

SHREE AMIRTHA COLLEGE OF EDUCATION

NAMAKKAL – 637003

(Affiliated to Tamil Nadu Teachers Education University, Chennai)

(Recognized by NCTE, Bangalore)

Phone No : 04286-652608, 651808

Web site : www.shreeamirtha.com

E-mail : shreeamirthabed@outlook.com



SELF – APPRAISAL REPORT

**SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL**

(An Autonomous Institution of the University Grants Commission)

P.O. Box No. 1075, Nagarbhavi,

Bangalore – 560 072, India.

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PROFILE OF THE COLLEGE



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PART – I

INSTITUTIONAL DATA



PART – I

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution : Shree Amirtha College of Education(11430),
Ponnusamy Nagar, NH-7,
Salem Road,
Pappinaickenpatty (Po),
Namakkal – 637 003.

2. Website URL : www.shreeamirtha.com

3. For Communication

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr.S. Santhini Devi Head/Principal	04286-652608	04286-233171	santhinidevinkl@gmail.com
Mrs.P. Santhi Co-ordinator	-	-	santhiraju24@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile No
Dr. S. Santhini Devi Head/Principal	-	09047011454
Mrs. P. Santhi Co-ordinator	-	09944422813

4. Location of the Institution:

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

5. Campus area in acres :

10.01 acres

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYY
11	2005

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

Tamil Nadu Teachers Education University, Chennai.

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

Month & Year

2f

MM	YYY
-	-

Month & Year

12B

MM	YYY
-	-

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 ☐

c. By Nature

- iii. Co-education ☒
- 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?

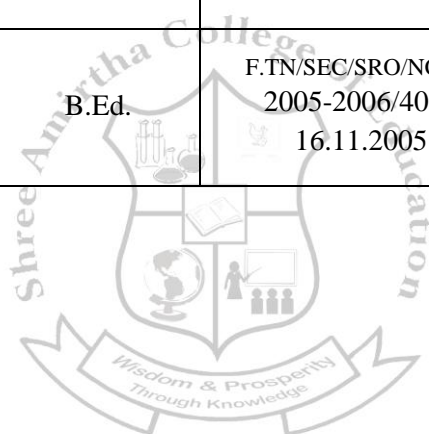
Yes ☐ No ☒

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

S.No	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Secondary/ Sr. Secondary	B.Ed.	UG	Degree	One year	English / Tamil

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/Sr. Secondary	B.Ed.	F.TN/SEC/SRO/NCTE/ 2005-2006/4020 16.11.2005	Continuous Affiliation	100



Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

1

b) Fee charged per programme

Rs. 41,500

3. Are there programmes with semester system

No

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

Yes		No	✓
-----	--	----	---

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

-

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

D.Ed.

-

B.Ed.

9/3

M.Ed. (Full Time)

-

M.Ed. (Part Time)

-

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	-
--------	---

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

Yes	✓	No	
-----	---	----	--

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	-
--------	---

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

Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

Academic peers

Yes	✓	No	
-----	---	----	--

Alumni

Yes	✓	No	
-----	---	----	--

Students

Yes	✓	No	
-----	---	----	--

Employers

Yes	✓	No	
-----	---	----	--

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

1 Year

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

Yes		No	✓
-----	--	----	---

Number	-
--------	---

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

Yes	✓	No	
-----	---	----	--

Number	3
--------	---

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

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--



Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination ☒

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

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

3.Total number of students admitted Year 2013 - 2014

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.,	28	72	100	24	30	54	04	42	46
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes ☐ No ☒

If yes, how many?

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

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

a) Unit cost excluding salary component

Rs.15,150

b) Unit cost including salary component

Rs. 40,834

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

Programmes	Open		Reserved	
	Highest(%)	Lowest(%)	Highest(%)	Lowest(%)
D.Ed.	-	-	-	-
B.Ed.	86.86%	45%	79%	42.4%
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	50%	24%	20%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

07

b) Minimum number of pre-practice
Teaching lessons given by each student

02

Lessons

05

Observations

11. Practice Teaching at School

a) Number of schools identified for practice teaching

22

b) Total number of practice teaching days

40

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

05

Lessons

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

No. of Lessons in
Simulation

6

Number of Lessons in
Pre –practice teaching

7

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. Weight age (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	20	80
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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	✓	

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

Yes ☒ No ☐

Number

19. Does the institution offer Computer Science as a subject?

Yes ☒ No ☐

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

Compulsory

Optional ☒

Criterion III: Research, Consultancy and Extension

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

Number	1	11%
--------	---	-----

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
-	-	-	-

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

-

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

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

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

Yes	✓	No	
-----	---	----	--

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

a. Ph.D.

b. M.Phil.

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

Yes		No	✓
-----	--	----	---

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

	Yes	No	Number
International journals	✓		4
National journals – referred papers Non referred papers	✓		2
Academic articles in reputed magazines/news papers		-	
Books	✓		2
Any other (specify and indicate)		-	

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

	Faculty	Students
National seminars	41	46
International seminars	11	-
Any other academic forum (State level seminars, Symposium & Workshops)	10	5

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

Self-instructional materials	✓
Print materials	✓
Non - print materials (e.g. Teaching	
Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓

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

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

If yes, indicate the nature of the post.

Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>	Additional charge	<input checked="" type="checkbox"/>
-----------	--------------------------	-----------	--------------------------	-------------------	-------------------------------------

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

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

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

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

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

3

16. Does the institution provide consultancy services?

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

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

-

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

Local level	<ol style="list-style-type: none">Selvam Teacher Training Institute, Namakkal.Kalaimagal Matriculation School, Mohanur.Selvam Hr.Sec. School, Mudalaipatti.Selvam Arts and Science college, NamakkalSelvam College of Technology, Namakkal.
State Level	Dr. SNS Group of Educational Institutions, Coimbatore.
National Level	National Council for Teacher Education
International Level	-

Criterion IV: Infrastructure and Learning Resources

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

4765 sq.mts

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?

30

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

-

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

Rs.12,000

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

Rs.25,000

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

Rs. 2,00,000

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

Yes	✓	No	
-----	---	----	--

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	4	4	1	-
Non-teaching	3	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
Lecturers	4	4	1	-
Readers	-	-	-	-
Professors	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lectures	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from same state

Other states

9

-

12. Teacher student ratio (program-wise)

Programme	Teacher Student ratio
B.Ed.	1:11

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
3	1	1	1

Temporary

M	F	M	F
-	-	-	-

b. Technical Assistants

Open Reserved

Permanent

M	F	M	F
1	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

1:1

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

62%

16. Is there an advisory committee for the library?

Yes



No

☐**17. Working hours of the Library**

On working days

9 a.m to 5 p.m

On holidays

10 a.m to 4 p.m

During examinations

9 a.m to 5 p.m

18. Does the library have an Open access facility

Yes	✓	No	
-----	---	----	--

19. Total collection of the following in the library

a. Books

5514

- Textbooks

5003

- Reference books

511

b. Magazines

07

c. Journals Subscribed

Indian journals

10

Foreign journals

-

d. Peer reviewed journals

-

e. Back volumes of journals

04

f. Information resources

- Online journals/e-journals

-

- CDs/ DVDs

50

- Databases

-

- Video Cassettes

-

- Audio Cassettes

-

20. Mention the

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

124 sq.mt

Seating capacity of the Reading room

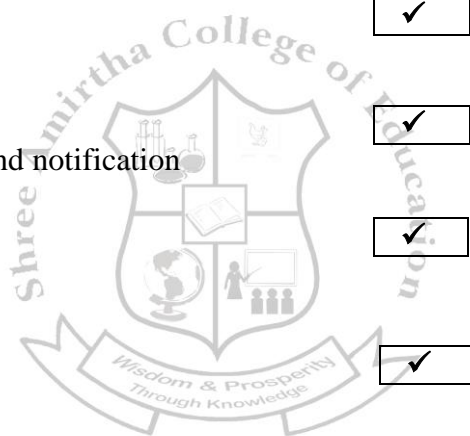
60

21. Status of automation of Library

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

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

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



23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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

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

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

	I (2011-12)		II (2012 -13)		III (2013 -14)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	320	98880	235	87900	375	112450
Other books	149	9540	100	39000	125	40000
Journals/ Periodicals	4	1920	5	3550	8	7950
Any others specify and indicate	-	-	-	-	-	-

Criterion V: Student Support and Progression

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

Programmes	2009 -2010	2010-2011	2011-2012
B.Ed	NIL	NIL	NIL

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

Yes	✓	No	
-----	---	----	--

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

13

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge course ?

Yes	✓	No	
-----	---	----	--

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

	UG		
	2010 -2011	2011-2012	2012-2013
Pass Percentage	97	96	97
Number of first classes	83	85	75
Number of distinctions	14	11	16
Exemplary performances (Gold Medal and University ranks)	-	-	-

6. Number of students who have passed competitive examinations during the last

Three years (provide year wise data)

NET

I	II	III
-	-	-
-	-	-

SLET/SET

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

Financial Aid	2011-2012	2012-2013	2013-2014
Merit Scholarship	-	-	-
Merit-cum-means Scholarship	1,28,410 (20)	1,04,860 (21)	25,36,360 (54)
Fee concession	55,000 (9)	55,000 (7)	15,000 (3)
Loan facilities	-	-	-

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓
-----	--	----	---

Non– Teaching Staff

Yes		No	✓
-----	--	----	---

10. Does the institution provide Hostel facility for its students

Yes	✓	No	
-----	---	----	--

If yes, numbers of students residing in hostels

Men

7

Women

8

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

Sports fields

Yes	✓	No	
-----	---	----	--

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

12. Availability of rest 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 feedback from student on their campus experience ?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last Year data) in which the

Institution participated/ organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter – Collegiate	-	-	-	19	-	19
Inter – University	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

University, state regional, national and international sports meets.

	Participation of students (Number)	Outcome (Medal achievers)
State	1	-
Regional	15	3
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2010 - 2011

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

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

20. Does the institution regularly publish a college magazine ?

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

21. Does the institution publish its updated prospectus annually ?

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

22. Give the details on the progression of the students to employment further

Study (Give percentage) for last three years

Year	2010-2011	2011-2012	2012-2013
Higher studies	35	30	25
Employment (Total)	40	52	65
Teaching	30	40	50
Non Teaching	10	12	15

23. Is there a placement cell in the institution?

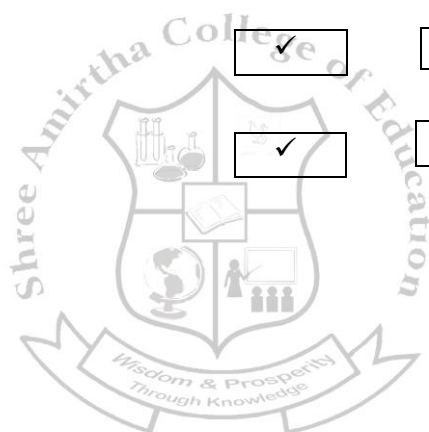
Yes	✓	No	
-----	---	----	--

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

I (2010 – 2011)	II (2011 – 2012)	III (2012 – 2013)
18	43	50

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

	Yes	No
❖ Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
❖ Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
❖ Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Criterion VI: Governance and Leadership

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

Yes	✓	No	
-----	---	----	--

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

Governing Body/Management	2
Staff council	2
IQAC/or any other similar body/committee	Once in 3 months
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Twice in a year

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.

2

5. Furnish the following details for the past three years

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

-

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

National

-

International

-

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

3

d. Number of Seminars/ workshops/symposia on curricular development,

Teaching – learning, Assessment, etc. organized by the institution.

3

e. Research development programmes attended by the faculty

3

f. Invited/endowment lectures at the institution

-

Any other area (specify the programme and indicate)

-

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

a. Self – appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
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c. Expert assessment of faculty performance

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

Yes		No	✓
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e. 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

3 hrs

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

Grant – in – aid

-

Fees

Rs. 41,50,000

Donation

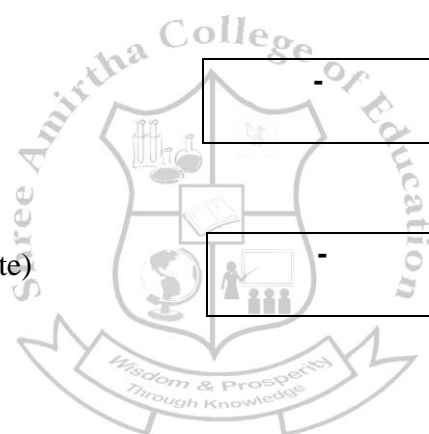
-

Self – funded courses

-

Any other (specify and indicate)

-



9. Expenditure statement (for last two years)

	Year I	Year 2
	2012 -2013	2013-2014
Total sanctioned Budget	39,50,000	39,00,000
Percentage spent on the salary of faculty	58.64 %	66.22 %
Percentage spent on the salary of non – teaching employees	11.25 %	11.86 %
Percentage spent on books and journals	3.31 %	4.14 %
Percentage spent on developmental activities (expansion of building)	-	-
Percentage spent on telephone, electricity and water	9.66 %	10.35 %
Percentage spent on maintenance of building, sports, facilities, hostels, residential complex and student amenities, etc	12.01 %	3.02 %
Percentage of spent on maintenance of equipment, teaching aids, contingency, etc.	0.48 %	0.66 %
Percentage spent on research and (seminars, conferences, faculty development programs, faculty exchange, etc)	2.44 %	0.91 %
Percentage spent on travel	0.47 %	0.52 %
Any other specify and indicate(Depreciation, etc.,)	1.40 %	1.77 %
Total expenditure incurred	39,41,860	38,78,865

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
2011 – 2012	-	9988470
2012 - 2013	8140	-
2013 - 2014	21135	-

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/T Technology supported activities /units of the institution:

Administration

Yes	✓	No	
-----	---	----	--

Finance

Yes	✓	No	
-----	---	----	--

Student Records

Yes	✓	No	
-----	---	----	--

Career Counselling

Yes	✓	No	
-----	---	----	--

Aptitude Testing

Yes	✓	No	
-----	---	----	--

Assessment

Yes	✓	No	
-----	---	----	--

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

17. Does the institution have the freedom and the resources to appoint and pay temporary /adhoc/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 instituton?

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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision – making, computerization and TQM?

Yes	✓	No	
-----	---	----	--

Criterion VII: Innovative practices

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

Yes	✓	No	-
-----	---	----	---

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

Yes	✓	No	-
-----	---	----	---

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

Category	Men	%	Women	%
OC	-	-	1	1%
BC	-	-	21	21%
BC(M)	-	-	-	-
MBC	4	4%	20	20%
DNC	-	-	-	-
SC	14	14%	20	20%
SCA	7	7%	4	4%
ST	3	3%	6	6%

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

Category	Teaching Staff	%	Non – teaching Staff	%
SC	1	11.1%	3	42.8%
ST	-	-	-	-
OBC	8	88.8%	4	57.14%
Women	4	44.4%	2	28.5%
Physically Challenged	-	-	-	-
General Category	-	-	-	-
Any other	-	-	-	-
Total	9		7	

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

Category	At Admission		On completion of course	
	Batch I (2011 -12)	Batch II (2012 – 13)	Batch I (2011 – 12)	Batch II (2012 -13)
OC	02	02	02	02
BC	48	48	44	47
BC(M)	-	-	-	-
MBC	22	22	20	22
SC	22	22	22	20
ST	06	06	04	06
SCA	-	-	-	-



PART – II

EVALUATIVE REPORT



EXECUTIVE SUMMARY

OUR TRUST

V. Ponnusamy Educational and Charitable Trust was founded in the year September – 1999 with a Cherished Objective of serving the society in the fields of Education, Health and Industry. It has been administered and run by an elite team of educated members consisting of The Chairman, Dr. P.Selvaraj B.V.Sc., The Secretary Dr. B. Kaviethra Nandhini B.E., MBA., Ph.D., and Founder Trustee V. Ponnusamy since its inception, the Trust has been involving itself not only in benevolent activities, but also for inculcating quality Education through its Educational Institutions, namely.

- ❖ Selvam College of Technology -Namakkal – 637003
- ❖ Selvam Arts and Science College – Namakkal – 637003
- ❖ Selvam College of Physical Education – Namakkal – 637003
- ❖ **Shree Amirtha College of Education – Namakkal – 637003**
- ❖ Selvam Teacher Training Institute – Namakkal – 637003
- ❖ Selvam Matriculation Higher Secondary School– Namakkal – 637002
- ❖ Selvam Higher Secondary School – Namakkal – 637003
- ❖ Kalaimagal Matriculation School – Mohanur – 637015

OUR COLLEGE

Shree Amirtha College of Education started in the academic year, 2005-2006 is one of the best Co-Educational self-financing College affiliated to Tamil Nadu Teachers Education University, Chennai. It has been recognized by the NCTE, Southern Regional Committee, Bangalore and it is located at NH-7, Salem Road, Ponnusamy Nagar, Pappinaickenpatty post, a six kilometers away from Namakkal. It is housed in a majestic and imposing building with all infrastructural facilities.

VISION

To be a model institution to produce ideal teachers for fulfilling the future requirements of the student and society.

MISSION

- ❖ To teach all categories of student teachers to their utmost satisfaction.
- ❖ To produce the student teachers to deliver their subjects effectively.
- ❖ To inculcate among the learners that discipline, morality, physical fitness, mental health are the most valuable treasures in Education.
- ❖ To mould the learners to be truly responsible citizens of India.
- ❖ To develop teachers the art of voice Modulation and Etiquette.

OBJECTIVES

To develop pedagogical knowledge and skills and to use this expertise to encourage each student to develop critical thinking and problem – solving skills.

- ❖ To develop skills necessary for self – reflection and to use this knowledge to analyze past experiences and to pursue professional development opportunities.
- ❖ To develop an understanding of subject matter areas and to create meaningful learning experiences based on this knowledge.
- ❖ To develop effective verbal, nonverbal, written, technological and media communication skills to support and enhance student learning.
- ❖ To encourage fairness, positive social interactions, active learning and self motivation.

VALUES

- ❖ To develop an understanding of students, cognitive, social, physical and emotional development and to create learning opportunities that support student academic development.
- ❖ To demonstrate a sense of caring.
- ❖ To understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning.
- ❖ To develop instructional plans based on students needs, curricular goals, models, subject matter and community.
- ❖ To recognize and value student diversity and provide instruction to accommodate such diversity.

