CHRISTIAN COLLEGE OF EDUCATION
MARThANDAM-629165
E-mail-ccemtm@yahoo.co.in,
Website:www.christiancollegeofeducation.edu.in

Submitted to
National Assessment and Accreditation Council, (NAAC),
Bangalore – 560072,

OCTOBER 2015
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* Appendices are not uploaded
INTRODUCTION

The Christian College of Education is owned and administered by Church of South India, Kanyakumari Diocese. C.S.I Kanyakumari Diocese is one of the 22 Dioceses under the Church of South India, pioneer in the field of Education, was constituted on 2nd June 1959. During the past over 50 years it has grown enormously on all dimensions especially in the field of education. The Church of South India, Kanyakumari Diocese runs three Arts and Science Colleges, an Engineering College, a Polytechnic College, two Nursing Colleges, a Teacher Training Institute, and many High Schools and Higher Secondary Schools.

The Christian College of Education is located at Marthandam in a serene Campus just a few yards away from the Kanyakumari- Trivandrum – National Highways. The National Council For Teacher Education by their Notification F.TN/SEC/SRO/NCTE/2005-2006/4140 approved the College to be owned and administrated by the Diocese as self financed institution in the year 2005. And the college was affiliated to Manonmaniam Sundaranar University, Tirunelveli. From the year 2008, the college has been affiliated to the newly established Tamil Nadu Teachers Education University under the Tamil Nadu Act 38 of 2008.

Keeping the vision "Empowered to Empower" in mind, the members of the administrative board along with the faculty members, empower the rural talents with professional skills and values for dispelling darkness of ignorance.

Education is a powerful means to modify the behavior of the younger generation in a desired manner. The purpose behind the educational efforts ensures a direction to improve learning. The changing scenario of the world economy and advancement in information and communication technology has resulted in the beginning of new trends in education. Modern education is all about innovation, accessibility and suitability. The quality and efficiency of education depends upon the efficiency of teachers. The teachers cannot remain isolated from the impact of sweeping changes of the increasingly complex society. Hence, our College of Education challenges the venture of uplifting teachers to the higher academic and professional standards.
PART-1

A. PROFILE OF THE INSTITUTION
A. Profile of the Institution

1. Name and address of the institution: Christian College of Education, Sinclair Street, Marthandam, Kanyakumari District- 629 165, Tamilnadu.

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

3. For communication: Christian College of Education, Sinclair Street, Marthandam, Kanyakumari District- 629 165, Tamilnadu.

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number with STD Code</th>
<th>Fax No</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head/Principal Dr. N. Beaulah Jayanthy</td>
<td>04651-271967</td>
<td>04651-270961</td>
<td><a href="mailto:ccemtm@yahoo.co.in">ccemtm@yahoo.co.in</a></td>
</tr>
<tr>
<td>Self – appraisal Co-ordinator Dr. C. Joe Darling Anuja</td>
<td>04651 -210967</td>
<td>-</td>
<td><a href="mailto:joedarlinganuja@gmail.com">joedarlinganuja@gmail.com</a></td>
</tr>
</tbody>
</table>

Residence

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number with STD Code</th>
<th>Mobile Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head/Principal Dr. N. Beaulah Jayanthy</td>
<td>04652-233202</td>
<td>09894036860</td>
</tr>
<tr>
<td>Self - appraisal Co-ordinator Dr. C. Joe Darling Anuja</td>
<td>04652-235755</td>
<td>09443495342</td>
</tr>
</tbody>
</table>

4. Location of the Institution:

- Urban □
- Semi-urban □
- Rural □
- Tribal □

Any other (specify and indicate) □

5. Campus area in acres: 3 acres
6. Is it a recognized minority institution?  Yes ☑  No  

7. Date of establishment of the institution:

<table>
<thead>
<tr>
<th>Month &amp; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM YYYYY</td>
</tr>
<tr>
<td>06 2005</td>
</tr>
</tbody>
</table>

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

Tamilnadu Teachers Education University, Chennai.

