	WOMEN	7	53.8	2	22.2
E	PHYSICALLY CHALLENGED	-	-	-	-
F	GENERAL CATEGORY	5	38.5	-	-
G	ANY OTHER (SPECIFY)	-	-	-	-

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

   B.Ed:

Category	At admission		On completion of the course	
	Batch I 10-11	Batch II 11-12	Batch I 10-11	Batch II 11-12
SC	45	46	65	62
ST	-	-	-	-
OBC	62	58	68	69
PHYSICALLY CHALLENGED	49	-	52	-
GENERAL CATEGORY	65	60	61	63
RURAL	65	71	72	78
URBAN	70	61	73	65
ANY OTHER (SPECIFY)	-	-	-	-

M.Ed:

	At admission	On completion of

Category			the course	
	Batch I 10-11	Batch II 11-12	Batch I 10-11	Batch II 11-12
SC	55	58	60	62
ST	-	-	-	-
OBC	65	62	70	71
PHYSICALLY CHALLENGED	-	-	-	-
GENERAL CATEGORY	70	69	75	73
RURAL	62	60	65	68
URBAN	70	72	75	70
ANY OTHER (SPECIFY)	-	-	-	-

CRITERION WISE ANALYSIS

Criterion I: Curricular Aspects

1.1 Curricular Design and Development:

1. State the objectives of the institution and the major considerations addressed by them?

(Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives of the Institution:

1. To produce sincere and dedicated teachers to teach at higher secondary level.

2. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.

3. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.

4. To motivate the students for solving their problems related to education with the help of research process.

5. To promote Higher Education among Rural youth

6. To inculcate moral values among the student teachers.

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

The institution is to provide Co-education system and it is affiliated to Tamilnadu Teachers Education University. The Curriculum for B.Ed and M.Ed courses are developed by TamilNadu Teachers Education University and the same is circulated to the affiliated colleges of University. There is no direct role for the college in the curriculum development process. However we forward the suggesttions for making improvement in the curriculum when it is desired by the university.

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

The faculty members of institutions are encouraged to attend the various Training Programs, Paper Presentation, Seminars, International/National Conferences and Workshop to know and develop their knowledge on the activities.

The Research methodologies are included in M.Ed., program to meet the global demands.

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

Yes, The Value education is imparted to the students during the training period. There is a provision for ICT Lab and the subjects are taught using ICT.

Moral science class and Yoga classes are carried out

Communication skill is developed.

Classes are alloted for ICT Program.

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

Yes. The Institution makes use of ICT for Curricular planning and teaching. We have LCD Projector, OHP and Interactive Board for effective teaching.

1.2 Academic Flexibility

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

Staff members play a role model for the students through their demonstration classes. They train the students in a systematic way. Alumni Feedback and their experiences are also considered.

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?

A rigid calendar is not followed in the operational curriculum. Corporation schools, Matriculation

schools, Government and Government-aided schools are provided for practice teaching.

The time of teaching practice is fixed training is provided to the trainees depends on the availability of the schools.

Depending on the availability of resource persons the training schedule is changed.

Depending on the availability of pupils from school and resource persons for demonstration class changes are made in the 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.

Training is given to B.Ed. students in the following aspects.

Personality Development

Leadership Quality

Spoken English

Communication skills

Handwriting

Art and Craft

SUPW

The feedbacks are received from the student, parents, practice teaching schools, faculty staff members through questionnaires format.

They analyzed the received feedbacks and taken the corrective actions if any wrong feedbacks.

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 received feedbacks are analyzed for the corrective actions and the outcomes and the responsibility of the implementing the corrective action is given to a particular faculty, which will be monitored along with the Internal Quality Assurance Cell.

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

Suggesstions are made at the Principals meeting and the feedback received from the staff and students are forwarded to the university in order to reflect the same in the curriculum reform.

1.4 Curriculum Update

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

Our curriculum activity is associated by NCTE and regularly updated by Tamilnadu Teachers Education University, which we follow as per norms.

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

Need assessment:

The assessment strategies maintained by the institution for curriculum revision and update for future requirements.

Student input:

The student input is nothing but the suggestions and feedback collected by students and make necessary actions.

Feedback from practice teaching schools:

The feedback by teaching school is giving the performance of Students by head of the school for their effective teaching and observing.

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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?

B.Ed.:

B.Ed., Students have to prepare projects on the problems related to their personal issues like institution and class room.

Trainees are given training in power point presentation and audio-visual equipments like OHP, LCD, Projector and other electronic equipment.

M.Ed.:

M.Ed., Students also have to prepare individual projects on problems related to the teaching-learning process.

Resources persons are invited from university departments and other institutions to enhance the student's research activity.

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

The institution has planned to give training and practice in e-mail creation, practice in browsing internet and in Excel.

In this regard, computer training is given to them along with their course. After training, students are assessed and evaluated.

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CITERION-II

TEACHING- LEARNING AND EVALUTION

2.1. ADMISSION PROCESS AND STUDENTS PROFILE

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

When the admission process opens up, a wide publicity is given to the cources offered in the college and the applications are invited from eligible candidate . The filled in applications are sorted out in the office, the eligible candidates are admitted after verifying the candidates as shown below:

Candidates should have passed U. G. degree examination with 10 + 2+ 3 stream, with the same main subject in part III, for which he/she is seeking admission to the B.Ed., course.

1. Candidates who have taken more than one main subject in Part III (Double or Tripple major) of the U.G. degree have to choose only one of the man subject and apply for that optional in B.Ed.,
2. Candidates who have done their U.G. degree in Applied Chemistry,Bio-Chemistry or Applied Physics can apply for the Physical science as optionalin B.Ed., those who have done Environment Science and Microbiology can apply for Biological science as optional in B.Ed.,
3. In the case of candidates belonging to SC and ST communities, a pass in the relevant UG degree course is enough (or) eligible.
4. No Age limit (Details of admission refer the University regulations)

Eligibility for Admission to the M.Ed Course:

A candidate shall be eligible for admission to the course leading to the Degree of Master of Education provided he/she has passed a Bachelors Degree Examination in Education of this University or some other University recognized by the Syndicate as equivalent thereto, with a minimum of 50% marks in theory and practicals separately.

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The basis of selection of candidate for admission shall be based on the existing

regulations of the university/Government of Tamil Nadu. Reservation of seats and other

concessions for the SC., ST., MBC / DNC, BC, and other special categories of candidates

notified by the Government of Tamil Nadu shall be provided in accordance with the

statutory provisions of the Government of Tamil Nadu in force from time to time.

No candidate shall be eligible for the Degree of M.Ed. unless he/she has

completed the prescribed course of study and has passed the qualifying examination and

has satisfied the Examiners in a dissertation.

Equity is ensured at the time of admission by considering disadvantaged, financially oppressed, educationally backward, differently abled students and students with outstanding records in sports and games. The management extends support to the needy students from the trust fund.