COURSES OFFERED

The College offers B.Ed., Programme in the following Subjects:

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

INFRASTRUCTURAL FACILITIES

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

SPORTS ACHIEVEMENTS

In the sports and cultural competition conducted by TNTEU in March 2014, our College students participated and won the prizes. We are proud to inform that among 657 Educational Colleges, our students stood First in 100mts Running and Second Place in Elocution competition in the District level and Third Place in 100mts Running in the Zonal level Sports meet.

Our students participated in the state level competition also.

- ❖ M. Leelavathi won Second Place in Elocution competition in District level.
- ❖ M. Narmatha won Third Place in 100mts Running in Zonal level Competition.

SALIENT FEATURES

- ❖ Well qualified and experienced faculty members.
- ❖ Computerized library with enough text books in all subjects, reference books, journals, magazines and CDS.
- ❖ Vast playground with provisions for indoor & outdoor games and track & field events.
- ❖ Excellent transport facility with College buses connecting all destinations.
- ❖ Separate hostel for boys and girls with necessary facilities are available.

The periodical conduct of Alumni Association and parents meetings help the College to get feed back from the Alumni on the relevance of the curriculum, the performance of the teachers, facilities available in the College, the academic performance in the University examination, competition, etc.

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

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

The teachers are appointed as per the rules and regulations of Tamil Nadu Teachers Education University, Chennai, skill development programmes are conducted for the teaching and non-teaching staff and students to enhance their potentialities as well as skill and to update their knowledge in their subjects.

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

CRITERION – I

CURRICULAR ASPECTS

1.1 Curricular Design and Development:

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

(Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community, and National Development, Issue of Ecology and Environment, Value Orientation, Employment, Global Trends and Demands, etc.)

Objectives

Intellectual

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

Academics

- ❖ The college is committed to the principle in life through learning to ensure the growth of human resource of the country.
- ❖ It nurtures intellectual and academic quest among the student teachers.
- ❖ To cultivate organizational skills through teamwork, collaboration and co-operation.

Training

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

The Disadvantaged

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

Equity

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

Self Development

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

Community and National Development

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

Issue of Ecology and Environment

- ❖ The college spreads awareness among student teachers and enriches environment by saving natural resources.
- ❖ Promoting tree plantation through “Each one Plant one” motto

Value Orientation

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

Employment

- ❖ Creating and promoting employment potential and opportunities are central to the objectives of the college
- ❖ Emphasis is laid on creating and promoting educational opportunities for the teacher trainees by inculcating competitive employable skills
- ❖ The college's placement cell makes efforts for getting the students recruited in school sector

Global Trends and Demands

- ❖ The college makes endeavour to establish its presence in the market, through well conceived instructional strategies, meticulous planning and execution of projects.
- ❖ It remains committed with the cause of imparting quality education at the grass root level theory as well as practice.
- ❖ Intensively utilizing the communication skills with the help of advanced technological skills using ICT in teaching-learning process to enhance effective communication.

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

The curricula of B. Ed. course are prepared by the Boards of studies of Tamil nadu Teacher Education University, Chennai. Since our Institution is affiliated with the above said university we strictly follow the university syllabus.

Various steps in the Curricular Development process are :

Planning according to the University syllabus

Teaching methods in learning process

Teaching practice

Conducting examination

Recording Evaluation

Conducting Seminars, Workshops, Guest lectures and Co – curricular activities.

Continuous feedback received from student teachers, alumni, principals/ teachers from teaching practice schools, help us modify our curriculum in an innovative way.

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

The current curriculum designed and developed by Tamil Nadu Teachers Education University, reflects the latest trends in teacher Education.

The existing B.Ed. curricula have specific programmed content. The programme consists of a theory component and a practical component. The theory component consists of three core courses, one elective course and two optional courses.

The faculty members are encouraged to use innovative practices in teaching. Their feedback is continuously taken for the betterment of the educational strategies. Students feedback is also taken into account regarding the relevance of course contents, evaluation methods at the B.Ed. course as well as the teachers. The college also has a suggestion box for

this purpose. Alumni Meets also help in getting their feedback on teachers' performance, the facilities in the college and the fruitfulness in pursuing their B.Ed. course.

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

The curriculum designed by Tamil Nadu Teachers Education University gives a lot of importance to national issues like Environment, Value education and Information and Communication Technology for the present scenario of teacher education.

Environmental Education included as a part of the syllabus. Awareness programme is conducted based on Environment. Moral and value education classes are being conducted to enhance the values in life. These issues are brought to notice of the University to be included in the curriculum.

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

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

Documents are computerized and records are systematically maintained in hard and soft form.

Our teacher educators use the LCD projector for teaching learning process, to make the class interesting and interactive.

The library is made user - friendly with open access system, which enables the readers to access books with ease.

Teacher educator uses the internet facility for planning their teaching- learning activities.

1.2. Academic Flexibility

1.2.1. How does the institution attempt to provide experiences to the student teacher, so teaching becomes a reflective practice?

The academic and social experience of the faculty members are reflected in the teaching - learning process so that the students become so active and attentive in the classes and adopt their teachers as their role models.

Teaching is made a reflective practice by using classroom seminars, panel discussions, debates and group discussions on relevant topics. Educational trips are regular features of curriculum, presently, value added courses like communication skills, personality development, etc. are introduced beyond curricular programmes. Teaching practice, work experience/ SUPW and craft work are also included as compulsory parts of the curriculum.

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

Generally we have provided varied learning experiences to our student teachers. In this regard, the teacher- educators have conducted Micro Teaching orientation programmes and training on various educational devices.

Our college campus is providing the latest use of innovative teaching methods by using audio visual aids, extension lectures, etc. for learning

In the field, our college provides extension of educational activities like field trips, educational tour, workshop organized by other educational institutes, etc.

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

Public speaking practices are being conducted for the student teachers.

Community orientation classes like awareness programmes are conducted.

Yoga classes and meditation are being conducted.

ICT, Life skills – personality development programmes are being provided to the student teachers on different topics.

Blood donation, Eye Camp, Health Programme and First Aid Camp are conducted for improving the social responsibility of the student teachers.

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

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

Multidisciplinary – B. Ed. Courses offers 9 disciplines based on Tamil, English, mathematics, Physical Science, Biological Science, History, Economics, Commerce & Accountancy and Computer Science.

- ❖ Multi-skill development – Teaching skill, Communication skill, Life skill, Personality Development skill
- ❖ Inclusive education
- ❖ Practice Teaching – Micro Teaching (minimum 7 skills) Macro teaching (40 days including 10 days observation)
- ❖ Internship experience in school
- ❖ SUPW – Preparation of low cost aids
- ❖ Art & Painting, Gardening, Interior Decoration, craft, etc.
- ❖ Community work & Co-curricular activities

1.3. Feedback on curriculum

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

- ❖ Collecting feedback from the stakeholders is a sound source for curricular development.
- ❖ Students give their feedback on the performance of teachers, the suitability and the relevance of the subjects in the end of the year.

- ❖ Feedback is collected from the Alumni in the prescribed format during Alumni Meeting.
- ❖ Suggestions are also collected from parents during their meetings with teachers.

These details are stored and analyzed to bring changes in the curriculum in the coming days.

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

- ❖ The feedback format is collected from the staff and students regarding the use of skills of teaching, techniques of teaching, curriculum, self assessment, etc.
- ❖ The feedback forms are reviewed and the problems are identified
- ❖ Analysis is done on feedback forms and the area of improvement towards any change is rectified.

1.3.3. What are the contributions of the institution to curriculum development?

(Member of BOS/ sending timely suggestion, feedback, etc.)

- ❖ The college has an IQAC for quality assurance.
- ❖ IQAC takes into account every feedback, while framing any action plan
- ❖ Weak areas which need improvement are identified during IQAC meetings and curricular or extra – curricular programmes are suggested.

1.4. Curriculum Update

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

Thrice the curriculum revision has taken place during the last five years. B.Ed. degree course was started during the year, 2005-06 and it was affiliated to Periyar University, Salem.

From 2008 – 09 our college was affiliated to Tamil Nadu Teachers Education University Chennai.

- ❖ Right from the inception, our College has undergone 3 major changes in the syllabus till date.
- ❖ In the year 2008-2009 curriculum was changed in theory and practical by Tamil Nadu Teachers Education University. In this Total marks for the practical examination was increased from 500 to 600.
- ❖ In the year 2009-2010 curriculum was changed in theory and practical by Tamil Nadu Teachers Education University. In this Total marks for the practical examination was reduced from 600 to 400.
- ❖ In the year 2013-2014 curriculum was changed in theory by Tamil Nadu Teachers Education University.

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

Our Institution has adopted the following strategies to revise and update the curriculum

- ❖ Feedback from student teachers.
- ❖ Suggestions from faculty and stake holders

Our Institution follows curriculum revision and update by the Tamil Nadu Teachers Education University.

1.5. Best practices in Curricular Aspects

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

An IQAC is working in the college to ensure quality sustenance and enhancement measures. The best practices are planned on the basis of recommendations by IQAC as beyond curricular programmes.

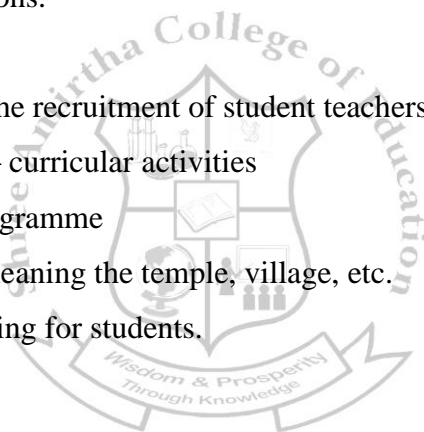
Alumni Association and a Placement Cell are also working actively.

In order to sustain the quality in education the institution implemented various quality enhancement programmes such as Seminars, Guest Lectures, Workshops, Personality Development programmes, Club activities, Camp activities, Educational Tour, Group Discussion, Smart Classes and Life Skills.

Innovations/best practices in curricular aspects are planned / implemented by the affiliating University and our institution follows those directions from time to time which lead to academic effectiveness and excellence.

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

- ❖ Maximum use of ICT in the teaching and learning process.
- ❖ Conduct of Seminars, discussions and interactive sessions.
- ❖ Teaching practice sessions.
- ❖ Community services
- ❖ Campus Interview for the recruitment of student teachers
- ❖ Co curricular & Extra – curricular activities
- ❖ Yoga & Meditation programme
- ❖ Service to public like cleaning the temple, village, etc.
- ❖ Guidance and Counselling for students.



CRITERION – II

TEACHING, LEARNING AND EVALUATION

2.1. Admission Process and Student Profile:

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

Tamilnadu Teachers Education University regulations are followed and admission list is displayed to ensure transparency.

- ❖ When the admission commences, our college gives notification in the Media.
- ❖ Applications are collected from the eligible candidates
- ❖ Applications are scrutinized by the admission committee
- ❖ The admission intimation is sent to the students on merit basis
- ❖ The equity as well as accessibility is ensured irrespective of social status, economic backwardness, differently-abled conditions, gender, etc.
- ❖ Transparency is maintained in the admission process.

Percentage of Marks needed for admission are as follows:

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

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

- ❖ Admission notification is published in newspapers.
- ❖ Stalls are hosted in Educational Exhibitions and fairs for the advertisement of the course. and college notice board
- ❖ The advertisement provides information about the courses offered and about the

facilities available in the institution.

- ❖ A prospectus containing all these details is given along with the application.
- ❖ These details are also available in the institution

website: www.shreeamirtha.in

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

- ❖ Our college is a self financing institution and eligible students are admitted by merit according to the admission process without any bias and partiality.
- ❖ Transparency in admission is always followed.
- ❖ Equal opportunity is given to all. Our management forms an apex admission committee to monitor, ensures equality in admission as per the admission criteria given by the Government and by the University.

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

- ❖ Fee concessions to economically backward students
- ❖ A mere pass for the candidates who belong to SC/ST candidates
- ❖ Admitting students as per the reservation policy of the Government
- ❖ No bias in admission on the basis of gender, colour, caste, creed & language
- ❖ Friendly environment in the campus for the physically challenged and linguistic minorities

2.1.5. Is there a provision for assessing students' knowledge / needs and skills before the commencement of teaching programmes?

Yes, before commencing the classes an orientation programme is conducted for the student teachers to find out their interest / attitude and aptitude towards teaching profession, their communication skill, subject knowledge, etc. in the form of group discussions, interaction in the classrooms and by conducting a test through a questionnaire

2.2. Catering to Diverse needs:

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

The institution works towards creating an overall congenial environment by

- ❖ Providing learning resources and forming study circles
- ❖ Encouraging the student teachers to utilize Library facilities during library hours
- ❖ Creating conducive environment for learning
- ❖ Organizing workshops, and seminars that encourage student teachers’ participation which provides scope for working together and thereby leading to understand each other and develop feeling of oneness
- ❖ Interactive lecture programmes wherein student teachers’ are encouraged to express their views and clarify their doubts
- ❖ Co-curricular activities like sports day, celebrating festivals and days of importance such as
- ❖ Teachers day, Women’s Day, etc. which help in the development of the learners

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

Teacher educators display individual attention of the student teacher. Teaching methods are taught. Peer teaching is arranged in micro teaching class. Teaching aids are prepared with the help of the teacher educators (Mentors) in various laboratories. Computer facilities with internet options are provided. There is also provision for group work with advanced learners. Sufficient working knowledge is provided to the student teachers before they go for teaching practice. Vigorous training is given optional wise in the application of devices like OHP, LCD projector, T.V., Radio, Camera, etc. during class room seminars. Sufficient opportunities are given to the student teachers to participate in debates, in the presentation of papers and to organize club activities. They also gain knowledge about health, hygiene, cleanliness, harmonious living, curricular and extracurricular activities to become an ideal citizen so that he/she will be an asset to the society. With a view to evaluate the performance of the student teachers, each one is required to develop a “Teaching Observation Profile” which is the evidence that he / she has met the requirements needed to be a good teacher.

2.2.3. What are the Activities envisaged in the Curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The college provides a conducive environment for learning and development of the skills of the Student-teachers the celebrations of various religious festivals are done with pomp and pleasure by the Management. During the celebration of different programmes, student-teachers are given freedom to exhibit their talents in the cultural events.

The student-teachers are made to participate in the intercollegiate competitions, Oratorical competitions and essay writing competitions. Coaching is given to participations in various competitive examinations. Advanced learners are helped in getting placements by conducting training programmes, aptitude tests etc.

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

The teacher educators are encouraged to use ICT facilities and internet facilities and library resources, paper presentations and other interactive lecture methods .The teacher educators follow such approaches to cater to the diverse needs of the student teachers with guidance and counselling for equity and diversity, individual training, individualized instruction for student teachers.

In house interactive sessions during seminars, workshops, guest lectures, group discussions, etc., are arranged with experts from peer institutions to sensitize them to the latest development in the educational scenario and the modern methods of teaching and evaluation.

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

Multiple teaching strategies like using black board drilling, interaction, showing charts, pictures, and computer aided learning will be useful for student teachers in handling classroom full of students with diverse abilities and needs. A detailed course plan for each department is prepared in consultation with the teachers and it is given to the students.

1. Coaching for the slow learners and educationally/ economically backward children
2. Assignment Preparation

3. Chart preparation and Model preparation
4. Participation in seminars/ workshops/Conferences
5. Group discussion and quiz programmes

2.3. Teaching Learning Process:

2.3.1. How does the institution engage student-teachers in “Active learning”?(use of learning resources such as library, website, focus, group individual project, simulation, peer teaching, role playing, internships, practical's, etc.)

All through the B.Ed. course, student-teachers are engaged in active learning since the entire course has a lot of activities and emphasis is laid on practical training. Student teachers are engaged in active learning in the following ways:

- ❖ Teacher educators adopt the lecture cum discussion method which encourages student teachers to participate in all class room discussions
- ❖ Individual assignments are given, self study is encouraged and action research is assigned
- ❖ Supervised study and mentoring involves the student teachers in active learning
- ❖ Co-operative learning methods are used to a great extent
- ❖ Use of Library resources
- ❖ ICT lab
- ❖ Internship Activities (Teaching practice)
- ❖ Demonstration of micro skills in the peer groups involves active participation by the Presenter and also the observers
- ❖ Computer lab with net facility
- ❖ Group Work
- ❖ Micro & Macro Teaching
- ❖ SUPW (Socially Useful Productive Work)

Thus in the teaching-learning process, individual care is given to the student-teachers. Care is taken to provide conducive class room atmosphere in all the classes by the institution to encourage the student teachers in active learning. There is always rapport between the teacher and the taught.

Language laboratory and the ICT Resource Centre are effectively used by the student teachers. Separate Physical Science and Bio-Science laboratories are utilized by the student-teachers and special training is given by the teacher educators.

2.3.2. How is learning made student – centered? Give a list of participatory learning activities adopted by the institution and those which contributed to self management of knowledge and skill development by student teachers?

Our institution mainly applies to the principle of student centered method and learning. Teacher educators train the student teacher in problem solving exercises and test of logical reasoning activities by doing method for teaching. We believe that:

I See, I Forget,

I Hear, I Ignore ,

I Do, I Remember.

- **Confucius**

So learning by doing is worth studying. Student teachers learn by organizing seminars, paper presentations and also through writing assignments. The learning capacity of the student-teachers can be improved.

The various participatory learning activities adopted by the institution are:

Assignments: Application based assignments are given where student teachers have to refer books and collect information

Brainstorming: Student teachers' are encouraged to think of any ideas that come to their mind. These ideas are listed without evaluation or judgments which are discussed later for practical purposes

Case studies: Student teachers' are encouraged in case study and a viva-voice is conducted for the same

Community Work: Survey is conducted by the student teachers in the community for knowledge and information. This leads to a lot of interaction and understanding of the requirements in the community.

Problem solving: Student teachers' are encouraged to find out possible solutions to a given situation. Later a discussion is held on the same.

Field visits and excursions: Give opportunities to student teachers' to sharpen their observation skills and noting down things of relevance. Student teachers' are asked to submit a detailed report of their visit which builds self confidence in them

Participatory discussion: Used in combination with the lecture method, provokes the thought process and encourages the student teachers' to ask open ended questions which stimulate a healthy discussion in the class

Practical Demonstration: The psychology laboratory provides scope for practical demonstration work which leads to a lot of interaction

Learning Cooperative method: Gives the student teachers enough scope to understand and learn from their peer groups

In addition our Teacher educators are using various models of teaching during their optional classes and apply various techniques in the general classes. To develop their teaching skills, the student-teachers are instructed to practice themselves in micro teaching. The student-teachers are encouraged to use this technique during their teaching at the schools and classroom seminars. Educational trips and citizenship training camp are mandatory for the student-teachers. Aids awareness camps helped them to propagate awareness to the public. Moreover preparing ICT materials, self learning materials and practical utilization of various learning resource centres, etc. also contribute to the self management of learning and skill development of student teachers .