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

<table>
<thead>
<tr>
<th>Month &amp; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM YYYYY</td>
</tr>
<tr>
<td>2f - -</td>
</tr>
<tr>
<td>MM YYYYY</td>
</tr>
<tr>
<td>12B - -</td>
</tr>
</tbody>
</table>

10. Type of Institution
a. By funding
   i. Government -
   ii. Grant-in-aid -
   iii. Constituent -
   iv. Self-financed †
   v. Any other (specify and indicate) -
b. By Gender
   i. Only for Men -
   ii. Only for Women -
   iii. Co-education †
c. By Nature
   i. University Dept. -
   ii. IASE -
   iii. Autonomous College -
   iv. Affiliated College †
   v. Constituent College -
   vi. Dept. of Education of Composite College -
   vii. CTE -
   viii. Any other (specify and indicate) -
11. Does the University / State Education Act have provision for autonomy?

Yes ☐ No ☑

If yes, has the institution applied for autonomy?

Yes ☐ No ☐ Not applicable

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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Level</th>
<th>Programme / Course</th>
<th>Entry Qualification</th>
<th>Nature of Award</th>
<th>Duration</th>
<th>Medium of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Pre-primary</td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td>Primary/Elementary</td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>Secondary</td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td>2 years</td>
<td>English/Tamil</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Post Graduate</td>
<td></td>
<td></td>
<td>Diploma</td>
<td>2 years</td>
<td>English/Tamil</td>
</tr>
<tr>
<td>v.</td>
<td>Other (specify)</td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Additional rows may be inserted as per requirement)

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Programme</th>
<th>Order No. &amp; Date</th>
<th>Valid upto</th>
<th>Sanctioned Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary/Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Additional rows may be inserted as per requirement)
B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
   Vision
   Mission

   Yes ☑ No

Values

   Yes ☑ No

Objectives

   Yes ☑ No

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

   If yes,
   a) How many programmes?

   b) Fee charged per programme

   41,500/-

3. Are there programmes with semester system

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.

   Not applicable

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

   D.Ed. 
   B.Ed. 7
   M.Ed. (Full Time)
   M.Ed. (Part Time)
   Any other (specify and indicate)
6. Are there Programmes offered in modular form
   Yes ☑ No
   Number 1

7. Are there Programmes where assessment of teachers by the students has been introduced
   Yes ☑ No
   Number 2

8. Are there Programmes with faculty exchange/visiting faculty
   Yes ☑ No
   Number Minimum 5 per year

9. Is there any mechanism to obtain feedback on the curricular aspects from the
   - Heads of practice teaching schools
   - Academic peers
   - Alumni
   - Students
   - Employers
   Yes ☑ No

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

11. Has the institution introduced any new courses in teacher education during the last three years?
    Yes ☑ No
    Number -

12. Are there courses in which major syllabus revision was done during the last five years?
    Yes ☑ No
    Number 3
13. Does the institution develop and deploy action plans for effective implementation of the curriculum?
   Yes ☑️ No ☐

14. Does the institution encourage the faculty to prepare course outlines?
   Yes ☑️ No ☐
Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
   
   a) Through an entrance test developed by the institution
   b) Common entrance test conducted by the University/Government
   c) Through an interview
   d) Entrance test and interview
   e) Merit at the qualifying examination
   f) Any other (specify and indicate)

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

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

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of students</th>
<th>Reserved</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M     F   Total</td>
<td>M     F   Total</td>
<td>M    F    Total</td>
</tr>
<tr>
<td>D.Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>6     94  100</td>
<td>-     -    -</td>
<td>-    -    -</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Total number of students admitted

4. Are there any overseas students?
   
   Yes [ ] No [ ]

   If yes, how many?