After admission the institution adopts methods for assessing students knowledge ,needs and skills before the commencements of the program through marks secured by the candidates and personal interviews.

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

In addition to the advertisement in the newspapers, the advertisement will be done by exhibiting, holding banners in the prominent places of the city and neighbouring towns. The prospectus of our institution will be supplied through the college and stalls in the educational expo.

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

B.Ed., and M.Ed., course offered by the college is self funded and eligible students are admitted based on the marks obtained in the qualifying examination. Equal opportunity is provided

without bias, the admission committee monitors the process and the institution is monitoring the admission by appointing admission committee to ensure the admissions are done as per the 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)

The admission strategies are adopted as per the norms.

In case of candidates belong to SC and ST community, a pass in the relevant UG degree course is enough in the admission.

No age limit.

Concession is given for physically handicapped and financially backward students.

Language is no bar

Bilingual teaching methodology is adopted.

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

Before the commencement of teaching, programme is conducted to assess the talent and skills of the students to be suitably used later. This process helps the teacher to assess the students potential, academic background and the skill in English. Remedial support is provided to the weak students.

2.2 CATERING TO DIVERSE NEEDS

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

The teaching and learning process are programmed in a systematic way so that students feel comfortable and so listening and learning is done effectively. Most of the modern subjects are computer based. The library and information services are upgraded to provide the current

technology developments to students through online facility, audio visual aids and CD. The college has a very resourceful library.

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

In addition regular to the curriculum guest lectures and seminars are given to the students as per the diverse needs of the students over and above the curriculum. Such as

Lab facilities is and library facility are provided.

Computer facilities is sufficient

Teaching practice is given by sending them to various schools.

Staff members visit to these schools to help them to clarify their doubts

INTERNET facilities is provided

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

Oratorical competitions

Co-curricular activities

Seminars, workshop and training programme.

They are also given challenging assignments

Asked to handle seminars in their class.

They are advised to apply for the minor projects to various funding agencies.

They are also advised to write competitive examinations.

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

Our facilities selected staff selection committee of the trust and sufficiently knowledgeable and sensitive to cater to the diverse needs of the students. By getting the needs from the students relevant topic subjects beyond the curriculum are all imparted to the students in the form of value

added course, guest lectures and practical training and the faculties are well qualified, experience and dedicated. They are transformed from conventional chalk and talk method to tick method. All staff members know to use LCD, interactive board and OHP; staff members attend various seminars and workshop. Self appraisal formats are filled by the teachers themselves. Review conducted by randomly by the management.

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?

Facilities refer to lot of reference books, journals and browse the internet to teach the students and impart extra knowledge and skills related to diversity. They use ICT technique to make the lecture attractive. A detailed course of plan for each department is prepared. Students are advised on learning process. They are encouraged to know the subjects before hand and about system of examination too. They are inculcated to the habit of lifelong learning, organizing skill and management skill.

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 institution has engaged students in active learning with the help of available resources i.e. library, internet facility in computer lab. All the students of the college are divided into various groups while organizing microteaching, real teaching, morning assembly groups, and work experience and work education groups. It's the priority of the institution that all the students will interact with each other in one or the other group.

Some individual and group projects are distributed develop the feeling of tolerance, co-operation, brotherhood and socialization of the pupil teacher. In every teaching paper of the teacher

assigns one project to the students for more interaction with peer group society. Various co-curricular activities are arranged by the institution o draw out the best from the individual and to give proper direction and platform for internship, role playing and practicum etc.

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

The teaching learning process is actually student centered. The following is the list of the participatory learning activities adopted by the institutions. A detail course plan for each department is prepared in consultation with the teachers and its given to the students. They are also given advice on learning processes and use of reference text books, journals, and internet. They also encouraged knowing the subject beforehand which will help them to understand the subject better and inculcate the habit of lifelong reading and learning and also knowledge management skills.

a) **Seminar method of teaching:** The student will be given some topics and the references including the internet websites and journals. The seminar paper will be corrected and the students will be presenting the paper in the class.

b) **Quiz programme:** Quiz programme in the subject and allied subject beyond curriculum is conducted.

c) **Co-curricular activities:** Formation of association in each subject area and inviting guest lectures.

d) **Cultural activities:** By conducting these programmes the students are having knowledge in organizing capacity and leadership.

e) **Personality development:** Guest is invited to give programmes and conduct workshop to develop the personality.

f) **Educational trips:** students are taken to educational trips.

g) **Citizenship** training camp gives students exciting learning experience.

h) **Health camps** help students to get their doubts cleared regarding the health problem.

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

The following are the various models of teaching:

a) Chalk and talk method
b) Using LCD-power point presentation
c) Using OHP projector
d) Audio video presentation
e) Video feed back teaching: an innovative method developed by our institute for teachers.
f) Interactive method
g) Program learning
h) Experimental learning
i) Seminar / workshop
j) Discussion

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

Yes, there is a provision for additional training in models of teaching like science enquiry training model, general concept attainment model and Herbert model of teaching.

Step of model:

- Preparation
- Presentation
- Comparison
- Generalization
- Evaluation/observation
- Preparation for practice teaching

Lesson plan: special sessions are devoted for the preparation of lesson plan and related requirements. Different aspects / steps in lesson planning like stating objectives in general and behavioral terms, breaking of contents into teaching points / steps, teaching aids and methods / approaches are discussed.

The institution has a provision for additional training in models of teaching before starting microteaching and mega lesson in simulated conditions. Teacher educators give a demonstration

lesson on each skill and each teaching subject. In this programme a pupil teacher has to complete five lessons, one on each skill in each teaching subjects.

Student teachers are oriented to micro teaching, its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on core teaching skills, on introduction, questioning, explaining illustration with example and stimulus variation discussion on different models/aspects of teaching is held.

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

Yes the student teachers use micro teaching technique for developing teaching skills. As per the syllabus seven skills are practiced by students before going to the teaching practice.

The student teachers use micro-teaching technique for developing teaching skills.

1. Skill of introduction
2. Skill of questioning
3. Skill of using block board
4. Skill of explaining
5. Skill of illustration
6. Skill of stimulus variation
7. Skill of reinforcement

All the above skills are used for all subject taught .they are interested to choose model lesson and prepare lesson plan microteaching practice is given to student before macro teaching class.

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

The detail of the practice teaching process in schools are given below

One student gives one lesson plan per day. For the duration of five hours lessons will be observed by the school teachers. A prescribed feedback from will be filed up by the school teachers and sent to the institute for monitoring. In the back the lesson plan will be also mentioned. The topic

is covered with in a period of 45 minutes duration and elements of topic of teaching points analyzed. The objectives and weightage are also determined in terms of time allotted to them.

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

After one month from the commencement of the classes the student teacher will be given some training in teaching the school students. Then the students will be sent to various schools for about 40 days of block teaching / internship (30 days for teaching and 1 days for observation). It develops their future career and offers glimpses into issues.