2.3.3. What are the instructional approaches (various models of teaching used?) and experiences provided for ensuring effective learning?

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

- ❖ Project method of teaching
- ❖ Organize seminars, workshops to introduce, innovative educational approaches in the field of teacher education
- ❖ Use of ICT (information and communication technology) for the teaching learning process
- ❖ Power point presentation by the student teachers and teacher educators for class room teaching simulated teaching, micro teaching extensive activities, workshops, seminars, etc.
- ❖ Overhead projector, slide projector, DVD player, CD Player, LCD, Tape recorder, PC,
- ❖ Television used for the teaching learning process in our institution from time to time
- ❖ Lecturers are supplemented by project work, seminars and assignments for job training
- ❖ The practical component in the teaching learning process is strengthened to ensure student development
- ❖ Academic calendar as prescribed by the University is followed

- ❖ The college frames institutional academic plan and arranges for its implementation. The teachers mainly follow lecture method, group discussion, seminars, and computer aided teaching
- ❖ Organize language learning programmes
- ❖ Programmes for developing better pronunciation habits for student teachers
- ❖ Our institution provides facilities for participation of the student teachers and teacher educators in UGC sponsored conferences and seminars such as,
- ❖ Interactive Method
- ❖ Programmed Learning
- ❖ Debate & Discussion
- ❖ Demonstration
- ❖ Chalk & Talk Method
- ❖ Team teaching
- ❖ Experimental Method
- ❖ Enquiry Method
- ❖ Case study

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

Under the guidance of the principal our teacher educators give a model micro teaching classes to our student teachers. Thus our student teachers are exposed to micro teaching. The student teachers follow any one type of lesson plans for their teaching in the class.

Remedial teaching club activity, classroom seminars, individual projects, research preparation of ICT in teaching learning process, etc. are used as innovative approach method to improve effective learning.

2.3.5. Does the student teachers use micro – teaching technique for developing Teaching skills?

Yes. The student teachers use micro – teaching technique for developing teaching skills.

1. Skill of Introduction
2. Skill of Explaining,
3. Skill of Stimulus variation,
4. Skill of Reinforcement.

5. Skill of Questioning ,
6. Skill of Closure

Each student teacher gives 2 lesson plans in each micro skill. However, these skills are incorporated in the lesson plan given by the student teacher. The student teacher selects simple concepts and writes lesson plans. Two lesson plans are prepared for each skill, one for teaching and another for re - teaching.

2.3.6. Detail the process of proactive 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.)

For practice teaching the student teachers are deputed to schools for 40 days as per University norms.

- ❖ For ten days observation classes are held and the other 30 days is meant for teaching practice
- ❖ In a day the student teacher takes two classes of 45 minutes each (for optional I , optional II)
- ❖ Teacher trainee must write the lesson plan before going to the class and is to be verified and signed by the guide teacher
- ❖ Two classes are observed by the teacher educators during teaching practice
- ❖ Feedback and monitoring mechanism of the lesson plan is got from the Principal and guide teacher

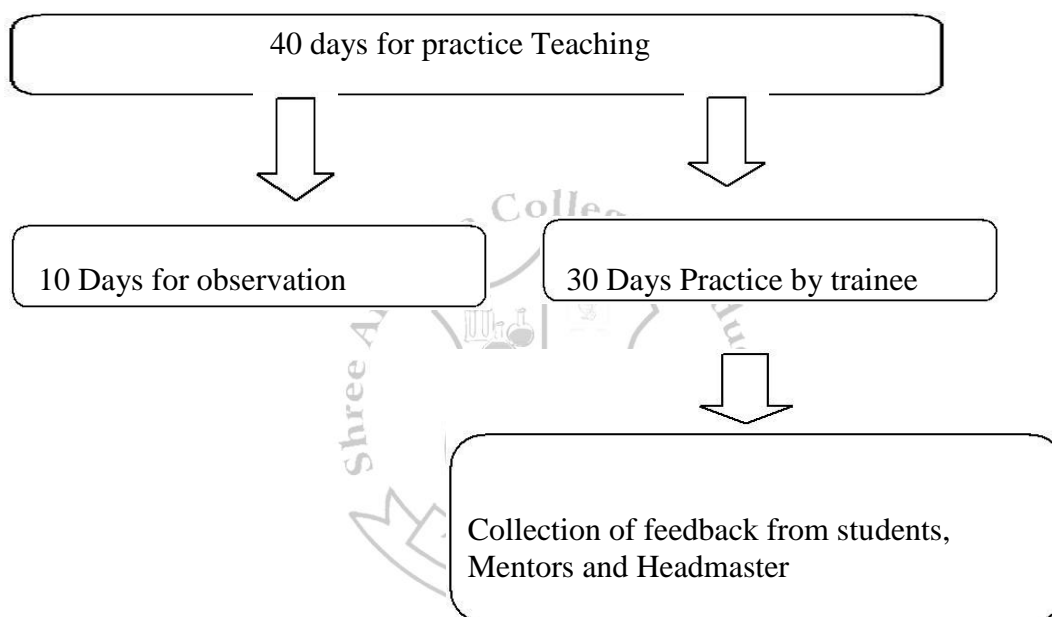
2.3.7 Describe the process of Block teaching/ Internship of students in vogue.

Block teaching is planned for 3 continuous working days, where the student teachers take one or two lessons per day. The teacher educator supervises these lessons, and suggestions are given for further improvement. Senior school teachers also observe some of these lessons and they give valuable inputs whenever and wherever necessary. Various activities undertaken by the student teachers during the internship programme are as follows:

- ❖ Conducting morning assembly
- ❖ Taking attendance
- ❖ Correction of note books
- ❖ Library work
- ❖ Labelling apparatus in the laboratory

- ❖ Assessing office work
- ❖ Conducting unit test
- ❖ Evaluating the unit test
- ❖ Giving Feedback
- ❖ Organizing co-curricular activities
- ❖ Giving two additional value based lessons
- ❖ Observing senior subject teachers lesson

Trainees have to undergo practice teaching in schools for 40 working days. (10 days observation + 30 days practice by trainee)



2.3.8. Are the practice teaching sessions / plans developed in partnership?

Cooperatively involving the school staff and mentor teachers?

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

- ❖ The practice teaching time tables are prepared with the concurrence of the school Principal or supervisor
- ❖ The units are given by the school subject teachers
- ❖ The lesson plans are submitted to the guiding teacher educator
- ❖ Guidance is given on a one-to-one basis
- ❖ Feedback received is shown to the guiding teacher educator
- ❖ School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement.

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

The trainees are given personality development programmes and trained in microteaching skill to meet the needs of school students. Student teachers are equipped with multiple teaching strategies like black board, drilling, interaction, showing charts and pictures, and computer aided learning to manage the diverse learning needs of students in school.

The following are steps practised by the student teachers in teaching practice at schools are:

- ❖ Well oriented with the micro-skills
- ❖ Different methods and techniques of teaching
- ❖ Models of teaching
- ❖ Power point presentations
- ❖ Preparation of different teaching aids, improvised aids, working models, etc.
- ❖ The student teachers have the freedom to use the best suitable means for the effective transaction of their lessons.
- ❖ Rigorous guidance and practice at the initial stage brings the desired and the best output from the student teachers.
- ❖ Core papers like psychology and innovative methods give ample scope to orient student teachers about the diverse learning needs in the class room.

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

Modern subjects are computer based and the student - teachers have undergone a special training on various education technology like Power Point, Internet, on-line processing, LCD, OHP, etc. during optional hour or for an hour regularly a week. Current technology developments have been taught to the student teachers through audio visual aids and C.D. Student-teachers are encouraged to use the technological devices wherever possible and also help to use them judiciously during practice teaching. With the help of training on educational devices student teachers prepare power point presentations on their subject, browse the content through internet preparation of transparency, audio recording lessons-content, slide etc and used them in practice teaching.

2.4. Teacher Quality:

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

There is no ratio to be identified in practice teaching because the institution approaches the CEO in Namakkal district to allot various Govt. Schools in and around our institution for practice-teaching. The office of the CEO in consultation with various schools and on the availability of the student teachers to allot the schools.

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

Yes, the practice teaching session is scheduled after getting permission from the official of CEO of our district then the student teachers are allotted as per the order of the CEO.

- ❖ The head of the schools assign school teachers and mentor teachers to involve in the practice teaching.
- ❖ The student teachers are instructed to prepare a model lesson on a concerned school subject and get corrections by the concerned staff.
- ❖ At the time of practice teaching the lesson plan in a specific topic would be prepared by the student-teachers in consultation with the guide teacher who is working in the school.
- ❖ The lesson plan may be subjected to scrutiny by the guide teacher and teacher educator of the college.
- ❖ During the teaching practice, the B.Ed. teacher educators visit schools. They observe the student-teachers handling the class. They give suggestions to the student teachers about their lapses.
- ❖ The guide teacher acts as mentor and corrects the student-teachers mistakes. Always good rapport is maintained between the B.Ed. faculty and the guide teacher

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

Practice Teaching Session:

The institution has also prepared a supervision schedule to visit the various schools where our student-teachers are undergoing practice-teaching session. The supervision is carried out in the schools for monitoring, checking and evaluating the teaching competencies

of our student teachers. The practice teaching sessions are scheduled after getting permission from the office of the CEO of our district.

The student teachers are instructed to prepare a model lesson on a concerned school subject and get corrections by the concerned staff. At the time of practice teaching the lesson plan in a specific topic would be prepared by student-teachers in consultation with the guide teacher who is working in the school.

The lesson plan may be subjected to scrutiny by the guide teacher and teacher educators of the college. During teaching practice, the B.Ed. teacher educators visit the school. They observe the student-teachers handling the class. They give suggestions to the student teachers about their lapses. The guide teacher acts as mentor and corrects the student-teachers. Both mentor and guide teacher assess the teaching competency of student-teachers and give feedback to the student-teachers based on the observation of teaching session. Feedback is given on one-to-one basis. The strengths and the weaknesses are analyzed and communicated to the student teachers. Regular checking is done to see if there is a marked improvement in the student teachers' next performance.

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

The student teachers are encouraged to update themselves with recent pace and materials. Student teachers are provided with information on policy decision, changes in curriculum and technical advancements through circulars, conducting periodical meetings and displaying information on the notice board, and any important information about the change in curriculum or the time table is posted to the parents.

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

Recent text books are purchased and kept in the library which are referred by student teachers and the faculty. They are permitted to browse internet to keep abstract of the content and methodology development. Experts from Schools, Universities, DIET who are involved in the revision of the curriculum are invited to deliver guest lecture programmes. Student teachers are given to do the analysis of the text book.

The student teachers are encouraged to read journals and news paper to keep track of the development in the field of education and cross current trend in the educational studies.

The faculties are permitted to attend in service and orientation courses organized in peer institutions and other organizations.

2.4.6. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution?

The faculty is encouraged to undergo training in emerging areas either in college or at outside. Under the sponsorship of the institution the teaching staff regularly participates in seminars, workshops, conferences and symposia. The management of the institution has advised the teacher-educators to pursue higher studies like M.Phil. / Ph.D Programmes.

The management sanctions OD to the faculty for attending seminars of National and Inter National level. First Aid training and Citizenship training are given to the faculty. So our faculties have been updating their knowledge professionally.

2.4.7. Does the institution have any mechanism to reward and motivate staff members for good performance?

Yes, the institution offers sponsorship to the faculty members who participate in seminars, workshops etc. an annual increment is given to the faculty members. Cent percent result producing teachers are honoured with valuable prizes. Teachers showing 100% attendance are also honoured.

2.5. Evaluation Process and Reforms:

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

Conducive environment:

The institution takes all efforts to ensure the smooth teaching learning process. The library and laboratories are well equipped. The teacher - educators are always available for instruction and guidance. There is a sound tutorial system that ensures individual attention on every learner. Student-teachers are allowed to utilize ICT Resources like Internet, Power Point Presentations, OHPs, etc., for their teaching and learning. The management is liberal with funds for the improvement of infrastructure. There is inter institutional resources sharing and adequate peer group interaction through invited teachers and visits to peer institution. Special classes are conducted for the slow learners. Special and individual attention is always

given to the weak student teachers. They are not let down. Well qualified staff members with effective teaching competency are available to remove the barriers faced by the student teachers. The barriers of students' learning is identified and rectified to provide conducive environment.

Infrastructure:

As per the NCTE and University norms we have well equipped physical infrastructure, the following resources are equipped, Language lab, Library is computerized, physical education is linked with EDU sports.

Access to Technology:

Software and hardware are updated in the ICT centre and computer lab which helps the student teachers to access the computer and browse the required materials.

Teacher Quality:

The teacher educator appointed as per the NCTE and University norms to ensure the teacher quality; more over teacher educators are permitted to attend various trainings, seminars, symposia, workshops, etc.

2.5.2. Provide details of various assessment / evaluation processes used for assessing Student learning?

Assessment and evaluation of student learning are done by

- ❖ A unit test conducted after each unit is completed
- ❖ Two Internal exams are conducted for the first Internal (unit I to unit V) second Internal (unit VI to unit X). One model exam is conducted (unit I to unit X)
- ❖ Feed back is given to the students after each test and exams
- ❖ Remedial measures are taken as the B.Ed. curriculum encompasses a continuous and comprehensive evaluation, the assessment of the student teachers include internal assessment (120 marks) + external (theory 480 marks + Practical 400 marks) assessment.
- ❖ Internal Assessment encompasses are Tests, Assignments and Seminars.

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

Tests are conducted for the students at the regular intervals and students informed to set right the deficit area by proper coaching and guidance. After assessing and evaluating, the student teachers' suggestions and feed backs are given to them individually.

- ❖ Remedial measures are taken with a continuous follow up.
- ❖ Student teacher's results are displayed in the notice board.
- ❖ For slow learners the marks obtained by them are intimated to the parents.
- ❖ Precautions and remedial measures adopted by the institution are discussed with the parents during parent's teacher meeting, to improve the performance of the student.

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

ICT is used in teaching and learning process to improve their teaching methodologies. By this method, the learner can easily understand the content of the curriculum. It is also used for the evaluation of the teacher trainees. Apart from power point presentation, OHP and slide projectors are also used for teaching learning process. Internet connectivity is available during the working hours.

ICT used in assessment and evaluation like

1. Centralized B.Ed. Examinations merit list is computerized
2. Internal assessment is computerized

2.6 Best Practices in Teaching, Learning and Evaluation Process.

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

- a. Audio visual aids, LCD and OHP are used by teacher educators' as well as the student teachers during teaching learning process.
- b. Management arranges for eminent speakers as guest lecturers.
- c. Increasing the number of national journals in the library.
- d. Our institution provides ICT apparatus for making effectiveness in the teaching learning process.
- e. Multipurpose hall is used by our lecturers to help the trainees to learn a difficult lesson through CD programmes.

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

Our institution provides all the required facilities for the teacher educators

- ❖ The teacher educators are utilizing the internet facilities to do their reference work
- ❖ The teacher educators collect the essential teaching aids and other materials which are required for the teaching learning activities through the internet.
- ❖ Thus the teacher educators are updating themselves with the latest outcomes of research work in the above areas and revise the strategies at par with the research developments.
- ❖ OD is given for teacher educators to do the research work and financial help is also rendered to them by the institution. So the technological resources of the institution help the teacher educators to implement innovative techniques.



Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

- ❖ The management has planned to motivate the faculty for their higher studies by giving incentives, promotion and permission to avail O.D and so on.
- ❖ Our management encourages the teachers to attend workshop, training, conference and seminar by providing the credit of attendance to them.
- ❖ Our Management is encouraging our Teacher Educators to pursue higher studies like M.Phil. / Ph.D. programmes in various Universities through – part – time basis. This generous attitude of our institution helps our faculty members to attain higher qualification.
- ❖ The Management encourages staff members to publish their research article in journals and in periodicals or in any news papers.
- ❖ Teacher Educators are also encouraged to write books for publication. Teacher Educators are also encouraged to attend seminars at National and International level, Orientation programmes, refresher courses, faculty development programme & Workshops.

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

The thrust areas of research prioritized by the institution are:

1. Educational Technology
2. Guidance and Counselling
3. Behaviour modification
4. Personality Development
5. Increasing the study habit of students
6. Environmental Education
7. Psychological Aspects

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

Yes. Our institution encourages Action Research. Action Research is a part of work in B.Ed degree programme. The students of our B.Ed. degree have done the action research during their practice teaching session like learning difficulty, lack of attendance, family environment and their adjustment with others.

We have conducted an action research on the dropout children who are found in and around our institution. We have also permitted the outside scholars who are doing M.Ed. (or) M.Phil. programme to take various studies on awareness topics by using Questionnaire method.