   Not applicable
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
   b) Unit cost including salary component
      
      (Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest (%)</td>
<td>Lowest (%)</td>
</tr>
<tr>
<td>D.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>85.91</td>
<td>56.75</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Theory</th>
<th>Practice Teaching</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>70%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Pre-practice teaching at the institution
   a) Number of pre-practice teaching days 0 5
   b) Minimum number of pre-practice teaching lessons given by each student 0 2

11. Practice Teaching at School
   a) Number of schools identified for practice teaching 2 1
   b) Total number of practice teaching days 4 0
   c) Minimum number of practice teaching lessons given by each student 4 0

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

<table>
<thead>
<tr>
<th>No. of Lessons In simulation</th>
<th>No.6</th>
<th>No. of Lessons Pre-practice teaching</th>
<th>No. 2</th>
</tr>
</thead>
</table>

13. Is the scheme of evaluation made known to students at the beginning of the academic session?
   Yes ☑ No

14. Does the institution provide for continuous evaluation?
   Yes ☑ No

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. Examinations

a) Number of sessional tests held for each paper  
   0  3

b) Number of assignments for each paper  
   0  2

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Intranet</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Software / courseware (CDs)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Audio resources</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Video resources</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Teaching Aids and other related materials</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>Smart class</td>
<td></td>
</tr>
</tbody>
</table>

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
   4, 33%

2. Does the Institution have ongoing research projects?

   Yes [ ] No [ ]

   If yes, provide the following details on the ongoing research projects
   Not Applicable

<table>
<thead>
<tr>
<th>Funding agency</th>
<th>Amount (Rs)</th>
<th>Duration (years)</th>
<th>Collaboration, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   |                |             |                  |                       | (Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years. 2

4. How does the institution motivate its teachers to take up research in education?
   (Mark ✓ for positive response and X for negative response)
   - Teachers are given study leave ✓
   - Teachers are provided with seed money ✓
   - Adjustment in teaching schedule ✓
   - Providing secretarial support and other facilities ✓
   - Any other specify and indicate ✓

5. Does the institution provide financial support to research scholars?
   Yes [ ] No [ ]
6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. Not Applicable
   b. M.Phil. Not Applicable

7. Does the institution support student research projects (UG & PG)?
   Yes ☐ No ☑

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

<table>
<thead>
<tr>
<th>Publication Type</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>International journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National journals – referred papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non referred papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic articles in reputed magazines/news papers</td>
<td>✓</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Books</td>
<td>✓</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Any other (specify and indicate) College Magazine</td>
<td>✓</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TET &amp; TRB study material</td>
<td>✓</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>INOCEM</td>
<td>✓</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

9. Are there awards, recognition, patents etc received by the faculty?
   Yes ☑ No ☐

   Number 3

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

<table>
<thead>
<tr>
<th>Type of Presentation</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>National seminars</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>International seminars</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Any other academic forum</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
11. What types of instructional materials have been developed by the institution?
   (Mark ‘✓’ for yes and ‘X’ for No.)
   
<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-instructional materials</td>
<td>✓</td>
</tr>
<tr>
<td>Print materials</td>
<td>✓</td>
</tr>
<tr>
<td>Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)</td>
<td>✓</td>
</tr>
<tr>
<td>Digitalized (Computer aided instructional materials)</td>
<td>✓</td>
</tr>
<tr>
<td>Question bank</td>
<td>✓</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td></td>
</tr>
</tbody>
</table>

12. Does the institution have a designated person for extension activities?
   Yes [ ] No [✓]
   If yes, indicate the nature of the post.
   Full-time [ ] Part-time [ ] Additional charge [ ]

13. Are there NSS and NCC programmes in the institution?
   Yes [ ] No [✓]

14. Are there any other outreach programmes provided by the institution?
   Yes [✓] No [ ]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus
   4

16. Does the institution provide consultancy services?
   Yes [ ] No [✓]
   In case of paid consultancy what is the net amount generated during last three years.
   -