B.Ed.,

1. Total number of working days = 180 days

2. Total number of hours = 1060 hours

3. Number of hours for Theory = 820 hours

4. Number of hours for Teaching Practice = 240 hours

M.Ed.,

1. Total number of working days = 180 days

2. Total number of hours = 1060 hours

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

The practice teaching sessions are developed in partnership co-operatively involving the college staff and the mentor teachers. The college staff will contact the corresponding mentor staff about the teaching and observation training to be given to students before sending the students to the school. The college staff will visit the school every day. Good rapport is maintained between faculty and the guide teacher.

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

The teachers and students keep pace with the recent developments in their subject by periodically consulting the internet, latest books and journals. State level seminars are organized by the management and eminent personalities are invited to give lectures. Personality development training, career counseling and video feedback teaching is given. We had given them exposure to national level seminar also.

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

The student teachers are encouraged to use the latest ICT method of teaching including the interactive board. Library and information services are upgraded to provide current knowledge. The college has a very resourceful library with a large number of latest books. The library functions right from 8.30 a.m. to 6.00 p.m. on all working days and Sundays. In order to manage the extended hours, additional staff is being employed by the management.

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 practice teaching sessions are developed in partnership co-operatively involving in the school staff and the mentor teachers. The mentor teachers will contact the corresponding school staff about the teaching and observation training to be given to students before sending the students to the school. The mentor teacher will visit any one of the schools every day.

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

The ratio of student teacher in teaching practice school is 1:40 as per State Government

norms. We see that it is in close affinity of the students reach.

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

There is a standard feedback form available and designed by our institute to be filled up by the students for each subject. Based upon the feedback the teacher will be properly advised to improve the performance if necessary. Students are provided updated information on policy decision, change in curriculum and current event knowledge.

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

The school authorities inform and expose the student teachers on the updated policy directions and educational needs then and there. Such as ABL, ALM and ICT'S in school subjects and teaching methodologies.

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

Students and faculty keep pace with the recent development by adopting ABL (Activity Based Learning), ALM (Active Learning Method) and ICT (Information and communicationTechnology) method in the schools subjects and teaching methodologies. This is attained by having good rapport with the neighboring school, news papers and viewing websites.

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

The management and the principal are encouraging the faculty to attend the professional/career development programmes by sponsoring them with with on duty leaves. In the year 2009-2010 2, in 2010-2011 9, and in 2011-2012 5 seminars/symposia/workshop/orientation

courses were attended by our faculty. In the year 2011 we have organized two day national level seminar on the topic "ICT in Education" and In the year 2012 three day workshop was organized on "Research in Education". Pre service training, in-service training and new methodologies training in teaching learning experience are also provided.

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

The institution is rewarding a cash award for producing state and district ranks for all faculties including the principal.

2.5 EVALUATION PROCESS AND REFORMS

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

Students are provided with calm, serene and conducive environment with good infrastructure of playground spacious class rooms, good laborites, internet facilities and above all qualified, dedicated and experience staff members only are recruited. Student learning is identified by test and they are provided special classes and coaching classes based on the needs. Tape recorder, TV, LCD, OHP and interactive board is used to the maximum.

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

Internal assessments are the basis for the students scoring sheet therefore we have weekly class tests, monthly assignments and seminars and finally preparatory tests and model examinations for assessing our student learning.

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

The assessment evaluation outcome is communicated through meetings and letters, remedial

measures are produced by special classes coaching classes and counseling. Meritorious student marks and names are displayed on the notice board.

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

ICT is used for teaching practice as video feedback teaching practice and through internet for theory doubts, practiced in interactive board and OHP and LCD'S operations.

Difficult area is clarified through power point presentation. General class room is permanently fitted with LCD'S.

2.6 BEST PRACTICES IN TEACHING – LEARNING AND EVALUATION PROCESS

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

LCD is used for lectures in seminars by both students and staff.

OHP is used for lectures.

Website and Internet is used in learning process.

Educational trip is arranged

Guest lectures by eminent resource person are organized.

Seminar is organized

Library is a centre of resource.

Feedback from students and reviews of faculty performance is considered

Review of faculty performance by principal and management

Review of work in department meeting is held.

Organizing training programme

Teacher-taught interaction is encouraged

Life skill is practiced.

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

Interactive board, speaker, digital camera, net facility and LCD Projector are used to reflect best practices in the delivery of instruction.

Internal assessments are the basis for the students scoring sheet therefore we have weekly class tests, monthly assignments and seminars and finally preparatory tests and model examinations for assessing our student learning.

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 encouraged our teachers to take up research in education by providing following support:

Intellectual support

Training support, etc.

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

We prioritized our thrust areas of research in these 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 to both our students as well as teachers.

Action Research is made by the staff members and the students for the purpose of rectifying the critical problems and to give suggesstion for the improvement of the quality of the institution.

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

Organized

Two day National level seminar on "ICT in Education"

Three day International workshop on "Research in Education"

Participated

* One day orientation course on "Application of ICT for the Teacher Educators in Mathematics" on 22 Dec2008

* 2 day Symposium on "Fostering Experimental Bent among School Learners" on 16 & 17 April 2009

* One day Symposium on "Higher Education : Recent Trends and modern movements " on 17.11.2009

* One day Workshop on " Counselling Technique" by Global Institute of Psychological School on 28 Feb 2010

* 2 day Orientation Course on "National Curriculum Framework for Teacher Education" by MKU on 15 & 16 July 2010.

* 2 day Training Programme on "Research Methodology" by TNTEU on 12 &13 Aug 2010.

* 2 day Workshop on "Application of Statistics" by MKU on 29 & 30 Sep2010.

* UGC Sponsored 2 day State level Workshop on "Examination Reforms in B.Ed., Programme" on 22 & 23 oct2010.

* 2 day national seminar on "ICT in Education" on 30 &31 Jan 2011.

* 2 day national seminar on "Research methodology and application of statistics" on 20 &21 Oct 2011.

* 3 day Workshop on "Research in Education" from 4 to 6th Jan 2012.

Presented

* a paper on "Tele conference" on 2 day national seminar on "ICT in Education" on 30 &31 Jan 2011.

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.

The student teachers prepare low cost teaching learning materials and use them during the teaching practice in schools. Power Point Presentation has beed used in micro teaching by students and by facilities during demonstration class and practice session. Preparation of notes is also done through internet reference and is distributed to the students as CD.

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

The following facilitates available with the institution for developing instructional materials:

7. The institution has well equipped resource centers like as ICT, Psychology, Art and craft, health and physical education, silence and mathematics laboratories.

8. Books, journals and magazines.

9. Internet connection is provided to all the faculties.

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

- OHP sheets.

- Related Materials for computer assisted instruction.

- PowerPoint Presentation for the major subjects.

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	2011-2012	1	13	72
2	2010-1011	1	12	102
3	2009-2010	-	-	-

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

Books written by the staff - 4

Booklet published by the college - 1

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

Management awarded all the staff members and principal on behalf of our students achievement.