Out come and impact

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

- ❖ Controlling drop out problem in the school
- ❖ Pronunciation problems
- ❖ Spelling mistakes
- ❖ Problem of cleanliness in school campus
- ❖ Problems of slow learners
- ❖ Problems of physically challenged students

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

National conference / seminar attended by Dr. S. Santhini Devi, Principal are as follows:

S.No.	Date	Name of the Colleges / University	Title of the Paper presented
1	23.09.2009 & 25.09.2009	Vivekanandha College of Arts & Sciences for Women & Vivekanandha College for Women, Elayampalayam, Namakkal(Dt)	Antifungal Activity of Gynandropis pentaphylla
2	8.01.2010	Kaliammal College of Education, Karur.	Needs to promote the values in Teacher Education
3	11.02.2010 & 12.02.2010	Department of Education Alagappa University, Karaikudi.	Achieving 100 percent Quality in Education
4	07.04.2010	Vivekanandha College of Education for Women, Elayampalayam, Namakkal(Dt)	Organisation of Co-Curricular and extra curricular Activities in schools.
5	21.03.2011 & 22.03.2011	Department of Education Annamalai University Annamalai Nagar, Chidambaram.	Remedial teaching for slow learners
6	10.05.2011 & 11.05.2011	K.R.P. College of Education, Sankari West, Namakkal (Dt)	Integration of ICT in Teacher Education

7	16.09.2011 & 17.09.2011	Sri Sarada College of Education (Autonomous), Salem & Department of psychology, Periyar University, Salem.	Cognitive and Neuro science Research on Learning and Instruction
8	06.01.2012 & 07.01.2012	Mariamman College of Education, Poolangulathupatti, Trichy(Dt).	Value Education and Empowerment of Women
9	20.09.2013 & 21.09.2013	Sri Sarada College of Education (Autonomous), Salem & Tamilnadu Teachers Education University, Chennai.	Barriers to the Successful Integration of ICT in teaching and learning environment
10	20.12.2013 & 21.12.2013	Mahendhira College of Education, Kumaramangalam, Namakkal (Dt).	The Functions of smart classrooms in smart learning age
11.	10.01.2014 & 11.01.2014	Shree Amirtha College of Education Pappinaickenpatty, Namakkal (Dt).	Assistive Technology for Disabled students.
12	08.02.2014	K.R.P.College of Education, Sankari West, Namakkal (Dt).	Using Blended Learning Approaches to Enhance Teaching and Learning Outcomes In Higher Education
13	25.03.2014 & 26.03.2014	Department of Education – DDE Annamalai University, Annamalai Nagar, Chidambaram.	Innovations in Teacher Education

International conference / seminar attended by Dr. S. Santhini Devi, Principal are as follows:

S.No	Date	Name of the Colleges / University	Title of the Paper Presented
1	09.02.2010 &10.02.2010	Department of Education, Periyar University, Salem & Vidyaa Vikas College of Education, Tiruchengode, Namakkal(Dt).	Teaching the Teacher Educators
2	21.04.2010 to 23.04.2010	N.K. Thirumalachariar National College of Education for Women(Autonomous), Chennai & Thamizhaga Institute of Educational Research and Advancement.	Needs of e-learning in higher Education
3	28.03.2011 & 29.03.2011	Kasthooribha Gandhi College of Education, Athanur, Namakkal(Dt).	Quality Enhancement in Teacher Education
4	24.02.2012 & 25.02.2012	Department of Education, Annamalai University, Annamalai Nagar, Chidambaram.	Curriculum for Human Conflict Management

Details of the Conference / Seminar / Workshop attended by the faculty members in last five years.

S. No.	Name of the faculty	Designation	Conference/ Seminar/ Workshop attended	Organized by
1.	R.Rajendran	Asst. Professor in Economics	<p>1. Presented Paper in National level Seminar on Enhancing the quality of Teaching and Learning methods in Higher Education on 9th and 10th December 2011</p> <p>2. Presented Paper in International Conference On Educating for Human rights, Peace and Intercultural Dialogues on 6th and 7th January 2012.</p> <p>3. Presented Paper in State level seminar on Innovations in teaching Pedagogies in terms of Psychology and Technology on 23rd November 2013</p> <p>4. Presented Paper in National Seminar on Exploring Innovative Solutions for Enhancing Educational Experiences On 10th and 11th January 2014</p>	<p>Selvam Arts and Science College (Autonomous), Namakkal</p> <p>PSN College of Education, Melathediyoore, Tirunelveli.</p> <p>Sri Vidya Mandir College of Education, Rasipuram</p> <p>Shree Amirtha College of Education, Namakkal.</p>
2.	A. Selladurai	Asst. Professor in Social Science	<p>1. Presented Paper in National level seminar on Enhancing the quality of teaching and learning methods in higher education on 9th and 10th December 2011</p> <p>2. Presented Paper in International Conference On Educating for Human rights, Peace and Intercultural Dialogues on 6th and 7th January 2012</p>	<p>Selvam Arts and Science College, Namakkal.</p> <p>PSN College of Education, Melathediyoore, Tirunelveli.</p>

			<p>3. Presented Paper in State level seminar on Innovations in teaching Pedagogies in terms of Psychology and Technology on 23rd November 2013</p> <p>4. Presented Paper in National Conference on Recent trends in ICI enabled teacher education 20th and 21th December 2013</p> <p>5. Presented Paper in National Seminar on Exploring Innovative solutions for Enhancing Educational Experiences on 10th and 11th January 2014</p> <p>6. Presented Paper in National Conference on fine -tuning students behaviour on 27th and 28th January 2014</p> <p>7. Attended One day International Symposium on Emerging Perspectives in Education on 19th April 2014</p>	<p>Sri Vidya Mandir College of Education, Rasipuram</p> <p>Mahendra College of Education, Tiruchengodu</p> <p>Shree Amirtha College of Education, Namakkal.</p> <p>Gnanamani College of Education, Pachal</p> <p>Vysya College of Education, Salem</p>
3.	P.Saminathan	Asst. Professor in Tamil	<p>1. Presented Paper in International Conference On Educating for Human rights, Peace and Intercultural Dialogues on 6th and 7th January 2012</p> <p>2. Presented Paper in National level seminar on Tamil Valarchiku Samayan kalin Pangu on 31st December 2012</p> <p>3. Presented Paper in State level seminar on Innovations in teaching Pedagogies in terms of Psychology and Technology on 23rd November 2013</p>	<p>PSN College of Education, Melathediyoore, Tirunelveli</p> <p>Selvam Arts & Science College. Namakkal.</p> <p>Sri Vidya Mandir College of Education, Rasipuram</p>

4.	P. Santhi	Asst. professor in physical Science	4. Presented Paper in National Conference on Recent trends in ICI enabled teacher education on 20 th and 21 th December 2013	Mahendra College of Education, Tiruchengodu
			5. Presented Paper in National Seminar on Exploring Innovative solutions for Enhancing Educational Experiences on 10 th and 11 th January 2014	Shree Amirtha College of Education, Namakkal
			5. Attended One day International Symposium on Emerging Perspectives in Education on 19 th April 2014	Vysya College of Education, Salem.
			1. Attended Workshop on Multivariate Analysis applicable to Social Sciences and Education on 16 th September 2009	Sri Sarada College of Education, Salem
			2. Attended UGC Workshop for Teacher Educators and Research Scholars on Writing Research Papers on 20 th March 2010	Sri Sarada College of Education, Salem.
			3. Presented Paper in National Seminar on Trends in Research in Social Sciences on 4 th and 5 th March 2011	KSR College of Education, Tiruchengode.
			4. Attended State level workshop on Active Learning Methodology on 11 th March 2011	Government College of Education, Kumarapalayam.
			5. Attended UGC Workshop on Qualitative Techniques in Educational Research on 23 rd March 2011.	Sri Sarada College of Education, Salem.
			6. Presented Paper in International Conference on Enhancement of strategies in Teacher Education in	Kasthooribha Gandhi College of Education, Athanur,

			Present Scenario on 28 th and 29 th March 2011.	Namakkal (Dt).
			7. Presented Paper in UGC Sponsored National Seminar on Applications of Cognitive Neuro science across Disciplines on 16 th and 17 th September 2011.	Sri Sarada College of Education, Salem.
			8. Presented Paper in National level Seminar on Enhancing the quality of Teaching and Learning methods in Higher Education on 9 th and 10 th December 2011.	Selvam Arts and Science College (Autonomous), Namakkal.
			9. Presented Paper in International Conference On Educating for Human rights, Peace and Intercultural Dialogues on 6 th and 7 th January 2012	PSN College of Education, Melathediyoore, Tirunelveli
			10. Attended In-Service Training programme for “Teacher Education on Qualitative Research in Education” on 24 th August 2012	Sri Sarada College of Education, Salem.
			11. Presented Paper in UGC Sponsored National Conference on “Social media in Education: New Horizons” on 1 st and 2 nd February 2013.	Sri Sarada College of Education, Salem.
			12. Presented Paper in UGC Sponsored National seminar on Renovating Higher Education: Vision of Swami Vivekananda on 26 th and 27 st April 2013	Sri Sarada College of Education, Salem.
			13. Presented Paper in UGC Sponsored International Conference on “Invigorating the Role of D.E.Os” on 2 nd and 3 rd August 2013.	Sri Ramakrishna College of Education, Coimbatore.

			<p>14. Presented Paper in UGC Sponsored National Seminar on “Inclusion and quality in Higher education: Challenges and Prospects” on 20th and 21st September 2013.</p>	Sri Sarada College of Education, Salem
			<p>15. Presented Paper in State level seminar on Innovations in teaching Pedagogies in terms of Psychology and Technology on 23rd November 2013</p>	Sri Vidya Mandir College of Education, Rasipuram
			<p>16. Presented Paper in National Conference on Recent trends in ICI enabled teacher education 20th and 21th December 2013</p>	Mahendra College of Education, Tiruchengodu.
			<p>17. Presented Paper in National Seminar on Exploring Innovative Solutions for Enhancing Educational Experiences On 10th and 11th January 2014</p>	Shree Amirtha College of Education, Namakkal.
			<p>18. Presented Paper in National Conference on fine -tuning students behaviour on 27th and 28th January 2014</p>	Gnanamani College of Education, Pachal.
			<p>19. Presented Paper in National Seminar on Teacher Education Features: Today’s trends, Tomorrow’s Expectations on 8th February 2014.</p>	K.R.P. College of Education, Sankari.
			<p>20. Presented Paper in National level Seminar On Quality Improvement in Higher education on 28th and 29th March 2014.</p>	Bharathiyar College of Education, Attur, Salem.
			<p>21. Attended One day International</p>	Vysya College of

			Symposium on Emerging Perspectives in Education on 19 th April 2014	Education, Salem
5.	M. Jaya	Asst. Professor in Commerce	Presented Paper in National Seminar on Exploring Innovative Solutions for Enhancing Educational Experiences On 10 th and 11 th January 2014	Shree Amirtha College of Education, Namakkal.
6.	A. Murugan	Asst. Professor in Computer Science	<p>1. Presented Paper in National Seminar on Trends in Research in Social Sciences on 4th and 5th March 2011</p> <p>2. Presented Paper in National level Seminar on Enhancing the quality of Teaching and Learning methods in Higher Education on 9th and 10th December 2011.</p> <p>3. Presented Paper in International Conference On Educating for Human rights, Peace and Intercultural Dialogues on 6th and 7th January 2012</p> <p>4. Presented Paper in State level seminar on Innovations in teaching Pedagogies in terms of Psychology and Technology on 23rd November 2013</p> <p>5. Presented Paper in National Conference on Recent trends in ICI enabled teacher education 20th and 21th December 2013</p> <p>6. Presented Paper in National Seminar on Exploring Innovative Solutions for Enhancing Educational</p>	<p>KSR College of Education, Tiruchengode</p> <p>Selvam Arts and Science College (Autonomous), Namakkal.</p> <p>PSN College of Education, Melathediyoar, Tirunelveli</p> <p>Sri Vidya Mandir College of Education, Rasipuram</p> <p>Mahendra College of Education, Tiruchengodu.</p> <p>Shree Amirtha College of Education, Namakkal.</p>

7.	S. Saravanan	Asst. Professor in Mathematics	Experiences On 10 th and 11 th January 2014 7. Attended One day International Symposium on Emerging Perspectives in Education on 19 th April 2014. Presented Paper in National Seminar on Exploring Innovative Solutions for Enhancing Educational Experiences On 10 th and 11 th January 2014	Vysya College of Education, Salem Shree Amirtha College of Education, Namakkal
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3.2 Research and Publication Output

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

- Senior Teacher Educators of our College conduct the demonstration class for the preparation of teaching aids and explain how to use the aids in the class.
- Teacher Educators also conduct the preparation of improvised aids. During the preparation of teaching aids, the student teachers are trained to prepare teaching learning materials.
- In addition, our student – teachers are trained to handle classes with T.L.M like Charts, Maps, Rotating board, Matching board, Flash cards and Models.
- Student – teachers have studied the operation of OHP, LCD, Power point, internet, etc. in the teaching learning process. With the help of audio and video cassettes, spoken English, syllables, pronunciation and grammar are taught during language practical. Our student – teachers are trained on various psychological experiments.
- The student – teachers have developed a few instructional materials with the help of above training. It is used to enhance the quality of teaching. The instructional materials are power point, slides, video and audio lessons, programmed learning materials, scrap book, question bank and SUPW things.

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

Facilities are available in the institution for developing instructional materials in the teaching learning process. Audio visual aids, power point presentation, question bank, teaching aids and reference materials are available. We have the following resource facilities.

1. Language Resource Centre
2. Physical Science Resource Centre
3. Biological Science Resource Centre
4. Psychology Science Resource Centre
5. Educational Technology Resource Centre
6. Information & Communication Technology Resource Centre
7. Art & Craft Resource Centre
8. Library Resources

The student – teachers acquire the skill of using various teaching aids available in the Resource Centres. All the above resources are utilized properly at maximum level possible to develop the needed instructional materials which in turn to carry out the teaching learning process smoothly without any difficulty.

The facilities available for developing instructional materials are as follows:

- ❖ Separate room for the student teachers for preparing instructional materials such as charts, maps, teaching aids, etc.
- ❖ Question bank is provided for all the subjects with maximum number of possible expected questions.
- ❖ Library resources
- ❖ ICT Technology lab with radio, television, DVD player, LCD & OHP.

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

Yes. The institution has developed technology related instructional materials. Our institution has trained the student – teachers to develop ICT resources. Our teacher educators are engaging their classes using ICT resources and they also have given a complete demonstration about ICT resources.

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

- a. Student teachers are given the first hand experience in the preparation of teaching aids by the concerned faculty in the computer science laboratories.
- b. Teacher educators have scheduled one week programme immediately after the commencement of the B.Ed. degree programme every year, during optional class for a minimum of one hour per week.
- c. In training programs, student teachers are trained to prepare teaching learning materials which are used during their practice teaching sessions.
- d. The institute organizes orientation and training programs, seminars, workshop and other similar programmes around the year for our teacher educators and student teachers.
- e. Training programmes are designed keeping in view the training needs of different groups emanating from new developments in the field of teacher education.

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

Publication of Research articles by Dr. S. Santhini Devi., Principal are as follows:

S.No	Month & year & Volume No	Name of the Journal	Name of the Article	ISSN No.
1	Nov – Dec- 2012 Volume - 1	International Journal of Academic Research Reflector (IJARR)	Attitude of women students towards women's College in relation to Mental Health.	2277-7342 (Online)
2	Feb – 2013 Volume - 2	International Journal of Teacher Educational Research. (IJTER)	Attitude of women students towards women's college in relation to emotional adjustment.	2319-4642 (Online)
3	August – 2012 Volume : 02	Journal of Innovation in Education & Psychology (JIEP)	A Study on attitude towards women college in relation to emotional adjustment of female students in Namakkal District.	2249-1481
4	Dec – 2012 Volume - 4	Sri Sarada Journal of Frontiers of knowledge	Attitude of women students toward women's College.	2277-3398
5	Jan – June – 2013 Volume - 2	Annamalai Journal of Educational Endeavours (International Journal)	Attitude of women students towards women's College in relation to Mental Health with Respect of Locality of the Students and Occupation of Fathers.	2278-9804

In the year 2012 – 2013, P. Santhi, Assistant Professor in Physical science has published the research paper on “Self Confidence of B.Ed trainees” in the International Journal of Education, Technology and Social Media in Vol. I, December 2012.

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

Nil.

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

In the year 2013 – 2014, P. Santhi, Assistant Professor in Physical science has completed Ph.D research work on “An analysis of selective Psychological traits and academic performance of B.Ed trainees in Pre-service training” and submitted the thesis to Periyar University, Salem in August 2013, awaiting for Viva – Voce.

3.3. Consultancy

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

Yes. The institution provided consultancy services in the last five years. They are:

- ❖ The faculty members of our college conduct classes for TET, Spoken English as free consultancy services.
- ❖ Soft skill training is given to the student teachers about the adolescent problems faced among the school students.
- ❖ Personality development classes were conducted for the students.

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

Yes. The faculty members of the institute competent to undertake consultancy. Area of competency of faculty members are:

- ❖ Career Guidance
- ❖ Personality Development
- ❖ Life Skill Course
- ❖ Environmental Awareness Programme
- ❖ Teaching learning Material preparation.

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

Nil

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

Nil.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution?

(Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The teacher educators and student teachers mingle with the public in the villages and organize various programs and educate them in hygiene and sanitation, importance of tree planting, aids awareness and election awareness programmes.

Our institution helps orphan students and old people of community. Our student teachers visited the local handicapped orphan institutions and interact with students in sympathetic love and affection. They have also donated healthy foods and encouraged them to lead a life with enthusiasm.

Our institution conducts various community programmes. They are:

1. Blood Donation
2. Tree Plantation
3. Temple Cleaning work
4. Health and Hygiene awareness for rural people
5. Environmental awareness Rally
6. Eye Camp
7. Donation of stationery and food for the orphan school children
8. Literacy awareness program for the nearby village.

Our institution conducts five days' compulsory citizenship training and social service camp in and around our college annually. The main objective of our institution with respect to community work and various outreach programmes are:

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

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

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

Selvam Matriculation School, Mudalaipatti

Kalaimagal Matriculation School, Mohanur

Dr. SNS College of Education, Coimbatore.

Community participation in institutional development

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

Institutional community and networking

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

Institutional school networking

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

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

The institution has many future plans and other major activities to perform in Mudalaipatti village for social upliftment. Our plans are:

- ❖ To set up Counselling Centre in the villages for the use of the community
- ❖ To give basic computer training to government school students.
- ❖ To provide ICT training to school teachers
- ❖ To organize various awareness programme in connection with social upliftment
- ❖ To have a tree plantation programme in school campus

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

- a) Awareness Programme was conducted for voting in election and HIV.
- b) SUPW Classes were conducted for disadvantaged people to earn money.

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

The institution has taken many steps through various modes to develop social values and skills among the student teachers, for example assigning various duties and responsibilities to the student-teachers.

The institution is conducting citizenship training and social service camp every year with a view to develop civic sense among the student teachers.

All important national and international functions are celebrated in our college by inviting socially responsible persons like Judge, MLA, Police Officer and people who occupy important positions in public life.

Various extension activities and outreach programmes of the institution provides opportunities to acquire social and citizenship values.