17. Does the institution have networking/linkage with other institutions/organizations?
   
<table>
<thead>
<tr>
<th>Level</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local level</td>
<td>✓</td>
</tr>
<tr>
<td>State level</td>
<td>✓</td>
</tr>
<tr>
<td>National level</td>
<td>✓</td>
</tr>
<tr>
<td>International level</td>
<td></td>
</tr>
</tbody>
</table>
Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)
   1380.73sq.mt

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?
   37

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?
   5,00,000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?
   7,70,500

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?
   1,71,000

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?
   3,00,000

8. Has the institution developed computer-aided learning packages?
   Yes ✔ No

9. Total number of posts sanctioned

<table>
<thead>
<tr>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

   Teaching
   - - - -

   Non-teaching
   - - - -
10. Total number of posts vacant

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Number of teachers from Same state

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other states</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Teacher student ratio (program-wise)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Teacher student ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>1:10</td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td></td>
</tr>
</tbody>
</table>
13. a. Non-teaching staff

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Temporary</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

b. Technical Assistants

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Ratio of Teaching – non-teaching staff 2:1

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22,03,122/-</td>
</tr>
</tbody>
</table>

16. Is there an advisory committee for the library?

Yes ☑ No

17. Working hours of the Library

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On working days</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>8 hrs</td>
</tr>
<tr>
<td>On holidays</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>During examinations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5 hrs</td>
</tr>
</tbody>
</table>

18. Does the library have an Open access facility

Yes ☑ No

19. Total collection of the following in the library

<table>
<thead>
<tr>
<th></th>
<th>5118 as on 16-10-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Books</td>
<td></td>
</tr>
<tr>
<td>- Textbooks</td>
<td>1301</td>
</tr>
<tr>
<td>- Reference books</td>
<td>3817</td>
</tr>
<tr>
<td>b. Magazines</td>
<td>5</td>
</tr>
<tr>
<td>e. Journals subscribed</td>
<td></td>
</tr>
<tr>
<td>- Indian journals</td>
<td>13</td>
</tr>
<tr>
<td>- Foreign journals</td>
<td>01</td>
</tr>
<tr>
<td>f. Peer reviewed journals</td>
<td>03</td>
</tr>
<tr>
<td>g. Back volumes of journals</td>
<td>113</td>
</tr>
<tr>
<td>h. E-information resources</td>
<td></td>
</tr>
<tr>
<td>- Online journals /e-journals</td>
<td></td>
</tr>
<tr>
<td>- CDs/ DVDs</td>
<td>24</td>
</tr>
<tr>
<td>- Databases</td>
<td></td>
</tr>
<tr>
<td>- Video Cassettes</td>
<td></td>
</tr>
<tr>
<td>- Audio Cassettes</td>
<td></td>
</tr>
</tbody>
</table>
20. Mention the

| Total carpet area of the Library (in sq. mts.) | 206.215 sq.mts |
| Seating capacity of the Reading room           | 16 |

21. Status of automation of Library

- Yet to intimate
- Partially automated ✔
- Fully automated

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

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

23. Are students allowed to retain books for examinations?

- Yes
- No ✔

24. Furnish information on the following

| Average number of books issued/returned per day | 09 |
| Maximum number of days books are permitted to be retained by students | 14 days |
| Maximum number of days books are permitted to be retained by faculty | 1 Year |
| Maximum number of books permitted for issue for students | 02 |
| Maximum number of books permitted for issue for faculty | 05 |
| Average number of users who visited/consulted per month | 238 |
| Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled | 1:38 |
25. What is the percentage of library budget in relation to total budget of the institution