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

No major projects have been taken by the staff. Now steps to be taken to get major/ minor projects from the university or the state government.

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.

For our college students, the centres provide consultancy in many areas. The list is as below:

- Consultancy in family adjustment

- Educational and vocational guidance and counselling

- Consultancy in spiritual Development

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

Yes, our faculty members are competent enough to provide consultancy with relative to B.Ed., and M.Ed., subjects.

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 provide free consultation along with the consultancy committee.

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 program, partnering with NGO's and GO's)

The institution organized several programs to the benefit of local community.

- Literacy awareness program for the nearby village.

- Conducted AIDS awareness programs

- Science exhibition

- Red ribbon club activities

- Blood donation camp

- Eye camp

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

- Our trainees are given opportunity to serve as teachers in the schools through placement service of our college.

- Parents-teachers association contributes to development and welfare of the institution.

- The government schools and corporation schools allow our students to undergo internship in their schools.

- Annual day celebration conducting science exhibition, festival (diwali and pongal)

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

The future plans and major activities:

- Health awareness campaign and adult education.

- To visit orphanages and old age homes to give programs.

- To create awareness about the traffic regulation.

- To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.

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

Community members and management members are involved in the planning and implementing many outreach activities.

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

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

1. Citizenship camp programs

2. Workshops

3. Seminars

4. Yoga and Meditation programs

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.

We have link with NCTE for updating our syllabus.

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 along with other institution teacher Educators.

3. Training   : Nil

4. Practice teaching   : -Nil-

5. Research   : -Nil-

6. Consultancy   : -Nil-

7. Extension   : Aids awareness programs are conducted.

8. Publication   : Published "Research in Education"

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 corporation and matriculation schools.

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

identified problems.

- Besides teaching, the trainees are encouraged to take special coaching classes for the learners.

- Spoken English and communication skill is given importance and school pupils are trained in that skill.

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 presentation of practice teaching in front of school authorities and teachers.

The permission for practice teaching is granted by the chief educational officer for the government schools, and by IMS for matriculation schools.

The duration of practice teaching concerned with the concurrence of the schools concerned.

The trainees are monitored during practice-teaching and instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.

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

COLLABORATE WITH SCHOOL:

- During teaching practice, the trainees, become part and parcel of the school and they participate in their day to day programme and in conducting functions, programmes, shows, the sports day and school day cultural progarammes.

- School teachers are invited to our institution students for give demonstration classes.

- Head masters, professors and experienced school teachers from other institution & universities were

- invited to deliver his lectures through seminars and workshops organized in the institution.

- Faculty members provide consultancy to take programs.

3.6 Best Practices in Research, Consultancy and Extension

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

   - Introducing value added courses.

   - M.Ed., students are made to strictly follow the research schedule.

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

   - Providing free tuition classes for weak students.

   - Training was given as per counseling activities.

   - Action research is undertaken

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

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

FACILITIES	CAPACITY
Multipurpose hall	200
Class Room	35
Seminar hall	25
Psychology lab	25
Educational Technology lab	25
Physical science lab	10
Biological science lab	10
Computer cum language lab	10
Library	20
Sports room	5
Principal room	5
Staff Room (Gents & Ladies)	10
Rest room (Gents & Ladies)	10
Art & Craft room	10
SUPW	10
Office room	10
Hostel (Gents & Ladies)	25

o The college has enough furniture and equipments. Every year the management allots funds for the maintenance of building.

o Purified drinking water at each floor in available. In addition there is a deep bore well in college campus to maintain uninterrupted water supply for the college and Hostel.

o The master plan of the college campus indicting 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 distributes the budget for augmenting the infrastructure to keep pace with the academic growth.

VICKRAM TEACHER TRAINING COLLEGE

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

Co-curricular activities:

We have provides the infrastructures facilities for co-curricular activities like NSS, Blood donation camp.

Extra-curricular activities:

The institution has work experience room to train the students for extra-curricular activities including Games and Sports.

Outdoor Games:

Volley-ball court

Shuttle and badminton court

Kho-kho court

Indoor Games:

Table tennis

Carom

Chess

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

Multipurpose and conference hall is used to available for the community and extension activities. We have our own exclusive physical infrastructure facilities for the institution.

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

Our institution provides hygienic foods, purified drinking water at all the floors, rest rooms and office rooms.

Cleaning of ladies and gents toilets daily.

Health insurance is available for both students and faculties and first aid facilities.

Regular visit by doctors are done to ensure the health and hygiene of the staff and students.

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

Yes, we provide the 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.

Building

Laboratories

Furniture

Equipments

Computers

Transport/Vehicle

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

We monitored that all students who available in library and college campus and the students who use the computers and internet are monitored to ensure the infrastructure is optimally utilized.

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

The problem of pollution and waste management has taken seriously by our institution.

Our college has got number of trees and plants which are watered regularly, In this way we can reduce the emission of carbon-di-oxide.

The clean and ventilating structures made by our college, which are cleaned by labours.

The wasted and plastic bags are strictly banned by our institution.

4.3 Library as a Learning Resource:

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

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

2. What are the library resources available to the staff and students? (Number of booksvolumes and titles, journals-national and international, magazines, audio visual teachinglearning resources, software, internet access, etc.).

Books	
Titles	
Journals	
Magazines	
CD's	
News papers	

Audio-visual teaching learning resources	
1. Interactive white board	1
2. OHP	1
3. OHP screen	1
4. TV	1
5. CD/DVD player1	1
6. Tape recorder	1
7. Audio system	Available
8. Mike & Speaker	1
9. Digital camera	1
10. CD's/DVD's blank	10
11. LCD Projector	1
12. Binocular	2
13. Digital video recorder	1
14. Internet access	Available
15. Reprographic machine	-

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 the mechanism to systematically review the various library resources through library committee. The library committee process along with four members, among them a librarian and other three are technical faculty members. Their roles and responsibilities are follows,

To suggest for improvement of library resources to peak.

To suggest for provide the necessary infrastructure like books, furniture, computers, almirahs for library improvisation.

To suggest for purchase Indian & foreign journals and magazines.

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

Yes, our library is computerized. It is partially automated.

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 institution library has provided computer, internet facilities during library hours (from 09 AM to 4 PM) for faculties and students.

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

Yes, the institution makes use of Inflibnet/Delnet/IUC facilities.

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 working on all college working days. The library remains open from 09AM to4 PM.

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

By using open access system, staff and students can know about the new arrivals in library.

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

No

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

For physically challenged:

They may use one of assistance for learned of library resources.

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 with internet connectivity. There are 25 computers in the laboratory with LAN connection.

Language learning CD's are used by students. Each computer has headphones with microphone.

CD's & DVD's

Television

Tape recorder

Soft copies of materials

The student teachers are encouraged to optimally by the use of power point presentation for learning including practice teaching.