Our institution provide Quality education and emphasize the importance of giving respect to our fellow citizen. Various activities are conducted in our institution to develop skills of the student teachers. They are:

- ❖ Daily assembly is conducted to inculcate values through various activities
- ❖ Every day a student teacher is made to write a “Thought for the day” on the blackboard
- ❖ Important events from newspapers and magazines are taken and are put on the notice board

- ❖ Co-curricular activities require team spirit. Organizing and conducting these activities helps the student teachers to develop values like tolerance, care for one another, helping each other, etc.
- ❖ Cultural & sports events are encouraged
- ❖ Moral instruction is made compulsory
- ❖ Students are made to participate in controlling the traffic with the help of traffic constables during festivals
- ❖ Group discussions, Debates, etc. are conducted frequently on current affairs

3.5 Collaborations

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

- ❖ Red cross
- ❖ Guide camp

The Red Cross helped our student teachers to know about the seven fundamental principles such as humanity, impartiality, neutrality, independence, voluntary service and universality. The guide camp helped our student teachers to develop leadership quality, teamwork, community service etc

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

Nil

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

The contribution due to the linkages is the following:

1. **Curriculum Development:** Our curriculum is designed and developed by the Tamilnadu Teachers Education University, Chennai.
2. **Teaching:** Guest faculties from other colleges/ Universities and the new concepts of education are incorporated in the learning activities of the teacher trainees.
3. **Training:** Training of our faculties from various agencies and Consultancies
4. **Practice Teaching:** Linkages with Schools and other organizations help us in conducting Practice Teaching and also the student teachers are directed to incorporate the new concept of education in their teaching – learning activities.
5. **Research:** Linkages with Schools and other Organizations help us in conducting various researches.

6. **Consultancy:** Linkages with schools and other organizations help us to extend our consultancy services and our faculty participated in the workshop and Experimental Psychology by other institutions/organizations and capable of rendering consultancy services in the respective area.
7. **Extension:** Linkages with others help us to enhance our extension activities.
8. **Publication:** Articles are published in international journals by our staff.
9. **Student Placement:** Linkages with schools help us to get placement of our students.

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

(Institute-school-community networking)

- a. Our student teachers undertake practice teaching session in schools for 40 days only. So the institution maintains good relationship with practice teaching schools. In few schools they have follow up programme like special coaching for weaker sections of the students.
- b. With the concurrence of the school authorities and parents our student teachers have again visited such schools to coach the slow learners. The institution provides venue for conducting various programmes of schools and community.
- c. Awareness programme and guidance service to the community under the direction of guidance cell and consultancy services. Our ultimate plan is to develop our institution to become one of the standard Global institutions.
- d. Teaching practice takes place in the Government Corporation and Matriculation schools. Besides teaching, the trainees take special coaching classes for the learners.
- e. Spoken English skill is given importance and school pupils are trained in that skill. Case study and action research are done by trainees helps to find out remedial measures for the identified problems.

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

Yes. Our teacher educators work along with the guide teacher in the school to discuss the use of innovative methods and improvised teaching aids.

- a. Teacher educators give special lectures to a group of school teachers in their respective discipline.
- b. The teacher educator observes the student teacher classes and makes suggestions to improve the standard of teaching.
- c. The teacher educator concerned collects opinion about their classes in person.

- d. A final evaluation report on the performances of the student teacher is prepared by the concerned senior teacher and is sent to the institution in a prescribed feedback form.

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

Collaboration with other schools

- a. To share the school resources
- b. To access student teachers classroom performance

Collaboration with other college

- a. To organize guest lectures, workshop, etc.
- b. To participate inter collegiate competitions like sports and cultural activities.

Collaboration with the University

- a. To share literary resources, to enhance research extension activities
- b. To organize guest lecture programme
- c. Clarifying of doubts regarding curricular aspects
- d. Participation in valuation

General Benefits

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

3.6 Best Practices in Research, Consultancy and Extension

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

- ❖ Teacher educators are encouraged to participate in seminars and workshops organized by other institutions.
- ❖ Downloaded information on job opportunities, scholarships, student exchange programmes, etc.
- ❖ Extension activities \ programmes of issues of high social relevance like rural sanitation, awareness about voting, etc.
- ❖ National integration, Afforestation, Water harvesting, etc.
- ❖ Committee members of sports and culture conducts athletic meet, badminton , volley ball, throw ball, Indoor games, chess, Carom, music, dance and drama competitions.

- ❖ Xerox facilities are available in the campus at a nominal rate. There is provision for canteen by out sourcing it to local entrepreneurs.

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

The teacher educators are encouraged to do research projects in the education field. The internet facilities help the teacher educators and student teachers to browse their subject content. Feedback from the Parents, Headmasters and the staff members of Practice Teaching schools is obtained on a Performa as an extension activity. They are also invited to observe the lessons delivered by student teachers to get necessary suggestions and feedback.



CRITERION – IV

INFRASTRUCTURE & LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.1.1 Does the institution possess the physical infrastructure as per NCTE norms? If yes specify the facilities and the amount invested for developing the infrastructure and enclose the master plan of the building.

Yes, the institution has full pledged physical infrastructure as per the NCTE norms. We have ventilated classrooms and multipurpose hall which can accommodate 200 students.

The institution has an intensive library with reading room facilities, well equipped resource centre for Educational Technology, Physical Science, Bio-Science, Psychology, Computer science, Language teaching, Seminar Hall, Principal room and staff room. We have provided happy learning environment with fine infrastructure to the student teachers.

The amount invested for each resource centre is given below.

S.No	Name of the Resource Centre	Amount in lakhs
1	Land	4.00
2	Laboratory	5.50
3	Building	244.68
4	Furniture	10.60
5	Equipments	2.50
6	Chemicals	0.05
7	Library	6.20
8	Computers	7.60
9	Transport	0.00
10	Sports	4.75
11	Miscellaneous	1.50
	Total	287.38

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

For the infrastructure to keep pace with the academic growth, we have planned to academic growth and to increase the strength of the students in B. Ed. from 100 to 200.

To keep pace with the academic growth, the institution's office would be equipped with modern facilities. Library will be modernized with online, internet facilities, Canteen, etc.

4.1.3 List the infrastructure facilities available for Co – curricular and Extra - curricular activities including games & Sports.

The infrastructure facilities are optimally utilized for Co-curricular and Extracurricular activities in seminar hall. It is used for faculty development and skill development programmes and cultural events.

Indoor Stadium: Indoor games like table tennis, carom, and chess are available.

Play grounds: Our institution has Throw-ball, Kho-Kho, Volley ball, Basket ball, Foot ball, and Cricket, Badminton and tennis facilities. We use these facilities with our institution. Extension activities like environmental cleanliness, tree plantation, awareness programmes, etc. are carried.

4.1.4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or University:

Yes, the physical infrastructure shared with many programmes like TET Coaching, First Aid camp, Blood donation, Scout camp, psychological experiment, herbalife and yoga.

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

The institution has a doctor who attends to any emergency requirements. Adequate stock of first aid materials and medicines is maintained by the institution. The students of the college who suffer injuries or ailments of any kind are given immediate first aid and subsequent medical attention in the local hospital.

We have separate rest rooms for men and women. We provide safe and pure drinking water produced by R.O method which is portable at all the rooms and floors. Student teachers who feel uncomfortable suddenly are allowed to take rest in the sick room. Regular cleaning and washing of all the toilets, rooms, floors, porticos with antibiotic washing materials are done by housekeepers. All the toilets are properly maintained. The institution has a canteen to fulfill the needs of the student – teachers.

4.1.6 Is there any hostel facilities 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 have hostel facilities for both boys and girls sharing with our co-institutions. Recreational facilities are available in the hostel premise. The recreational club consists of newspapers, T.V, Sports club with medical facilities is also available.

The hostel rooms are provided with fans, good lighting, adequate water facility, play ground and newspapers. There is 24 hours watch and ward for women's hostel.

Both the hostels are provided with the finest amenities and facilities for inmates. They are ensured of a comfortable stay and can pursue their studies in a congenial atmosphere.

The kitchen is equipped with all necessary facilities to provide hygienic vegetarian and non-vegetarian food. The students can spend their free time either by playing indoor games in the recreation room or by watching their favorite T.V Programme in the common room.

4.2 MAINTENANCE OF INFRASTRUCTURE:

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

- ❖ Buildings
- ❖ Furniture
- ❖ Equipments
- ❖ Laboratories
- ❖ Computers
- ❖ Transport

Description	Budget	Expenditure
Building	100.00	105.110
Laboratories	1.75	2.15
Furniture	1.00	1.07
Equipments	1.00	1.08
Computers	1.25	1.42
Transport	0.00	0.00

Budget allocation for Last three years

Expenditure	2011 – 2012	2012 – 2013	2013 - 2014
Salary	21.50	23.00	25.00
Library	1.00	1.25	1.50
Administrative	5.00	5.50	5.50

Utilization allocation for last three years

Expenditure	2011 – 2012	2012 – 2013	2013 - 2014
Salary	21.95	23.12	25.68
Library	1.10	1.30	1.60
Administrative	6.31	7.55	5.29

In addition, the committee members of the management allocate necessary fund for the maintenance of building and equipments.

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

The complete infrastructure is optimally used for academic and co-curricular activities. Our institution does consider the environmental issues associated with the infrastructure as:

- ❖ Ventilated class rooms and well furnished offices.
- ❖ Ventilated labs and library with essential apparatus.

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

The institution gives much importance to promote environment consciousness with its spacious premises, well-ventilated buildings and greenery in the campus.

The institution is situated in the rural area and noise free environment. The institution encourages and motivates the faculty members and student teachers to plant trees under the scheme “Each one plant one.” Saplings are planted every year. They keep the campus dust free Zone. We are planning to have waste water treatment for Plants. Planting trees is done during college functions towards “Green campus scheme”.

4.3 LIBRARY AS A LEARNING RESOURCE

4.3.1 Does the institution have a qualified librarian and library (materials collection and media / computer service)

Yes, the institution has a qualified librarian assisted by supporting technical staff members

Name of the Librarian : S. Mohan Raju

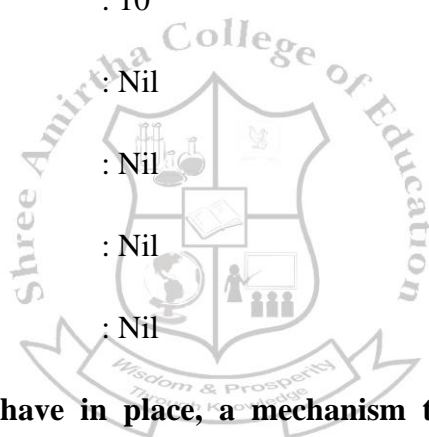
Qualification : M.A., B.Ed., M.L.I.S.

Experience : 3 Years

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

The number of copies on various titles are given below:

No. of Books	: 5514
No. of Textbooks	: 5003
No. of Reference Books	: 511
No. of Magazines	: 07
No. of Journals	: Nil
Indian Journals	: 10
Foreign Journals	: Nil
Video cassettes	: Nil
Audio cassettes	: Nil
Online Journals	: Nil



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

Yes, the institution has a library committee to review systematically the library resources for adequate access. The committee is formed with our Chairman along with, the following members, Principal, teacher educator and student teachers.

2009-2010

1. Correspondent (Managing Board)
2. Mr.N.Senthilkumar. (Principal)
3. Mr. A. Selladurai (Staff)

4. G. Easwari(Student Representative)
5. P.Karthik(Student Representative)
6. V. Kokila(Libraian)

2010-2011

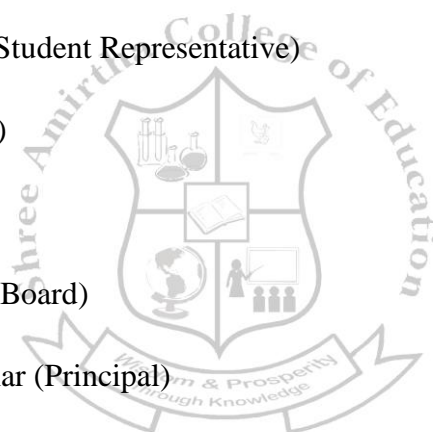
1. Correspondent (Managing Board)
2. Mr. N.Senthilkumar (Principal)
3. Mr. A. Murugan (Staff)
4. S. Saranya(Student Representative)
5. K. Vigneshwaran(Student Representative)
6. V. Kokila(Libraian)

2011-2012

1. Correspondent (Managing Board)
2. Mr. N. Senthilkumar (Principal)
3. Mrs. M. Jaya (Staff)
4. S. Kowsalya Devi(Student Representative)
5. S. Suganesh(Student Representative)
6. V. Kokila(Libraian)

2012-2013

1. Correspondent (Managing Board)
2. Mr. N. Senthilkumar (Principal)
3. Mrs. P. Santhi (Staff)
4. G. Suresh(Student Representative)



5. S. Thamaraiselvi(Student Representative)

6. S. Mohanraju(Librarian)

2013-14

1. Correspondent (Managing Board)

2. Mr. S. Santhini Devi (Principal)

3. Mr. A. Selladurai (Staff)

4. M. Saravanakumar(Student Representative)

5. K. Devi(Student Representative)

6. S. Mohanraju(Librarian)

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

Yes, the library is computerized and all the books are entered. In the library software. The library has computer and internet facilities, which are utilized by Teacher educator and students. The Library organizes awareness programmes like introducing library information service and the utilization of books, journals and magazines for the freshers teaching and non-teaching staff every year.

4.3.5 Does the institution library have computer, internet and reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the institution has 30 computers. The facilities of computer, internet and reprographic facilities are available in the library. Separate registers are maintained both for internet and reprographic facilities.

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

Yes, we are planning to get near future.

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

To satisfy the need of the student teachers and teacher educators, the library works from 9 a.m to 5 p.m for the benefit of the student teachers and teacher educators. The library

functions six days per week and 220 days in a academic year. The Library remains open for 8 hours per day. Flexible and extended working hours make the library student / user friendly.

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

The librarian displays the new arrivals in the separate racks. The librarian communicates the student teacher regarding the new arrivals in the daily morning prayer. The principal encourages the staff and student teachers to perform well in the activities, maintains in the library bridges administrations and curricular transactions.

4.3.9 Does the institutions library have a bookbank? If yes, how is the book bank facility utilized by students?

Yes, the library has a book bank facility and students utilize the facility during examinations, tests, etc. The books of this bank are denoted by the students-teachers and alumni. These books are issued to needy students at the beginning of the academic year and collected at the end of the academic year.

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

The institution is providing suitable books as per university norms. Moreover keep separate racks for easy handling for physically challenged persons. The library is easily accessible to differently abled persons and physically challenged persons at the library. The staff and class mates extend all the help to get the books and to return them back.

4.4 ICT as learning resources

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

The institution has facilities to provide education through ICT. The computer facilities help the teachers educators to prepare computer aided teaching. The institution has computer lab, hard ware, software and audiovisual aids. It encourages Teacher educator and students to avail these resources.

The students are trained in the MS – office package such as Power point, Word and Excel as per the syllabus during their simulated lessons and practice teaching.

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

The teacher educators provide the facilities to student teachers to use OHP, LCD and other technological teaching aids with special assignments. We have allotted separate hours to practice the computer skills.

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

Whenever necessary, ICT tools are used to supplement lectures. The students use the language laboratory and the internet facilities in the computer laboratory in the curriculum transactional process. They also interact with the teachers and technicians to get clarifications in using these facilities.

4.4.4 What are the major areas and initiatives for which student teachers use adopt technology in practice teaching? (Developing lesson plans, classrooms transactions evaluation and preparation of teaching aid)

The student teacher use technology in developing micro teaching, class seminars, computer learning and language learning.

Classroom transaction: Student teachers use power point which they have prepared for the Computer Assisted Instruction package and they are instructed to teach at least two lessons using this technique. Student teachers also use OHP to teach their lessons.

Preparation of additional information to be used in lessons: Student teachers collect extra information from the internet regarding real life time examples for better understanding of the lesson.

Teaching aids in the form of pictures and models are viewed through internet and innovative teaching aids are prepared for teaching.

4.5 Other facilities

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for eg. Serve as information technology resource in education to institution (beyond the programme) to other institution and to the community.

Yes, the infrastructure is optimally used by the institution for academic, co-curricular and extracurricular activities. Students and members are allowed to use the facilities with necessary permission and whenever need arises.

4.5.2 what are the various Audio – Visual facilities / materials available with the institution how are the student teachers encouraged to optimally use them for learning including practice teaching?

1. OHP
2. DVD
3. Computers
4. Printers
5. CD's
8. Charts
9. Transparency sheets television



The institution encourages our faculty and student teachers to prepare and use the Audio - visual facilities for their teaching practice. During micro teaching the student teachers practice various teaching skills which is for further improvement.

4.5.3 What are the various general methods laboratories available with the institutions? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

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

❖ Methods lab	yes
❖ Psychology lab	yes
❖ Science lab(s)	yes
❖ Educational technology lab	yes
❖ Computer lab	yes
❖ Workshop for preparing teaching aids	yes

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

Multipurpose Hall : It consists of 200 seating arrangements and to conduct workshops, seminars, symposium etc.

2). A music and craft room is available where all the sports materials required for the students are available to cater to their recreational and physical activity needs.

3) A good transport facility is also available in our institution.

4.5.5 Are the class rooms equipped for the use of latest technologies for teaching?

The classrooms have sufficient space and electronic facilities to use latest technologies like,

- ❖ LCD Projector with computer
- ❖ TV
- ❖ Slide Projector
- ❖ DVD Player & CD'S
- ❖ OHP Projector

4.6 Best practices in infrastructure and learning resources.

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

The faculty use the teaching aids based on the size of the group of learners for whom they are meant and utilized. The teacher educator chooses the teaching aid to be used. Individual teaching differs from group teaching. The faculty aims to adopt multiple

instructional strategies like teaching through black board, flashcard, chart, models and computer aided teaching.

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

Most of the modern subjects are computer based to provide innovative practices related to the use of ICT, the institution conducted a National level seminar on **Exploring Innovative Solutions For Enhancing Educational Experiences held On 10.01.2014 and 11.01.2014** to enrich the student teachers' knowledge and skills in ICT apart from the subject to improve the spoken skills, current affairs and open resource materials preparation of teaching aids, organization of various co-curricular extra-curricular activities are planned well in advance using ICT devices.

4.6.3 What innovations/ best practices in “infrastructure and learning resources” are in vogue or adopted by the institution?

The institution has provided good infrastructure with Science Resource centre, Psychology Resource centre, Educational Technology Resource centre, Language Resource centre, Computer Resource centre, Art and Craft Resource centre and so on. The student teacher can practice their innovative ideas.