2%

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

<table>
<thead>
<tr>
<th></th>
<th>I 2012-13</th>
<th>Total cost (in Rs.)</th>
<th>II 2013-14</th>
<th>Total cost (in Rs.)</th>
<th>III 2014-2015</th>
<th>Total cost (in Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text books</strong></td>
<td>Number</td>
<td>195</td>
<td>Total cost (in Rs.)</td>
<td>34715</td>
<td>199</td>
<td>44220</td>
</tr>
<tr>
<td><strong>Other books (Ref)</strong></td>
<td>Number</td>
<td>69</td>
<td>18057</td>
<td>82</td>
<td>28286</td>
<td>85</td>
</tr>
<tr>
<td><strong>Journals/ Periodicals</strong></td>
<td>Number</td>
<td>12</td>
<td>8500</td>
<td>15</td>
<td>11700</td>
<td>14</td>
</tr>
<tr>
<td><strong>Magazine</strong></td>
<td>Number</td>
<td>08</td>
<td>1595</td>
<td>07</td>
<td>2015</td>
<td>05</td>
</tr>
<tr>
<td><strong>News papers and Magazine</strong></td>
<td>Number</td>
<td>--</td>
<td>5758</td>
<td>--</td>
<td>10210</td>
<td>12422</td>
</tr>
<tr>
<td><strong>Book Bank</strong></td>
<td>Number</td>
<td>--</td>
<td>93</td>
<td>13373</td>
<td>17</td>
<td>2765</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>Number</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>07</td>
<td>--</td>
</tr>
</tbody>
</table>

(Additional rows/columns may be inserted as per requirement)
Criterion V: Student Support and Progression

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Full Time)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Ed. (Part Time)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
   25 students per year

3. Does the institution offer Remedial instruction?
   Yes □ No □

4. Does the institution offer Bridge courses?
   Yes □ No □

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

<table>
<thead>
<tr>
<th></th>
<th>UG 2012-13</th>
<th>UG 2013-14</th>
<th>UG 2014-15</th>
<th>PG I</th>
<th>PG II</th>
<th>PG III</th>
<th>M. Phil I</th>
<th>M. Phil II</th>
<th>M. Phil III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass percentage</td>
<td>94</td>
<td>94</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of first classes</td>
<td>82</td>
<td>46</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of distinctions</td>
<td>12</td>
<td>48</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplary performances</td>
<td>-</td>
<td>1 gold medal</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SLET/SET</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Any other (specify and indicate) TET</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
7. Mention the number of students who have received financial aid during the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit Scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merit-cum- means scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee concession</td>
<td>15</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Loan facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other specify and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Additional rows may be inserted as per requirement)

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

Yes ☑ No 

9. Does the institution provide Residential accommodation for:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-teaching staff</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Yes ☑ No 

If yes, number of students residing in hostels

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Sports fields</th>
<th>Yes ☑ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor sports facilities</td>
<td>Yes ☑ No</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>Yes ☑ No</td>
</tr>
</tbody>
</table>

12. Availability of rest rooms for Women

Yes ☑ No 

13. Availability of rest rooms for men

Yes ☑ No 

14. Is there transport facility available?

Yes ☑ No
15. Does the Institution obtain feedback from students on their campus experience?

Yes [ ] No [ ]

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

<table>
<thead>
<tr>
<th>Organised</th>
<th>Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Inter-collegiate</td>
<td></td>
</tr>
<tr>
<td>Inter-university</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td></td>
</tr>
</tbody>
</table>

(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.

<table>
<thead>
<tr>
<th>Participation of students (Numbers)</th>
<th>Outcome (Medal achievers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>1</td>
</tr>
<tr>
<td>Regional</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
</tr>
</tbody>
</table>

18. Does the institution have an active Alumni Association?

Yes [ ] No [ ]

If yes, give the year of establishment

2007

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

Yes [ ] No [ ]

20. Does the institution regularly publish a college magazine?

Yes [ ] No [ ] Not regularly

21. Does the institution publish its updated prospectus annually?

Yes [ ] No [ ]
22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

<table>
<thead>
<tr>
<th></th>
<th>Year 2012-13 (%)</th>
<th>Year 2013-14 (%)</th>
<th>Year 2014-15 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher studies</td>
<td>67</td>
<td>72</td>
<td>60</td>
</tr>
<tr>
<td>Employment (Total)</td>
<td>17</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Teaching</td>
<td>14</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Non teaching</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Year 2014-15</th>
<th>Year 2013-14</th>
<th>Year 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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