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

The various general and methods laboratories available with the institution as follows,

Physical science laboratory

Biological science laboratory

Psychology laboratory

Educational technology laboratory

Computer cum language laboratory

Work experience/SUPW room

Arts and crafts resource centre

The management provides budgets and funds for maintenance of the equipment and other facilities.

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

The institution has consists of above mentioned facilities.

Multipurpose hall:

The multipurpose hall is one of major hall in our institution. It is equipped with audio-visual Facilities. We have adequate furniture for seminars and meetings purpose.

Work shop:

The workshop is used to make innovative project from wasted material

Sports:

The institution carries sports facilities for the trainees. There is a court for throw ball and volley ball, Table tennis, carom and chess.

Transport:

The transport facility is arranged for needy students.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, the classrooms are equipped for the use for the latest technologies like OHP, LCD's projector, power point presentation for teaching.

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?

By using following categories,

Power point presentation is prepared by the faculties for teaching

Faculties update themselves using internet

Computer is used by faculties.

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

The following innovative practices related to the use of ICT's,

IT literacy program for students

Encouraging students to use technology

Library automation

Admission automation

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

The use of Modern equipments like ICT

Best maintenance activities

Preventive maintenance schedules

Eco-friendly campus

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1. STUDENT PROGRESSION

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

We follow the rules as per the university norms. In our academic side, the faculties conduct internal test and Model exam for both B.Ed., and M.Ed., students. An orientation program is given to prepare the students to have a positive attitude towards teaching profession.

Talent test, Quiz programmes, Bridge courses and career guidance programmes conducted by the institution to create the preparedness in students for the programme.

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

We provide knowledge about the leadership qualities through the core paper which motivate the students for higher education and employment. Personality development is organized for the improvement of the students.

Every year we the people celebrate festivals like Teachers day, Childrens day, and various national festivals to ensure motivation, satisfaction, development and performance improvements of students.

- Each faculty members take the response as a academic counselor for 15 students and Continuously follow the academic performance of students.

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

controlling the drop out?

There are no drop outs after the admission in the last 3 years.

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

Coaching classes are provided; additional information is issued through pamphlets. Many appeared and one of our student qualified for NET and few appeared in Government examinations like PG TRB, TET and got Government jobs.

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

S. no	Year	Teaching career	Future studies
1	2009-2010		
2	2010-2011		
3	2011-2012		

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

Yes, the students are provided training to access to library and also they make use of audiovisual resources like Interactive Board, OHP, slide, multimedia presentation, TV and Tape to make presentation and to take seminars related to their subject areas. Download websites related to their subject. After the inaugural day students are taken to library for training them in using the reference books and to make the maximum use of the library. Classification methodology is informed to them. Computer skills are also developed.

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

Yes, institution has a placement cell. More than 60% benefits from the cell. Campus interview is also arranged. Career guidance and counseling is given to students. Eligible and willing students were guided properly and they have got appointment in private institutions.

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

The difficulty faced by placement cell during campus interview is communication skill problem

because of most of students coming from urban areas who are weak in communication.The institution overcomes this difficulty by providing communication skill training classes for students who are weak in

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

Yes the practice teaching schools on seeing the efficiency of our student performance reserve and invite our students on their own accord.

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

Human resources are management members, alumni association members and teaching faculties. ICT's and computer LCD are for giving directions and storing data. Minimum amount is allotted by the management as resource.

5.2. STUDENTS SUPPORT

5.2.1. How are the curricular (teaching – learning processes), co – curricular and extra curricular programmes planned, (developing academic calendar, communication across the

institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

For effective transaction of curriculum the teacher of B.Ed and M.Ed programme prepare course outlines in their concerned subjects to be taught by them. These outlines are prepared well in advance before the commencement of the classes and monthly and weekly planning is done. The outline consists of micro teaching and simulation activities. The availability of resources and time is kept in view while planning the outline. The whole programme is planned in such a way that there remains enough scope for carrying out revision of certain important topics and conducting practical activities.

The college prepares academic calendar for the education programmes before the commencement of the new session. Regarding co-curricular activities, a list of activities is prepared by the Cultural Committee after discussing with the other staff members. The academic calendar is planned strategically on the basis of previous year's experiences and decisions regarding various activities are taken through mutual consensus in the meetings of staff council.

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

There is no special curricular arrangement for physically challenged students. They are included in the main stream. Based on the physical deformities optional classroom can be shifted. Motivation can be given to them to overcome their inferiority complex. Special coaching classes can be conducted.

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

Yes the institution has mentoring arrangements. For every faculty 20 students are given as ward. They give them training and coaching for extracurricular, co-curricular activities, personality development and career guidance and counseling.

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

The college allows its teachers to attend various Workshops, Seminars, Talks and Conferences for enhancing the effectiveness of faculty. Teachers of the college also attend Orientation courses organized by the Academic Staff College of different University, if organized.

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

Yes we have a website for our institution. The information such as management details governing bodies, faculty profile, results, admission details, syllabus, curriculum, infrastructure and amenities and courses offered are posted on the site. It is updated yearly ones and as and when necessity arises.

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

Yes the institution has a remedial programme for academically low achievers. Measures are:-

- ? Coaching classes,
- ? Special classes
- ? Additional tests

The institution provides remedial programme for academically low achievers. Extra classes and special classes were conducted by the respective faculty members. Repeated tests and home tests were conducted. All faculty members are involved in students counseling both academically and personally. Tutor in-charge of each student gives counseling periodically based on their progress. Their personal problems are also discussed. Peer groups help in the improvement of slow learners.

5.2.7.What specific teaching strategies are adopted for teaching?

Advanced learners:

For advanced learners challenging assignments were given. They were asked to refer library and websites. They were asked to conduct seminar classes in their B.Ed., topics. Competitions are conducted.

Slow learners:

For slow learners, interaction classes were conducted. Repeated coaching classes were taken by the faculty members. Demonstration classes were conducted. Many class tests were conducted for the academic development. They were motivated to actively participate in all curricular and extra curricular activities.

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

Teachers give guidance and counseling to the students and in delicate situation principal takes up the lead role being a psychologist.

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

Suggestion boxes are hooked at the end of corridor to drop their grievance so far students are highly satisfied with the amenities. The management in consultation with the principal and student representatives analyzes the grievances and takes appropriate actions.

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

In the initial stage we have bridge course. Every three months once feedback form is collected from the students and this is supported by class test, assignment and monthly test. Demo

classes and micro-teaching classes are given in the beginning. After school teaching practice, seminars, paper presentation is redone.

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

The institution ensure the students' competency by demo classes, observation classes, video feedback classes and follow-up support is collected and provided after analysis to go in for practice teaching in schools. By the use of Micro-teaching, students can get the practice for 10 days. In practicing school the guide teacher will carry out necessary corrections. Teacher-educators also supervise the student-teachers during practice-teaching.

5.3. STUDENT ACTIVITIES:

Observing, learning, experimenting, competing, participating, appearing for test and preparing for placement.