The computerized library, Audiovisual aids, well equipped resource centres, magazines and journals are some of the learning resources that could be used by the student teachers. Proper infrastructural facilities and access to learning resources improve the productivity and knowledge transfer in an institution of higher learning.

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) for completion?

The students' preparedness for the programme begins right from the start when they come for inquiry for B.Ed. admission. The academic scores in the previous examinations are scrutinized. The institution gives opportunity to the student teachers to expose their talent and hidden potentialities in different activities like classroom debate, elocution, drawing and discussion on general topics, etc. with the presence of the teacher educators.

Orientation programmes are held for the candidates to acquaint them to the personal and professional qualities required for the successful completion of the course. Regular feedback is given to help the student teachers' to refine and enhance their teaching ability.

Workshops are organized on innovative methods of teaching, ICT and on education related topics throughout the year. These are conducted by experts in the field and by the college faculty.

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

The atmosphere is calm, quiet and conducive. The classrooms are bright and airy. The teacher educators guide the student teachers whenever they need help in any subject. Academic and career counselling are given at frequent intervals. To promote motivation among the student teachers the financial constraints are relieved by arranging bank loans and scholarships.

Motivation:

The student teachers are appreciated and awarded for outstanding performance- individual as well as group in the assembly; their names are also displayed in the institution

notice board. Healthy learning environment and infrastructure also motivate them to learn with interest. Classroom environment too motivates them to take active participation in the teaching learning process.

Satisfaction:

The student teachers have more opportunity to expose their skills and knowledge. The best performance in group as well as individual is awarded; when their names are displayed in the notice board and appreciated in the assembly they get mental satisfaction. With the help of suggestion box the problems are identified and rectified. They have an opportunity to utilize all the available infrastructure facilities for their learning satisfaction.

Development:

The institution ensures student teachers physical, moral, social, intellectual, cultural and vocational development through sports, value or moral education, social camp extension activities, quiz, debate and communal harmony celebrations. To develop nationalism the institution celebrates all the national days. For vocational development the institutions' workshop on TLM preparation, waste to wealth exhibition, SUPW and art and craft material preparation serve well. For Social development the institution organizes various extension activities-literacy awareness campaign, road safety programme, blood donation camp, tree plantation, Govt. schools cleaning, anti-plastic rally, etc.

Performance improvement:

Everyday in the prayer, the teacher educators express the importance of moral and ethical values to be followed. The birthdays of the student teachers are remembered and greeted openly. Good wishes and pleasantries are exchanged. The institution conducts various activities for the performance development of the student teachers. To develop their teaching competency the institution conducts workshop on micro teaching, practising sessions, demonstration of lessons by faculty, macro teaching practice and we provide innovative ICT based teaching learning process. For the academic growth of the student teachers the institution conducts unit test, term test, model examination, various experiments and practical's in all the resource centres.

5.1.3. Give gender-wise drop-outs 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-outs?

We don't have any drop-out problem till today. The institute tries its level best to minimize drop-out rate by paying special attention to improve the socio-economic condition of the students. Socially backward students get the benefit of financial assistance of the government in the form of scholarship. If there arises any drop-out problem due to family situations, the institution gives personal guidance to the student teachers.

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 SLET, NET Central/State services through competitive examinations in the last two years?

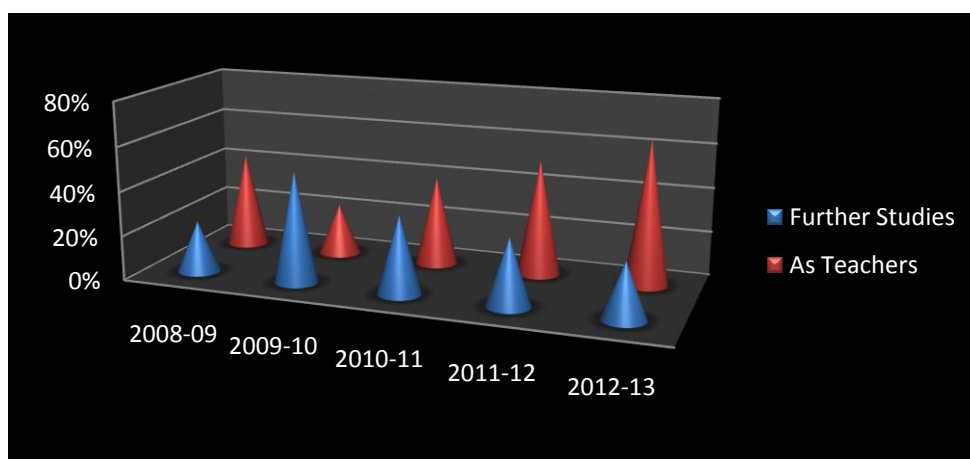
Through counseling sessions the institution aids the student teachers to take decisions for higher studies and career choices. The reference sections assist the student teachers to gain various information for their further studies. The library material is made use by the student teachers to acquire sufficient capability to appear for TNPSC, TNTET, TRB examination, etc. The institution motivates towards M.Ed programme also. Awareness is given to the student teachers on various career options.

'Employment news' paper cuttings are put up on the notice board on regular basis. In the last two years maximum number of student teachers has appeared for the competitive examinations like TNPSC, TNTET, TRB examinations. Some of them got selected. We utilize everyday assembly activities to update student teachers knowledge- General knowledge, computer knowledge, today's events, English vocabulary building and phrases, etc.

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.

The institution regularly conducts career counseling sessions for the student teachers about employment opportunities as well as about higher studies. Details for the last five years are given below.

Table: Percentage-position of student teachers after B.Ed. Programme



S.No	Year	Further Studies	As Teachers
1	2008-09	23%	43%
2	2009-10	50%	23%
3	2010-11	35%	40%
4	2011-12	30%	52%
5	2012-13	25%	65%

Few post-graduate degree holders have joined in colleges as lecturers. Others have joined in various schools. Only a selected few have chosen higher studies.

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 teacher after graduating from the institution?

Yes. The institution allows graduates who have passed out to utilize library and software facilities. The students are provided training to access to the library and they also make use of audio/visual resources like OHP, slide, multimedia presentation, TV, tape and to take seminars related to their subject areas.

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

Yes, the institution provides placement service where the principal invites many schools to recruit our student teachers from the campus. The “teachers wanted” advertisements from the news papers are also taken and displayed on the notice board and students are encouraged to attend interviews. Personal guidance is given to the student teachers to facilitate them to take up the most fitting job offer. Many students have benefitted through the placement services. To facilitate placements for student teachers a number of educational institutions were thus invited for campus orientation and campus interviews.

List of educational institutions invited for campus interviews:

S.No	Name of schools
1	Selvam Matric & Hr.Sec.school, Namakkal.
2	Selvam Hr.Sec.School, Muthalaipatti.
3	Kalaimagal Matric school, Mohanur.
4	Vidhyavigas school, Tiruchengodu.
5	SRV school, Rasipuram.
6	Saraswathi Matric, Paramathi.
7	Green park Matric & Hr.Sec, Namakkal
8	Bharathi Hr.Sec.School, Rettipatty
9	Selvam arts & science, Paapinayakkanpatti.

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

Most of the B.Ed graduates who passed creditably are unable to get selected because of their rural background and medium of instruction in the school level. They are unable to express themselves in English. Student teachers with good communication skill got selected easily. So, the placement cell offers special coaching on communication & interview skills for student teachers. The placement cell also supports students by giving counseling through personality development programmes.

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

Yes, generally all practice teaching schools are government and government aided schools. The appointment is carried out only through the government or the management.

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

The institution gives a warm welcome for the Principal and staff who are coming from different schools for campus selection. They are provided with all facilities like allotting the class room to conduct an interview, supplying ICT facilities including stationary materials. Staffs are also deputed to help them. They are also provided with refreshment and lunch and if needed we are dropping them by our vehicle to the nearby bus stop or railway station. These are the facilities rendered by our institution to the placement cell.

5.2 Student support:

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

The management helps to enable the student teachers to acquire intellectual, moral, social, cultural, vocational, emotional, life skill development and to achieve high academic excellence in education, the institution pre-plans the effective implementation of curriculum. Based on the mission and vision of the institution and objective, duration of the B.Ed. programme, the curricular, co-curricular and extra-curricular activities are pre-planned by the institution for the whole academic year. The institution prepares an academic calendar where the activities of the B.Ed. programme are pre-planned and mentioned in the calendar. Practice teaching session, test and examination, celebrations, guest lecture programmes, sports meet, functions of the institution, national days of importance, field trip, etc. are mentioned in the calendar.

The teaching learning process is well planned by the teacher educators. They also prepare scheme of lesson, scheme of evaluation, collection of questions for question bank and books for book bank. The institution's action plan pertaining course curriculum, co-

curriculum and extra-curriculum implemented as planned earlier and implemented all activities as per plan, the result of each activity discussed in the staff meeting based on the result the plan reviewed or modified.

Curricular activities:

Bridge course is conducted regularly in the beginning of every academic year for freshers. Planning and implementation of micro teaching sessions, demonstration lessons on real teaching, lesson guidance sessions and practice teaching sessions in high school for 40 days are carried. Student teachers send to various schools (both Govt&Aided). Innovative teaching practice simulated condition, completions of various units of syllabus through seminars, computer lab work, etc. internal tests and evaluation, etc. are well planned & reviewed regularly.

Co-curricular activities:

Inauguration, CT camp, preparation of time table, education field trip, national level seminars, workshops, examination schedule, sports meet, celebration of national days, club activity, prayer activity, etc.

Extra-curricular activities:

Faculty members encourage the students to participate in extra-curricular activities. The students are advised to participate in various competitions such as poetry writing, essay competition, story writing, singing, dance competition, acting, paintings, rangoli, etc. besides games and sports.

Tree plantation, blood donation, YRC activities, cultural activities, celebration of religious ceremonies, social service, school visit activity, students' skill development programmes, social work campaign, road safety programmes, HIV/AIDS prevention propaganda, world women's day, environmental awareness, life skill development programme, community awareness and intervention programmes come under extra-curricular activities.

The academic performance of our out gone students for the last three years are as follows:

Year	2010-11	2011-12	2012-13
Total	100	100	100
Percentage of pass	88	92	97

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

We are having two student teachers in the current year with physical disabilities. We cannot change the curricular activities as it is prescribed by the University. However, whatever activities the student teacher could not handle were modified according to the convenience of the particular student teachers. All the possible help is provided to the physically challenged persons by the institution. Teaching practice is arranged in nearby government schools. They are provided with an attendant to accompany them.

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

Yes, the institution is having a mentoring system. Tutorial groups are formed among the peer group which helps them learn easily. The teacher educator helps the student teachers by providing them personal and academic guidance. The teacher educator makes an effort to improve study skills and provide training in time and stress management. Individual counseling is given to problematic student teachers and the teacher helps them solve their problems pertaining to personal, family and academic life.

The student teachers who are academically better are selected to be mentors for helping their peers to cope with their studies under the guidance of a teacher educator. A special training is provided to the slow learners as to how they can prepare notes and ways to recall and recognize, how to solve problems and the technique of writing answers, etc. If severe, parents are called and they are advised to take their wards to a good counselor or a psychiatrist.

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 the students?

For teaching, the institution provides well equipped infrastructure facilities and library resources. Teacher educators are provided with all kinds of teaching aids to facilitate effective teaching. The institution encourages and motivates the teacher educators to attend, participate and organize seminars, workshops and training programme in the institution and other institutions to enrich their skill and knowledge.

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

Yes, the institution has created its own website. It is www.shreeamirtha.com The details of the teacher educators profile, institution profile etc is posted. National level seminar conducted by the institution on ICT with articles and photos are uploaded in the institution website. The mission and vision of the institution, objectives, college emblem and its significance, courses offered, departments, contact address, eligible criteria, rules and regulations, results, instructional data, infrastructure, transport facilities, admission details, syllabus and curriculum details are updated.

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

Yes, the institution has remedial programme for academically low achievers.

The subject in-charge identifies the ability of each student teacher and classifies the list of high achievers and low achievers through achievement test, non reference test, performance in scholastic and non scholastic achievement. The following remedial measures are followed special class & extra classes for remedial teaching.

- ❖ Home assignments.
- ❖ Seminars.
- ❖ Slip test.
- ❖ Class test.

- ❖ Notes of lesson prepared and given.
- ❖ Educational guidance and counseling.
- ❖ Re-test.
- ❖ Motivate them to participate and organize various activities.

Usually all the teacher educators are involved in student teachers counseling both academically and personally. Staff in charge of each student teacher gives counseling periodically. Academic and personal problems are discussed. Peer groups also help in the improvement of slow learners.

5.2.7. What specific teaching strategies are adopted for teaching?

- a) Advanced learners and b) Slow learners.

The following teaching strategies adopted for advanced learners are:

Seminar presentation: Advanced learners are given units for self-study and are given opportunity to teach the peer through seminar method.

Discussion method: The content is taught using discussion method so that students get an opportunity to present their views on the topic.

Co-operative learning: Topics which are easy to understand are taught through co-operative learning.

The following teaching strategies are adopted for slow learners:

- ❖ Tutorial groups
- ❖ Adoption
- ❖ Mentoring
- ❖ Remedial teaching
- ❖ Assignments
- ❖ Buddy system
- ❖ Study circle.

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

The various guidance and counseling services available to the students are as follows:

- ❖ Guidance is given to the students to recognize his/ her abilities, interest and needs towards education.
- ❖ He /she is motivated to face realities of life without being frustrated.
- ❖ Necessary information is given to the student teachers to develop his/her career.
- ❖ To help the students to make the best possible adjustment in the college and in the society.
- ❖ To help the students to cope with their emotional problems by reducing their anxiety and by making them realistic to the situation.
- ❖ To help the students to gain the most with all available resources.

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

The legitimate grievances of the student teachers are redressed by the grievance redressal cell. It is headed by the principal along with one senior teacher educator. The difficulties faced by the student teachers are brought to the notice of the principal in the form of letters dropped in the suggestion/grievance box. All the legitimate grievances are collected by the principal and brought to the notice of the management. The management is redressing their grievances. In the last two years the following major grievances were redressed. Those grievances which could be redressed by the principal are settled amicably.

- a) Extending the working hours of the library.
- b) Conduct of internal improvement examination.
- c) Better catering service from the canteen.
- d) Purified drinking water facility.
- e) Internet facility.
- f) Group photos for green memories.
- g) Interval and lunch duration.
- h) Coaching for TRB,TNTET and TNPSC examinations.
- i) Physical education resources facilities improved.

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

The progress of trainees, tutorial system, remedial classes, class room teaching learning process are periodically monitored, evaluated and necessary feedback is provided. Various training programmes seminars and workshops are conducted to enhance their teaching competency.

Micro teaching, preparation of lesson plan and teaching aids are taught in the demonstration class by the teacher educators. After successful completion of micro teaching practice the student teachers are posted in various government and government aided schools for practice teaching, for a period of 40 working days. During practice teaching the teacher educators monitor and guide the student teachers to improve their teaching ability. The institution monitors the progress of the student teachers in curricular, co-curricular and extra-curricular activities in all the stages of B.Ed. programme.

5.2.11. How does the institution ensure the student teachers' 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?

Pre practice teaching:

Before the trainees go for practice teaching, pre -practice preparation is given on areas like micro teaching, optional I&II practice teaching. This helps the trainees to enhance their teaching competency and to improve the teaching skill. It also assists the student teacher to face the students in school without any nervousness. It increases their confidence. During practice teaching, periodical feedback is given by guide teachers.

- Micro teaching skills demonstrated by faculty members.
- Micro teaching practice - 5 days.
- Observation of subject teachers - 10 days.
- Macro teaching – 30days, lesson plan preparation and teaching preparation.

Practice teaching:

During practice teaching, guide teachers from the schools help the student teachers to improve their teaching ability. While practice teaching, the student teachers get guidance and clarifications from the teacher educators at any time. The guide teacher helps the student teacher in the preparation of lesson plans and teaching aids to improve the teaching competency. The teaching capacity of the student teacher is closely observed by the guide teacher.

The feedback received from the head of the practice teaching school helps to monitor the student teacher's performance. The academic progress of student teachers studied through various thrusts is conducted by the institution. Ultimately the student teachers acquire teaching competency through the practice teaching programme.

5.3 Students activities:

5.3.1. Does the institution has an alumni association? If yes give details.

i) List the current office bearers.

S.No	Names of the office bearers	Office bearers
1.	Dr.S.Santhini Devi	Chairperson
2.	Ms.P.Santhi	President
3.	Ms.k.kalarani	Vice president
4.	Mr.R.Rajendran	Secretary
5.	Mr.A.Selladurai	Treasurer
6.	Hariharan.S	Program Action coordinator
7.	Raja.S	Committee Member
8.	Chithra.B	Committee Member
9.	Divya.T	Committee Member

ii) Give the year of the last election.

The year of the last election: 2012.

iii) List the alumni association activities of last two years.

Activities of last years are conducted by the alumni association were:

- ❖ Sharing of experience.
- ❖ Inviting to demonstrate lessons.
- ❖ Felicitating outstanding students.
- ❖ Cultural activities.

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

S.No	Names of the alumni	Position occupied as teachers in
1.	P.Devarasu	Lecturer, DIET, Namakkal.
2.	R.Sumithra	Govt.Hr.Sec.School,Thuthikulam.
3.	S.Vanitha	Govt.Hr.Sec.School,Periyamanali.
4.	R.Saranya	Govt.Hr.Sec.School,Sevinthipatti
5.	P.Boobalan	Govt.Hr.Sec.School,Kollihills.
6.	M.Jeeva	Govt.Hr.Sec.School,Senthamangalam.
7.	S.Sathya	Govt.Hr.Sec.School,Edappadi.
8.	S.Santhi	Govt.Hr.Sec.School,Manikkampalayam.
9.	K.Karthikeyan	Govt.Hr.Sec.School,Kollihills.
10.	S.Janaki	Govt.Hr.Sec.School,Rasipuram.

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

The alumni meeting is organized once a year. Illustrious prominent alumni are invited to deliver special lectures, motivating the students to go for higher education and to find the means for job opportunities. The meetings also discuss the steps to be taken for the development of the college. Their valid suggestions are taken into consideration in designing and updating the curriculum.

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

The student teachers are encouraged to participate in extra-curricular activities including sports and games. The institution also conducts sports day and conducts competitions frequently. The winners are awarded prizes and the photo copies of merit certificates are displayed in the college notice board. The institution provides transport allowance for the student teachers to participate in various competitions in and around the district of Namakkal.