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

Yes

i. List the current office bearers

President : Principal

Secretary : Mr.E.Joseph, Assistant Professor

Joint Secretary : Mr. Senthil (Alumni)

Treasurer :Mrs.R.Sumadhi (Alumni)

ii. Give the year of the last election   2010

iii. List Alumni Association activities of last two years.

10. They share their experience in their carrier.

11. Give ideas to improve the infrastructure in the institute.

VICKRAM TEACHER TRAINING COLLEGE

12. Give suggestions to cope up current trends in schools.

3. Give details of the top ten alumni occupying prominent position.

- Mr.Kumaran

- Mr.Ganghirajan

- Mrs.Kulandai Theresal

- Mrs.Prabhavathi

- Mrs.Prabhavathi

- Mr. Ulaganathan

- Mr.N.Suresh Kumar

- Mrs.K.Renuga

- Mrs.R.Sumadhi

- Mrs.Thenmozhi

- Mrs. Seethalakshmi

- Mr.M.Kalithasan

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

Our Alumni association conducts various training programs; provide necessary technical assistance to our student teachers by sharing their experiences.

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level / inter collegiate / inter university)

Our students participated in the intercollegiate sports meet organized by TNTEU in 2010. Students proficient in sports and extra curricular activities are identified at the time of admission itself and circular to this effect is issued to the classes and interested students are motivated to practice in different events in the evening after the college hour. Based on the interest and talent they

are selected to represent the college in the inter collegiate sports and cultural activities. We conduct sports day in the last session of the programme in order to ensure that all the students and staff participate. Staff members help in the conduct of sports events with the help of physical directors. The winning students are given prizes, cups, trophies, championship cups and certificates on the celebration of the sports day.

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

The institution encourages students to publish material by permitting them to use the infrastructure facilities and faculties' knowledge. We published a booklet on "Research in Education".

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

Yes, the institution has a student council body. Each section of B.Ed., course elect their representative. They focus the problems, anxieties and interest of the students to the knowledge of tutor – in - charge and the Principal conduct association meeting and elect office bearers likePresident, Secretary, Joint Secretary and Treasurer. They are totally responsible for organizing various programmes through out the year which provide a platform for students, community for exhibiting their talents. Guest lecturers are also organized by inviting eminent persons. The funds for these activities is managed by the management.

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

Our college has set up office bearers for every branch through which they carry out different

kinds of activities. We have a strong hope in participatory management. They assist in making arrangements and in providing professional advice for our Institution through the Head and our faculty members. Final form is based on the administration feedback collected from the academic and administrative bodies.

The institution believes in participatory management. Our college has a set of office bearer for our association activities. They help in organizing the activities in consultation with the Head of our institution and our staff members. Students are inculcated in library committee, sports committee and discipline committee and are being consulted and the feedback is taken before finalizing the decisions on matters pertaining to the institutional administration.

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

Yes. Regular feedback on teaching, course facilities are taken from the students and faculty members are individually briefed on the outcome of the finding. Each mentor obtains feedback from the students. Outgoing students also provide feedback on the courses. Alumni are asked to leave their feedback.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The institution has the following best practices towards students support and progression.

Feedback from students on campus is given due consideration.

Feedback on teachers is also considered for improving the quality of teachers.

Conduct of Bridge courses and talent search for the fresher's.

Advanced learners are encouraged to take up the competitive examinations.

Establishment of tutorial systems for the benefit of students on academic and personal

counseling.

Counseling is given to parents and students.

Students dropout is nil - 100 % complete the course.

Management council meeting is held every month

Staff members meet every month

- Emergency meeting is held during inspections and celebrations.

Students are involved in students association, library committee, sports committee and discipline committee

Almost all functions of our country is celebrated to inculcate the integrity of our nation.

Notable personalities are invited to give lectures on values.

CRITERION VI

GOVERNANCE AND LEARDERSHIP

6.1. INSTITUTIONAL VISION AND LEADERSHIP

1. What are the institutions stated purpose, vision, mission and values? How are they made known to the various stake holders?

OBJECTIVES OF THE INSTITUTION:

1. To produce sincere and dedicated teachers to teach at higher secondary level.

2. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.

3. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.

4. To motivate the students for solving their problems related to education with the help of research process.

VISION :

To Produce Sincere, Disciplined, Dedicated Teachers to the Society.

MISSION:

To produce Teachers with Research Oriented Innovative Techniques with ICT Skills to become a efficient teacher and to achieve a strongly educated Nation.

VALUES:

Our Motto is **" TRUST, TOIL, AND TRIUMPH"** - You should Trust yourselves that everything is achievable and labour (Toil) yourselves towards reaching the goals.(Triumph).

Our staff, the student teachers and their parents are well informed of our Vission and Mission and are directed to work towards meeting our objectives thoroughly. Our management is training all the student teachers to promote Higher Education among Rural Youth and to equip themselves to

become outstanding teachers and teacher educators to meet the changing and challenging needs of society and by continual improvisation of performance.

2. Does the mission include institutions goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, educational institutions traditions and value orientations?

Yes,

Goal: To encourage, nurture and develop a sense of internal strength and confidence to face life, capacity to build and contribute towards national development. Our goal is framed in a way to the attainment of our college motto, **" TRUST, TOIL, AND TRIUMPH"**

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

Board of Management

Chairman

Secretary

Director

Principal

Board Members

Committees

Grievance cell

Career Guidance committee

Library Committee

Cultural Committee

Staff Council

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English Club

Quiz Club

Science Club

Fine Arts Club

Placement Cell

Sports Club

Administrative Departments

Admission Department

Accounts Department

Maintenance Department

The management is committed to provide high quality academic programmes, training activities and research facilities in higher education. Proper infrastructure and modern technology is given by the institution to achieve the higher grades in teaching learning process. Sufficient buildings and well equipped classrooms, recent innovative teaching aids, library and laboratory facilities, play grounds are provided for students.

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

During the time of appointment, the management explains the nature of the job; prevailing rules and responsibilities are defined. The members of the staff are assigned various duties of the curricular, co-curricular and extra curricular activities only by the Principal. The secretary will assign some additional responsibilities to the faculties regarding admission and placement. It will be intimated through circulars and telephone calls. Duty allotment and circulars are counter signed by concerned staff members.

5. How do the management/ head of the institutions ensure that valid information

(fromfeedback and personal contacts etc.) is available for the management to review the activities of the institution?

The management concentrates on all activities of the institution. The activities of the institution are reviewed by the management with the Principal periodically. Necessary guidance and valuable suggestions are given for effective functioning of the institution. The feedback of the students and that of the stakeholders from personal contacts are considered for development. Feedback and personal contacts are also checked through unofficial secret squad committee.

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

Feedback given by the students about the staff members, the Principal of the institution helps in identifying the barriers. The students can directly contact with the chairman through the suggestion box and a times over phone and in person as the urgency demands. From the letters and feedback given by students, Secretary and the managing board will give necessary solution

7. How does the management encourage and support involvement of the effectiveness and efficiency of the institutional process?