We are happy to say that our student teachers have participated in the state level sports competition for college of education, organized by Excel College of Education, Kumarapalayam. M.Narmatha participated and won the first prize for Athletic (100mt) in district level and third place in Zonal level. Leelayathi participated in the essay competition and won second prize in the district level.

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

The institution motivates the student teachers to display their creative skills in all subjects. The best articles, drawing, stories, puzzles, etc. are selected and published in our College magazine and they are displayed during the annual day programme. Such student teachers are honored by the management. They are also encouraged to present papers in the seminar and are permitted to take part in various training programmes.

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

The college has a student's forum consisting of a President , Vice President, Secretary and Treasurer. The students are elected unanimously.

Major activities are:

- ❖ To assist the Principal in fixing college functions and inviting guests of honour.
- ❖ To celebrate and honour the days of national importance and services of great men.

- ❖ To represent the grievances of the students to the principal and the management.
- ❖ To assist the principal in maintaining peaceful academic life in the campus

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

The following are academic and administrative bodies which are constituted with the student's representation.

Academic Committee

Activities carried out by the academic committee

- ❖ To carry out academic activities smoothly
- ❖ To conduct study circles
- ❖ To arrange computer training programmes for student teachers
- ❖ Make arrangements for workshops and training programmes
- ❖ To give suggestions for the improvement of library
- ❖ Organizing science projects

Student forum

- ❖ To have student teacher representation in the functioning of college.
- ❖ To maintain discipline in the class.
- ❖ To provide mechanism to address grievances.
- ❖ To conduct activities of the B.Ed programmes smoothly.

The activities held by the student council are:

- ✓ Regular meetings.
- ✓ Giving instructions in the classes.
- ✓ Conducting academic, sports and cultural activities smoothly.
- ✓ To address the grievances of students to tutor, principal and the management.
- ✓ Literary club & Science club
- ✓ Computer association
- ✓ Literary committee
- ✓ Sports committee
- ✓ Fine arts committee

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

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

5.4 Best practices in Student Support and Progression

5.4.1. Give the details of Institutional best practices in Student Support and Progression.

The following are the best practices adopted in the college.

1. Providing fee concession to the economically weaker section
2. Creating conducive environment
3. Organizing tutorials for solving the problems of student teachers
4. Allotting an hour for sports and games
5. Allotting an hour for library in a week
6. Providing guidance and counseling to the student teachers
7. Helping them in career development
8. Computer training is given.

CRITERION – VI

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What is the Institution's stated purpose, vision mission and values? How are they made known to the various stake holders?

PURPOSE

The purpose of the institution is to disseminate the activities that realize the entire mission and vision of the institution.

VISION

To be a model institution to produce ideal teachers for fulfilling the future requirements of the student and society.

MISSION

- ❖ To teach all categories of student teachers to their utmost satisfaction.
- ❖ To produce the student teachers to deliver their subjects effectively.
- ❖ To inculcate among the learners that discipline, morality, physical fitness, mental health are the most valuable treasures in Education.
- ❖ To mould the learners to be truly responsible citizens of India.
- ❖ To develop teachers the art of voice Modulation and Etiquette.

VALUES

- ❖ To develop an understanding of students, cognitive, social, physical and emotional development and to create learning opportunities that support student academic development.
- ❖ To demonstrate a sense of caring.
- ❖ To understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning.
- ❖ To develop instructional plans based on students needs, curricular goals, models, subject matter and community.
- ❖ To recognize and value student diversity and provide instruction to accommodate such diversity.

6.1.2 Does the mission include the institutions goals and objectives in terms of addressing the need, of the society, the students it seeks to serve, the school sector, education institutions traditions and value orientations?

Yes, The mission includes the institution's goals, objectives, tradition and value orientations which addresses the need of the society and other stakeholders.

6.1.3 Enumerate the top management commitment leadership role and involvement for effective and efficient transaction of teaching and learning process.

The management is committed to serve for the cause of higher education by providing high quality academic programmes and research opportunities. The teaching process can achieve higher grades only through modern technology. It is one of the responsibilities of the management committee to provide fine infrastructure. Much importance is to be given to innovative teaching aids, well equipped class room, resource centres, modernized library and play field for the welfare of the student teachers to have a conducive atmosphere for learning. The student teachers must be inspired by the faculty and management. The correspondent & Secretary looks after the overall administration. Chairman of the institution occupies the apex position in the hierarchy level.

Board of Management

Chairman

Principal

Board members

Name of the Committees:-

- ❖ Placement cell
- ❖ Library advisory
- ❖ Women Empowerment
- ❖ Grievance Cell
- ❖ Career Guidance
- ❖ Environmental club
- ❖ Quiz club
- ❖ Science club
- ❖ Fine Arts club

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

Interviews are conducted by the “selection committee” while making appointment. Invariably Chairman (Managing Board), Correspondent & Secretary (Managing Board) and the Head of the institution are the members of the selection committee. So during the time of appointment, the Principal prescribes the work for the faculty based on academic activities, academic plan and the service conditions are explained. The rules and regulations are made known to the faculty.

By holding periodical meetings, duties / responsibilities are identified and delegated. The Chairman will assign some additional responsibilities to the faculties regarding admission and placement. It will be intimated through circulars and at council meetings. Duty allotment circulars are counter signed by the staff members concerned.

Management

Principal

Faculty & staff

6.1.5 How do the management/ head of the institutions ensure that valid information (from feedback and personal contacts etc) is available for the management to review the activities of the institution ?

The activities of the Institution are analyzed by the management with the head of the institution. Guidance is always given by the management for effective functioning of the institution. The feedback received from both the alumni and the present student teachers is discussed by staff and academic committee and management for the necessary modification to be done. Personal contacts with the public and with the stake holders help for the development of the institution.

6.1.6 How does the institution identify and clear the barriers (if any) in achieving the vision/ missions & goals?

The feedback received from the student teachers, faculty, stake holders will show light on the barriers faced by them. The letters received through the suggestion box will also disclose the difficulties met by the student teachers. Having familiar with the barriers with the management can easily clear all the barriers from the path. To do overcome the barriers with

the help of the management, vision, mission and goals are achieved at maximum level. Thus the environment is made smooth, safe and secure for the B. Ed. Programmer.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process?

The management supports to improve the efficiency of the staff by encouraging the teaching faculty to update their knowledge by participating in the seminars, workshop and conferences. They are provided OD while attending such seminars. The registration charges of attending such seminars are reimbursed. Boarding and lodging charges are also met by the management, Higher studies, research, increment, promotion, job security, various skill based training and faculty development programmes, administration and responsibilities, etc. are provided by the management.

By encouraging the staffs to offer their feedback we make them feel important and responsible for the effective functioning of the institution. The management supports and encourages staff to publish papers in journals, periodicals, etc. Review meeting to have a glance over their performance is conducted.

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

For all practical purposes, the head of the institution serves. both the academic and administrative leader. Effective planning and implementation of innovative management ideas for the benefit of the students are offered. As a academician, the head monitors the effective implementation of the curriculum, the head also administers the resources of the institution in such a way that they are well utilized by the students.

Academic planning is done for the academic year and it is responsible for providing ideals climate for study. It improves the teaching learning process by applying modern technology. It identifies the requirements of infrastructural needs and brings it to the notice of the management and guide the staff to utilize the resources optimally. The management in turn allots more funds for the project for the growth of the institution the Principal co-ordinates parents, student teachers, faculty and management, so that the atmosphere is always healthy. The principal encourages the staff and student teachers to perform well in all the activities; he has to maintain quality of management, administrations and curricular transactions.

6.2 Organizational Arrangements;

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

The institution has constituted different committees for the effectiveness of the institutional activities such as Staff council committee, Grievance cell committee, Examination and Evaluation Cell, Disciplinary committee cell, Quality Assurance cell, Library committee, Prayer committee, Finance committee, Alumni Association, NAAC committee, Scholarship committee, etc. A report of each meeting is recorded and available.

1. Board meeting
2. Staff council meeting
3. Grievance Cell meeting
4. Examination and Evaluation Cell meeting
5. Placement Cell meeting and

1) Board Meeting :

The meeting started with the invocation of God and the following members attended the Board meeting.

President / Founder/ Chairman

Academic Co- ordinator

Head of the Institution (Principal)

The meeting was convened by the Correspondent, Shree Amirtha college of Education every year during the commencement of the B. Ed. Programme. She gives valuable guidance for the smooth functioning of the institution.

The resolutions passed in the Board meeting are as follows.

- ❖ Discussed the annual report submitted by the principal
- ❖ The Secretary advised to apply power point presentation for each unit.
- ❖ Decided to improve the transport facilities

- ❖ Decided to appoint required teaching and non- teaching faculty strictly as per the university norms.
- ❖ Suggested to provide opportunity to the staff for further study.
- ❖ Instruction is given to the principal to achieve 100% result.

2) Staff council meeting;

The following resolutions were taken in the staff council meeting.

- ❖ Steps to be taken to motivate the faculties to improve their qualifications.
- ❖ Instructed to cover the syllabus within the prescribed frame work of time.
- ❖ Decided to appreciate the faculty for better achievement.
- ❖ Guided the faculty to attend various seminars, workshops and conferences.
- ❖ Skill development programmes.
- ❖ Providing study material to the student teachers.
- ❖ ICT usage for curriculum transaction.
- ❖ Instructed to inform the student teachers towards proper usage & maintenance of resource centers.
- ❖ Decided to develop the communication and computer skills of the student teachers.

3) Grievance Cell Meeting:

The meeting started with the prayer. The following members were present the meeting.

Name: 1) Dr.S. Santhini Devi

2) Mr. R. Rajendran

The following resolutions in the grievances cell meeting were passed.

- ❖ The routes of the transport vehicles may be altered to suit the needs of the students.
- ❖ Library time should be increased in the evening.
- ❖ Drinking water facilities should be arranged in all the places inside the institution.

- ❖ The damaged sports articles must be replaced. The relationship among the students should not cross the permitted limit.
- ❖ Laboratory equipments (broken) may be replaced.
- ❖ The lunch hour may be changed to suit the convenience of the student teachers.
- ❖ Arrangements must be made for the student teachers for education loan. The colour of the uniform may be changed.

4) Examination Evaluation Cell meeting

The meeting started with prayer. The minutes of the previous meeting was read and approved. During the meeting it was resolved that the uniform valuation scheme is the best process. Individual mark register is maintained and the question papers are prepared well in advance. The mark statements should be submitted to the head of the institution immediately after the test.

The faculty has the question bank individually for the subject concerned. Monitoring the progress of the student teachers, the marks of the student teachers must be informed to their parents. Re-tests will be conducted for the slow learners and failed students.

5) Placement Cell Meeting:

The meeting started with the prayer. The following members were present in the meeting.

Name: 1) Dr.S. Santhini Devi 2) Mrs. P. Santhi

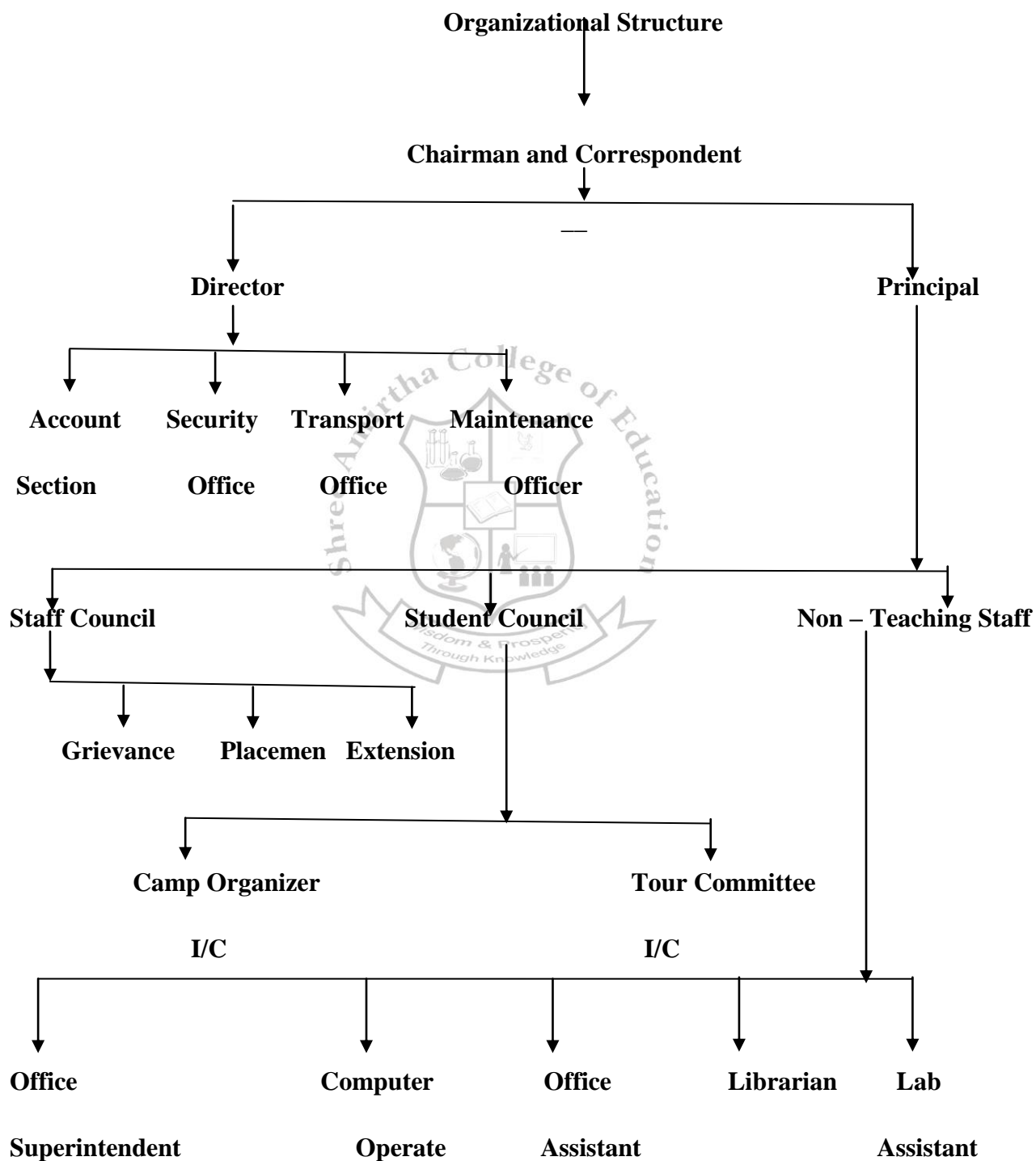
The following resolutions were made in the placement cell meeting.

- ❖ Inviting various self financing private schools to conduct campus interview.
- ❖ Collecting data from the top educational institutions regarding the vacancies positions.
- ❖ Motivating the student teachers to attend campus interview without fail.
- ❖ Guide to buy study materials to the students –teachers to attend competitive examinations.
- ❖ Sending the names of top ten meritorious students to the various schools in and around Namakkal.
- ❖ Providing practice on communication & Computer skill.

- ❖ Guiding them to attend various interviews.
- ❖ Exposure of employment news in the notice board.

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

Organizational structure of academic and administrative bodies as given below.



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

The Chairman of the college is the Head of the management. The Chairman and the management take care of the infrastructure and maintenance, financial support, and creation of assets. The administration is decentralized.

There are eight Departments with one faculty member each, who serve the academic side. The office takes care of administrative work (admission work, collection of fees, etc). Every academic year, the functioning of each and every academic administrative body is planned well in advance.

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

During the practice teaching the tie up between the institution and various schools takes place. Even after the practice teaching is over, the student teachers are contacted by the management of the school. The institution provides various local bodies to conduct their government and NGO –s programmes like seminars, workshops, group discussion, etc. When there is a chance for the student teachers and staff members of different departments to share their knowledge. The institution gets feedback from teacher educator, guide teacher, trainees and alumni, and uses it to improve and plan the quality of educational provisions.

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

Yes. Information and feedback materials are collected from the suggestion box. These are collected and segregated. If the grievances are genuine they are redressed with the help of the management. The problems related to drinking water, transport facilities and indoor games have been solved immediately. With the help of the collected data and information through feedback are used for decision making and for improving the performance of the institution.

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

The teaching faculty members are given sufficient opportunity to present their concepts through multimedia presentation. Teaching faculty is given place in the faculty development programmes so that they can enrich their knowledge. Meetings are arranged with eminent scholars in our institution, so that our teaching faculty can exchange their knowledge and enrich their ideas. The institution plans various activities to carry out the academic plan with co-operation of all the staff members. In academic forum, faculty are encouraged to share the knowledge on their specialization. The institution provides conducive environment to participate in seminars, workshops, etc.. The completion of curricular transaction is an example for co- operative responsibilities of the faculty members.

6.3 Strategy Development and deployment:

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

Yes, The institution has a Management Information System in place to select, collect, and introduce data and information on academic and administrative aspects of the institutions.

6.3.2 How does the institution allocate resources for accomplishment and sustaining the changes resulting from the action plans ?

Before the commencement of the B. Ed. programme every year, the staff council with the guidance of the management review the allocated resources, the previous years activities and discuss over the forth coming academic and administrative activities. Based on the previous meeting, the staff meeting which pertaining the requirement of human resources and student fee, financial resources to carry out the academic activities, etc. are discussed. But the institution has recruited sufficient man power in all the departments from the beginning of the academic year itself.

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

The institution has required man power in all departments before the commencement of the academic year. Sufficient man power is available in the institution to implement the mission & goals. Financial resources are collected from student teachers, both resources help to support to the implementation of the mission and goals.

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

The academic plan for one academic year is prepared by the principal in consultation with the staff council and the management. This action plan is followed for the full academic year.

This plan is intimated to the staff and students. The beginning of the academic year, academic plan (the curriculum and its implementation) is discussed among faculty, administrator and trainee teachers. The feedback received is used in the effective implementation of the academic plan. The practice teaching school teachers, faculty and administrators collaborate to implement the curricular activities during the academic year. Since the student teachers go for teaching practice for 40 days in the schools, the officials of the district school authorities are consulted during the practice teaching session.