The management encourages and supports the following to improve the efficiency of the staff

Gives full freedom to plan and execute curricular and co-curricular activities.

Encourages the staff members to qualify themselves and update their knowledge by participating in various programmes like seminars, workshops, conferences etc. On duty and full expenditure is sponsored by the management.

Periodical review meetings to have a glance over their performance.

A glimpse at the recommendation of meeting 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 preparationof students.

The head of the institution charts the outline of syllabus, lesson plans and timetable and work load of each staff members well in advance. Based on the workload administration work is allotted so that students utilize the maximum resources available in abundance.

The principal as the head of the institution leads the students and staff towards the vision. He fulfills this role through constant consultation and interaction with the staff council, administrative staff and those involved in policy decision. He motivates and inspires the faculty and supports both the staff members and the students. He acts as a bridge between the management, staff members and the students. He conveys the message from the management to the staff members and message from the staff members and students (particularly grievance) to the management.

2. ORGANISATIONAL ARRANGEMENTS

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

There are different committees are running by the institution for management of different institutional activities. The committees are admission committee, library committee, research committee, scholarship committee, fine arts committee, plan and evaluation committee, infrastructure committee, university calendar committee, examination/awards committee, student guidance committee, budget committee, student welfare committee, appeal and grievance committee and extension activities committee.

- ♉ Admission committee – yearly twice
- ♉ Staff Council – monthly once

- ☿ Sports Committee – one's in a quarterly

- ☿ Students association – as and when required

- ☿ Grievance Cell – Monthly once

- ☿ Discipline Committee – Monthly Once

3. To what extent is the administration decentralized? Give the structure and details of its functioning (Refer 6.21)

The Chairman of the college is the Head of the Management. The Secretary and Principal and the management members take care of the infrastructure and maintenance, financial support and creation of assets. The academic programmes are carried out by the Secretary and Principal, as decided and directed by the University and state government education Department. Every one obeys the orders, understands their responsibilities and paves way in the smooth functioning of the college.

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

Institution has a healthy interactions to enhance the quality of education. We conduct seminars, workshops, Group discussion; there will be a chance for students and staff members of different departments to share their knowledge.

A tie between the institute and various schools occurs during Teaching practice.

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

Yes, the institution uses the various data and information obtained from the feedback and letters from suggestion box in decision-making and performance improvement. Data's are discussed in meeting and the best decisions are incorporated and recommended for adaptation.

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

Faculty from each department solve the problem by inviting a faculty from the other department to take over a particular topic, like statistics is taken by a faculty for all the department. Classrooms are spacious, well furnished, airy and ventilated in a conducive environment. Computer is taken by a computer faculty to face the problems of particular area. Multimedia facility and training for faculty also come in hand.

3. STRATEGY DEVELOPMENT AND DEPLOYMENT:

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

Yes, The College collects feedback on teachers from students and parents and also suggestions through suggestion box. Feedback from the students is also obtained and these information's are used for better administration and academic reforms by the management.

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

Requirement of Human Resource is recruited by the interview panel and financial resource is drawn out of tuition fees. Recommendation of the meeting minutes is taken into consideration for allocating human and financial resources. Resources are from tuition fees and management sponsors.

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

Sufficient human resource and equally balanced financial resource support the implementation of the mission and goals, which are planned and obtained. Through advertisement

and call letters candidates are called for interview, selection panel promptly selects the experienced, qualified and educated staff members and the vacancies is filled. Fees structure is intimated during admission time and the balance amount due by the students is intimated through letters and phone calls. The circular from the management is counter signed by the principal and the accounts department. Different committee in the institution monitors the different activities. Staff members are allotted different work like admission work, cultural work; sports work etc., depending upon the potential.

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

The principal develops the academic plan in consultation with the management. This plan is intimated to the staff and students. Academic plan is planned well in advanced even before the closing of the present academic year. The report and feedback gathered from practice teaching school teachers are also considered. Faculty is given full freedom to discuss on all issues and similarly the administrative staff members are given opportunities to interact with everybody.

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

Every individual has responsibility and he/she is accountable for institutional development. The objectives are communicated through notice board and circular. Contributions of ideas by any individual are welcome in this regard. Opinions are accepted in board meetings and suggestions are made in staff meetings.

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

Review will be conducted for the staff periodically by the management to ensure and improve their efficiency in teaching. Academic achievements of the students will be monitored by

the Principal, and the staff members by periodical tests, competitions etc., vision, mission and implementation of plan are monitored evaluated and revised periodically.

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

New technology that is cache is monitored through various quotations and demos and finally added to the institutions plan and used to train the students.

6.4 HUMAN RESOURCE MANAGEMENT

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

Faculty is given self appraisal form, peer appraisal form and finally the principal's comment helps in identification. Performance of the staff member is shown in the management review, helps in identifying the faculty's development and needs. The principal arranges development programs for the staff members. Principal recommends staff members to attend workshop and seminar that are fully sponsored by the management.

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 the teaching research and service of the faculty and other staff?

The institution uses evaluation of performance assessment of teaching, research and extension service for improving the teaching and research in faculty. Feedback from students and self appraisal report from the staff members and the principal commands to the same are processed, assessed statistically through the principal.

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

The management recognizes the values of teachers and gives almost importance to the needs

of the teaching community of the college. The following welfare measures are provided to attract and retain the best minds in teaching.

Some of the welfare measures provided by the college are:

On duty(OD) is allotted for all staff members who present papers in seminars,

Marriage leave for 10 days with is given.

Personal Loan facility will be arranged.

The female staff members are given maternity leave.

Educational tour

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,

Staff development programmes are conducted every year by the Principal and resource persons in the beginning of the year.

Staff members are encouraged to participate in in-service programme conducted by the Government etc.

Orientation programmes are attended by the principal and the staff members.

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

They are appointed by the management after being scanned by a panel of experts including the chairman, executives, principal, and subject expert. Rules and regulations are given as handout (printed material) as per norms of the institution.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part time/Adhoc faculty different from the regular faculty? (eg; Salary structure, Workload, Specialisation)

Part-time and ad-hoc faculty are recruited when regular faculty proceeds on study leave oravails long leave on health grounds

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

Every year a particular amount is allocated in the budget towards staff members development, a sort of package is allotted for research and for participating in seminars, conferences and workshop and towards any professional activities. Leave allotment and class arrangements is altered if necessary. First aid and fire safety workshop and orientation programme is conducted.

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

A well maintained and self sufficient staff rooms are provided

Rest room is provided with purified drinking water

Smooth and peaceful environment

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9. What are the major mechanisms in place of faculty and other stake holders to seekinformation and / or make complaints?

Often meetings are conducted for stake holders by the faculty. Suggestion boxes are link between the management / institution and the stake holders for redressing the grievances. Notice Board is placed at the end of all the corridors.

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

Based on the qualification, experience and the inborn skills along with the work schedule of time table and mentors job, staff members are involved in other curriculum work too. Staff members visit the teaching practice schools. Tutor in-charge gives the required guidance and counseling to the students under the care.

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

Yes, the institution has mechanism to reward and motivate 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 revenue and income generated.

No, institution does not get financial support from the government. Source of income is from bank loan and revenue is from collection of tuition fees. No donations are collected.

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

No donation is collected.

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

Yes, there is an adequate budget to cover the day to day expenses.

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

Expenditure statement is enclosed.

5. Are the accounts audited regularly? If yes, given the details of internal and external audit procedures and information on the outcome of last two audits.(Major pending audit pares. Objectives raised and dropped)

The accounts are regularly audited. The internal audit is done annually and external audit is done by the auditor. The audit reports will be kept for perusal when the peer team visits the campus

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

Yes. Details enclosed

6.6 BEST PRACTICES IN GOVERNANCE AND LEARDERSHIP

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

Scholarship, loan facility is made available to the staff. All functions and organization are carried out through small committee of staff members working under a coordinator. Coordinator is guided by the principal. Governing bodies function freely. Self appraisal report submitted by the staff is evaluated. Students' evaluation on teachers is considered. The prospectus contains all the details of the college. Suggestion box suggest suggestion. Workshop and training programmes is organized for the teachers.

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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 consists of Secretary, Principal, subject expert and academic development officer. Faculty development program is organized every year. Every staff members activity is evaluated by questionnaire method. Their ability and skills and analyzed by the answers. Student feedback system is considered. All the staff members co-ordinate with the principal.

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

Monitored by the management, supervision by the principal, inspection by the peer group help in achieving goals and objectives. Citizenship Training camp brings to limelight the leadership quality and develop the personality there by students are trained to stand on their own legs.

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

Quality of its academic programme is ensured through tests, monthly tests, assignments, seminars, preparatory tests and model tests. Besides coaching class and special class up lift the quality. Students are engaged in SUPW work such as greetings card, files etc., First aid and Fire Safety camp and Citizenship Training Camp were organized.

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

Monthly meeting is held by the management and the governing bodies set the things right. The Principal monitors and acts as bridge between management and staff members. Staff members in turn act as a link between students and the Principal. Feedback is collected from the students and

the staff members. Self appraisal report is submitted by the staff members. Faculties contribute their valuable skills and ability through participating in academic activity. All the resources are utilized to the maximum. Students are made to involve in all activities of the college. Defects are rectified from the student's evaluation report.

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

Institution identify and share good practices with various constituents of the institution. Innovations are manipulated by the management, principal and various department by continuous exploring ways. Individual faculty members are encouraged to do intensive practice and new ideas and practices are introduced in teaching skills and teaching learning process. Seminar/Workshop is conducted every year. Training programme like model preparation, teaching aids preparation and SUPW is important Guest lecturer is arranged. Whenever a staff member attends a seminar the information is shared with other staff members of our institution.

7.2. INCLUSIVE PRACTICES

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

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The students were taught to cope with the socially backwards, economically weaker differently disabled and physically challenged students. So for **6 visually challenged** and **3 physically challenged students** completed their B.Ed., programme through our college and most of them are employed by Government.

Ours is co-education institution. The girls' students feel secure and safe. A visit to old age home and orphanage is arranged.

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

Various activities are envisioned in the curriculum.

Good environment with all physical facilities is provided. Classroom interaction is made with students.

Self esteem is encouraged in order to improve the self motivation. Students reasoning ability is encouraged through the habit of investigating on lessons which also helps to uplift their self motivation.

Field trip, educational tour, excursion at different places makes the student teachers to have cordial relationship with the society.

Micro, Macro teaching session enables the student teachers to learn the methodology and techniques of teaching.

Various club activities, citizenship training camp, leadership training camp and community service helps them to have good communal interaction.

Different psychological procedure like attitude test, personality growth, behavioral modification, diagnostic test, aptitude test, proficiency test, interest test and achievement

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

The institution follows many activities to develop the proficiency for student teachers for working with children from diverse back grounds and exceptionalities. We celebrate almost all the festivals of our country.

Citizenship Training camps: The student teachers attended a citizenship camp and through this they develop a good relationship with all types of people from different back grounds. And they were

trained to serve for the people in villages. The student teacher participate in several programs and develop a cordial association with all kinds of people from various backgrounds. They also trained to meet the needs of the village people.

7.2.5. How does the institution address to the special need of the physically & Visually challenged and differently – abled students enrolled in the institution?

There is no different teaching to physically challenged students. Integrated education is given to the physically challenged and differently able students enrolled in the institution Differently – able students are given all possible support, guidance and help. Personal and academic counseling will be given when needed.

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

There is no eve teasing in the campus. The management and staff members are taking intensive care for the girls students.

7.3. STAKEHOLDER RELATIONSHIPS

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

Everything is displayed on the notice board and at times informed through telephone talk. Advertisement is made to create public awareness about the program. Circular are received from the university in the name of registrar and vice-chancellor. Examination intimation and doubts regarding theory and practical examination is clarified by the controller of examinations. Parents' teacher meeting is conducted and their opinion is collected. Steps are taken to bring the students to the comfort zone through guidance and counseling.

RELATIONSHIP WITH SCHOOLS:

We have cordial relationship with the corporation schools of Madurai and Government

schools of sivagangai District

RELATIONSHIP WITH SOCIETY:

The needs of the society is also taken into consideration and awareness is

1. Helmet rally

2. Pasting stickers to vehicles

RELATIONSHIP WITH PARENTS.

Parents teachers meeting were conducted and their opinion is collected regarding their ward's performance.

7. 3.2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Satisfaction of the students and stakeholders:

- ☿ Best infrastructural facilities are made

- ☿ Campus can be seen healthy and clean

- ☿ Gardens are well maintained

- ☿ Strict discipline system is followed

- ☿ Competent faculty and cordial students teacher relationship is found.

- ☿ Safety and security in the college is ensured.

- ☿ Reputation of the institution with good academic performance and academic achievement gives more satisfaction for the students.

- ☿ Good organization of seminars, workshops and guest lectures are to their satisfactions.

- ☿ Mobile phone is prohibited

- ☿ Open and Spacious playground can be seen

- The students were trained in the indoor games like chess, carom, and Table tennis and so on.

- One rupee coin telephone booth is provided.

- Periodical monitoring and personal care is given to the students

- Counseling and guidance is also given whenever needed.

- Encouragement and motivations are given to the students to organize co-curricular activities

- Better academic results is also a good satisfaction.

- Feed back is collected

Dissatisfaction of the students and stakeholders:

Mobile Phones are restricted inside the campus but students are willing to use it

To improve the rural students spoken English extra classes may be arranged.

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?

There are many feed back mechanisms followed:

Suggestion box helps to over come the problem.

All the grievances are heard from the students and solved by the grievance cell

Major problems are dealt in the meeting with the principals and managements and discussed about the ways to solve the problems and finally policy decision is made.