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

We have made various stakeholders to know about the institution's purpose, vision, mission and values through institution's website, prospectus and display on the notice board and other visible places, and through our activities and it shows that our objectives are communicated and deployed at all levels. The management also explains about the objectives of the institution to the staff in the special meetings. The institution is treated as a family where every member has to contribute. So every employee of the institution accepts his responsibility and gives useful suggestion for the development of the institution. Such suggestions are given due weightage by the management. Above all it assures that the individual employee's contribution for the development of the institution.

The employees are sensitized regarding objectives of the institution. They are delegated responsibility and it is seen that they fulfil their responsibilities. There are periodical meetings of faculty and administration to monitor, evaluate and revise the academic plan. Every individual has responsibility and he/ she is accountable for institutional development. The objectives are communicated through notice board and circular.

6.3.6 How and with what frequency are the vision and implementation, plans, monitored, evaluated and revised?

The attainment of vision and missions, goals, objectives, annual plans of the institutions are monitored, evaluated and revised periodically. In our institution, the annual plan is sub divided into monthly plans. The monthly plan is reviewed in the beginning of every month about the attainment of planned activity. The positive and negative effect of the implementation is discussed in the staff meeting scholastic and non scholastic performance of the student teachers is identified by the evaluation devices. All the activities are reviewed periodically by the management committee under the direction of the management to improve their efficiency. If any change is needed in the plan, it is carried out.

The periodical meetings both weekly and monthly are conducted to monitor, evaluate and revise the plans implemented in the institutions. Academic achievements of the students will be monitored by the principal and the staff members by periodical tests, competitions, etc.

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

The institution has arranged various training programme in relation to new technology like ICT smart class, web designing, animation, Microsoft etc. The student teachers are given training to use the modern technology devices like OHP, slide projector & power point presentation, etc. Internet facilities are also available and the student teachers can send messages through e-mail address, etc.

The institution has planned to deploy the new technology separately for teaching and non teaching staff, which is included in the annual plan itself. The plan may be modified if the institution wants to deploy in any new technology for the awareness of

staff members, the Institution gives training on website design for teaching faculty whereas tally is for account staff.

6.4. HUMAN RESOURCE MANAGEMENT:

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

The competency of the faculty comes under scanner. Feedback materials collected from the student teachers throw light about the performance of the teacher educators. The principal identifies the need. The knowledge of the teacher educators has to be updated. The principal with the concurrence of the management organizes faculty development programmes to the Staff members. Moreover, members of the staff are encouraged to attend seminars/ symposia / workshops organized by other institutions by giving OD and work alternate arrangements. The institution identifies the need of the staff through discussion with the staff members.

6.4.2 What are the mechanisms in place of 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 ?

Yes, our institution follows the various mechanisms to assess the performance of our faculty members. The mechanisms are the students feedback, self appraisal report, classroom observation, work done, suggestion box, student teachers grievance cell and staff members. The teaching competency of the faculty can be measured by observation of the head of the institution. The mechanism shows the performance of the staff and helps the staff member to improve the performance of the teacher's research.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which attend and improve staff being well satisfaction and motivation)?

Various welfare measures are adopted in our institution to encourage both the staff and the faculty of our college. Free boarding and lodging are given to bachelor staff members. OD is given to staff members who are presenting papers in the national and international seminars. TA/DA is given to staff members who involve in various co-curricular and extracurricular activities. Free transportation is given to the staff members

from their residence to the college. Wards of the staff are given fee concession. The institution treats all the staff members as one family, so there is a healthy relationship maintained with the staff.

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

Yes, the institution has conducted staff (teaching & non- teaching) development programme for skill development.

Faculty development and skill development programmes are conducted periodically in our institution to enrich and update the knowledge of our faculty (Both teaching & non-teaching) the institution also has conducted “Spoken English” classes for the faculty. Thus sufficient opportunities are given to the faculty members to upgrade their skills.

The seminars and workshops organized by the institution also help the faculty to improve their skills.

S. no	Participation	Programmers	Resource Persons	year
1	All Staff and Students	SEBI Programme	N.C.Chandrasekaran	2013-14
2	Students	Psychology experimental programme	Dr. Suresh kumar	2013- 14
3	All Staff and Students	National seminar	Mrs. Mumtaz Begum	2013-14
4	Students	Workshop on Skill development	Dr. P. Selvaraj	2013-14

6.4.5 What are the strategies and implantation 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 does the institution align those with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc)?

While selecting the faculty, due credit is given to the merit. Permanent recruitments are made by the management of our institution as per the university, NCTE/UGC/ State Government norms. The staff is selected by a panel of experts including the Correspondent, Principal, HOD's and subject expert. They are paid with consolidated salary. The service conditions laid down by the UGC is followed. Consecutive good academic record is considered as the criterion for selecting the teacher-educator.

6.4.6 What are the criteria for employing part-time / Adhoc faculty? How are the part-time Adhoc faculties different from the regular faculty? (Eg. Salary structure, work load, specialization)

Part –time faculty members are permitted to work 3 days in a week. Usually Arts & Craft/physical education teacher educators are appointed as adhoc faculty. The salary structure is different from full time faculty. They are paid for their work only.

6.4.7 What are the policies, resources and practices of the institutions that support and ensure professional development of the faculty?

The management has set apart some fund for the professional development of the faculty. The faculty can avail the revisions of the management to participate in international seminars, workshops, orientation, refresher course, etc. Teachers are given full support and encouragements by the management. The institution permits them to take part and present papers in the above said programmes.

The management encourages the faculty members to do higher education and to carry out their research activities towards, Ph.D. They are permitted to do part time research while in service.

The institution organizes faculty development programme, skill development programme on various themes like teaching techniques, Technology aided teaching practice,

Action research, etc. Our institution has well equipped computer resource center with internet to cater to the needs of academic, administrative and professional development.

The faculty, those who rendered long stand service to the institution, are permitted to avail promotion from the management towards professional development. The institution encourages the staff members to become members and to have active involvement in local, state, national, international and professional associations.

6.4.8 What are the physical facilities provided to faculty? (Well maintained and functioning office, Instruction and other space to carry out their work effectively)

The institution has well maintained staff room & computerized office room and various sophisticated resource centers such as computer resource center, Educational Technology resource center, library resource center, Language resource and psychology resource center, etc. Sufficient play ground and other fields are provided to the faculty to carry out their work effectively. Separate rest rooms for male and female staff members are available. Common staff room is also available.

Bachelor faculty members are provided with staff quarters with free accommodation. Faculty members with family are provided with house inside the town at subsidized rent. The houses are fully furnished.

6.4.9 What are the major mechanisms in place for faculty and other stake holders to seek information and / or make complaints?

The faculty members can directly involve in the academic process and they can get particulars at any time. Other stake holders can also make enquiry in the institution. Important notices will be put up in the college notice board. SMS can also do on crucial matters.

Our institution has Grievance and redressed cell and suggestion box/ complaint box which make a link between the management/ institution and the stake holders. Complaints can be dropped in the suggestion box/ complaint box which is periodically opened.

6.4.10 Detail on the work load policies and practices that encourage faculty to be engaged in wide range of professional and administrative activities including teaching, research, assessment, mentoring with schools and community engagement

The faculty is present in the college for 36 hours during a week (6 hours per day and shall lead the transaction of methodology and pedagogy of concerned subjects. The faculty is also involved in the monitoring practice and practical evaluation of assignments, conducting examinations, guiding of tutorial activities and student- individual activities, mentoring student learning, observation of school activities of student teachers and community oriented programmes, etc. In addition to the above, the faculty engages in club activities, extension activities, outreach programmes like gardening, sports and games, visiting places of educational importance, etc. All these are carried out in accordance with the academic calendar. As the teaching faculty is allotted work as per the university norms, he/she enjoys teaching and the student teachers have joyful learning experience.

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

Yes, the institution has the mechanism to reward and motivate the faculty. Producing 100% result in the subjects, that teacher educators are honoured in the annual day function.

6.5 Financial management and Mobilization:

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads: if no, give details of the source and revenue of income generated.

No, the institution does not get financial support from the government. Our institution is a self - financed institution.

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

Resources are not mobilized through donations.

6.5.3 Is the operational budget of the institutions adequate to cover the day – to- day expenses? If no how are the deficits met .

Yes. Operational budget allotted by the management for specific purposes like electricity charges, telephone charges, travelling allowance, etc. is sufficient. So our institution has set apart an adequate fund to cover the day - to - day expenses.

6.5.4 What are the budgetary resources to fulfil the missions and offer quality programs?

(Budget allocations over the past five years, depicted through income expenditure statement future planning, resources allocated during the current year and excess deficit).

The income generated from the tuition fees is used to fulfil the institution's mission. The budgetary resources, the income and expenditure statement for the past two years are given in audited statement.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objectives raised and dropped)

The accounts are regularly verified by internal financial audit mechanism and external financial audit mechanism. The internal audit is done monthly by our faculty and external audit is done annually by an auditor.

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

Yes, the management has computerized its Finance Management System. Bills are generated through computers. Cash transaction, etc. Day-to-day income and expenditure statement can also be received through this system.

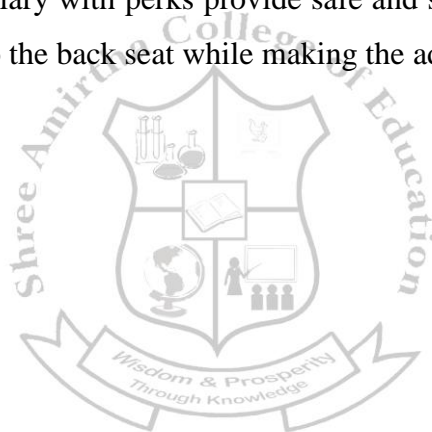
6.6. Best practices in Governance and Leadership

6.6.1. What are the significant best practices in Governance and leadership carried out by the institution?

The management as administrators play an important role in the development of the institution.

The management follows a participative system to encourage the involvement of the faculty in the academic development of the college. The various committees like Admission Committee, Management Committee, Staff Council Committee, Grievance Cell Committee, Examination and Evaluation Cell Committee, Placement Cell Committee, Disciplinary Committee and Quality Assurance Cell Committee keep track of all the activities taking place in the institution. Decentralized administration is carried out which helps for the smooth running of the institution. Each committee taken care by faculty and representative of students sharing response of student teachers are developed governance and leadership of the institution.

The management is dedicated and devoted towards the growth of the institution. Healthy atmosphere is maintained in the campus. Innovative teaching techniques are followed. Top priority is given to the meritorious teaching faculty. Standard recruitment policy is followed. Decent salary with perks provide safe and secured atmosphere. Nepotism and favouritism are pushed to the back seat while making the administration.



CRITERION – VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance system

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

Yes, the Internal Quality Assurance cell (IQAC) has been established in the college in 2013.

Composition:

- | | |
|------------------|-----------------------------|
| ❖ Chairman | - Dr. P. Selvaraj |
| ❖ Secretary | - Dr. B. Kaviethra Nandhini |
| ❖ Principal | - Dr.S. Santhini Devi |
| ❖ Co - ordinator | - Mrs.P. Santhi |
| ❖ Lecturer | - Mr.R. Rajendren |

Major activities of the IQAC are :

1. Commencement of various clubs
2. Faculty Development Programmes
3. Upgrade Science & Psychology Lab
4. ICT in Education
5. Physical Education
6. Library Computerized
7. Academic calendar
8. Attendance
9. Discipline
10. Community work

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

- ❖ The goals and objectives are touch stones on which performances are evaluated. They are not analyzed annually. It is a continuous process. Every programme implemented is followed by suitable feed back from stake holders.

- ❖ The analysis and the inference derived from such analysis help to evaluate the achievement.

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

- ❖ The institution has developed the following mechanism for the quality assurance of its academic programmes.
- ❖ The division of syllabus in different months is planned at the beginning of session.
- ❖ For effective teaching – learning process the teachers are encouraged to adopt different methods of teaching like lecture cum discussion method, project method, problem solving method, etc.
- ❖ The teachers are encouraged to use information, communication technology for making their teaching learning process effective.
- ❖ Active involvement of students in teaching - learning process is emphasized through individual and group project work, group discussion in the class, classroom presentation and assigned preparation of teaching aids.

The institution pays special attention for ensuring the professional growth of their teaching staff by encouraging them to participate in seminars, workshops, instructional materials and training for using ICT in their teaching.

Organizing various awareness programmes like AIDS camp, first aid camp, blood donation camp, health camp and citizenship training camp.

Different co – curricular, extra - curricular activities are organized for intellectual, social, cultural, moral and physical development of the students.

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

- ❖ A Strong leadership of the management of the institution ensures the performance of the institution as per the standards.
- ❖ The management is committed and involved at every stage for better execution of the academic and administrative work.

Head of the institution plays vital role in governing and managing all the activities undertaken by the staff members to ensure the proper functioning of different activities through regular meetings, held monthly, quarterly and as needed.

The institution assures the quality of its financial management process. It is done by ensuring proper communication at all levels by adopting decentralization strategies and through internal audit.

Financial management of the institution is ensured by the management with the help of the accounts officer who maintains all the transactions and balance sheet. The internal auditor audits the accounts at regular intervals and the final annual audit is done at the end of the financial year by the external auditor.

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

- ❖ Meetings are organized periodically to identify and share good practices with all the constituents of the institution.
- ❖ Feed back from the student teachers and observation of various activity reports have helped to identify good practice.

7.2 Inclusive practice

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

The teacher educators read the journals and magazines to keep track on national policies and creative practices in peer institutions. The teacher educators are allowed to participate in seminars / workshops on topics related to inclusive education.

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 are exposed to learn about inclusion and exceptionalities as well as gender sensitive issues through various curricular and co – curricular activities envisioned in their curriculum.

The students are provided equal opportunities to participate in different curricular and co-curricular activities of the institution in order to respond to the diversity of student needs and abilities.

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

The institution tries its best to create conducive environment for the learning and all round development of the students through proper functioning of curricular, co – curricular and extracurricular activities as per the academic calendar ensuring active engagement in learning positive social interaction and self motivation.

The students are engaged in active learning through classroom activities in which students are given the opportunities for group discussion and classroom presentation.

Students progress and performance on various activities has motivated through out the session by appreciating in the morning assembly and by displaying the report photographs and their achievement on the notice board. Students are motivated by giving prizes, certificates and trophies for their outstanding performance in individual and group activities.

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

The institution provides orientation to the student teachers to understand each child individually and to give them personal attention in the teaching-learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:

- ❖ Making the student teachers aware of the characteristics of children with diverse back ground.
- ❖ Student teachers are made proficient in handling and counseling of the children with diverse back ground through guidance and counseling.
- ❖ Student teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
- ❖ Conducting action research by the student teachers.

- ❖ Conducting case studies of children with special needs belonging to diverse back grounds.
- ❖ Observing and reporting about some behavioral aspects of an exceptional child.

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

Student teachers and teacher educators help such student teachers in every activity in the institution campus, So that the nature of handicap is not felt by them, Separate seats are allotted in the class, in the library and in all labs. So that the nature of handicap is not felt by them. Separate seats are allotted in the class, in the library and in all labs.

Learning aids such as Tape Recorder, Audio Cassettes and Mp3 CD'S are made available to visually disable. The institution gives counseling to get rid of their inferiority complex and encourage the student teachers improve in all walks of life. The institution provides all possible support, guidance & help to the differently abled student teachers. All kinds of counseling is given to them if necessity arises.

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

- ❖ The inter - house competitions like poster making slogan writing, poem recitation, speech and drama are held on the theme of women empowerment. Each house is accompanied by a female teacher.
- ❖ Provided, ladies resting room is available in the institutional campus.
- ❖ The institution is a co-educational institution which makes a healthy relationship among them.
- ❖ The gender sensitive issues like ego problem between boys and girls are identified and proper guidance will be given to them.

7.3 Stake holder relationships.

7.3.1. How does the institution ensure access to the information on organizational performance? (academic and Administrative to the stake holders)

The institution ensures the access of information on organizational performance to the stakeholders through:

- ❖ Website – www.shreeamirtha.com
- ❖ College magazine
- ❖ Financial records
- ❖ Administrative Records
- ❖ Appraisal Records of teacher educators and also through the performance of the student teachers at the University Examination.

7.3.2. How does the institution share and use the information / data in success and failures of various processes, satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement ?

The feedback from the stakeholders is duly processed and the perception is transmitted to relevant persons for remedial action. Close watches on the behaviours of the stake holders enable the institution to bring quality improvement. The success and failures of institutional processes, satisfaction and dissatisfaction are shared in the staff council.

7.3.3. What are the feedback mechanisms in vogue to collect? Data from students, professional community, Alumni and other stake holders on program quality? How does the institution use the information for quality improvement?

Open house meetings one to one interactions, observations schedule, alumni meet, suggestion, grievance cell are the methods usually used to obtain feedback from stake holders. Such information is modified and discretely made known to those need mending. The collected data is used for making and improving the performance of the institution various problems and suggestions listed are discussed with the principal and suitable measures are adopted. At the end of the course session, students feedback on course evaluation, performance of teacher educators and evaluation of different institutional activities are taken on feedback form and analyzed by using rating scale.



Shree Amirtha College of Education

Ponnusamy Nagar, Salem Road, Pappinayakkanpatti (Po),
Namakkal - 637 003. Tamil Nadu. Phone : 04286 652608, 651808

Date : 03.5.2014

Dr. S. SANTHINI DEVI,
Principal.

Declaration by the Head of the Institution

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

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

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

S. Santhini Devi
03/5/14

Signature of the Head of the institution with seal

PRINCIPAL
SHREE AMIRTHA COLLEGE OF EDUCATION
(Selvam Arts & Science College Campus),
Salem Road, Ponnusamy Nagar,
Pappinayakkanpatti (Po), Namakkal-637 003

Place : Namakkal
Date : 03.05.2014

PONNUSAMY NAGAR, NH.7, SALEM ROAD, PAPPINAYAKKANPATTY POST,
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Date : 03.05.2014

Dr. S. SANTHINI DEVI,
Principal.

Certificate of Compliance

(Affiliated/constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Shree Amirtha College of Education(11430), Namakkal fulfils all norms

1. Stipulated by the Tamilnadu Teachers Education University and/or
2. National Council for Teacher Education and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Place : Namakkal
Date : 03.05.2014



S. Santhini Devi
Principal / Head of the institution
(Dr. S. SANTHINI DEVI)
PRINCIPAL
SHREE AMIRTHA COLLEGE OF EDUCATION
(Selvamm Arts & Science College Campus),
Salem Road, Ponnusamy Nagar,
Pappinayakanpatti (Po), Namakkal-637 003

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