- Academic guidance and Counseling  □
- Personal Counseling  □
- Career Counseling  □
**Criterion VI: Governance and Leadership**

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

   Yes ☑️ No

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

<table>
<thead>
<tr>
<th>Governing Body/management</th>
<th>Twice in a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff council</td>
<td>Once in a month</td>
</tr>
<tr>
<td>IQAC/or any other similar body/committee</td>
<td>Once in a month</td>
</tr>
<tr>
<td>Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)</td>
<td>Programme Advisory committee Counseling Corner Library committee</td>
</tr>
</tbody>
</table>

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 |
   | Festival advance | Yes ☑️ No |

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

   0 0 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 organisation

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

<table>
<thead>
<tr>
<th>National</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

e. Research development programmes attended by the faculty

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

f. Invited/endowment lectures at the institution

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

a. Self-appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate)

7. Are the faculty assigned additional administrative work?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1 hour</td>
</tr>
</tbody>
</table>
8. Provide the income received under various heads of the account by the institution for previous academic session

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-in-aid</td>
<td>--</td>
</tr>
<tr>
<td>Fees</td>
<td>41,05,000/-</td>
</tr>
<tr>
<td>Donation</td>
<td>--</td>
</tr>
<tr>
<td>Self-funded courses</td>
<td>--</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>--</td>
</tr>
<tr>
<td>Coconut lease</td>
<td>6000/-</td>
</tr>
</tbody>
</table>

9. Expenditure statement (for last two years)

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1 2013-14</th>
<th>Year 2 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sanctioned Budget</td>
<td>41,50,000</td>
<td>41,50,000</td>
</tr>
<tr>
<td>% spent on the salary of faculty</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>% spent on the salary of non-teaching employees</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>% spent on books and journals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>% spent on developmental activities (expansion of building)</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>% spent on telephone, electricity and water</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>% spent on maintenance of equipment, teaching aids, contingency etc.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>% spent on travel</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Any other given to medical mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given to management Staff EPF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Wall Light (specify and indicate)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total expenditure incurred</td>
<td>96</td>
<td>91</td>
</tr>
</tbody>
</table>
10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

<table>
<thead>
<tr>
<th>Year</th>
<th>Surplus in Rs.</th>
<th>Deficit in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>3,98,951</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>7,54,247</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
<td>68,564</td>
</tr>
</tbody>
</table>

11. Is there an internal financial audit mechanism?

Yes [ ] No [ ]

12. Is there an external financial audit mechanism?

Yes [ ] No [ ]

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student Records</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Career Counselling</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Aptitude Testing</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Examinations/Evaluation/Assessment</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

Yes [ ] No [ ]

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

Yes [ ] No [ ]
16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

   Yes ☑️  No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

   Yes ☑️  No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

   a) for teachers ☑️
   b) for students ☑️
   c) for non - teaching staff ☑️

19. Are there any ongoing legal disputes pertaining to the institution?

   Yes ☐  No ☑️

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

   Yes ☑️  No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

   Yes ☑️  No ☐
Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?
   - Yes [ ]
   - No [ ]

2. Do students participate in the Quality Enhancement of the Institution?
   - Yes [ ]
   - No [ ]

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>%</th>
<th>Women</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a SC</td>
<td>-</td>
<td>-</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>b ST</td>
<td>-</td>
<td>-</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>c OBC</td>
<td>05</td>
<td>05</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>d Visually Challenged</td>
<td>01</td>
<td>01</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>e General Category</td>
<td></td>
<td></td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>f Rural</td>
<td>6</td>
<td>6</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>g Urban</td>
<td></td>
<td></td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>h Any Other (Specify)</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Teaching staff</th>
<th>%</th>
<th>Non-teaching staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a SC</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b ST</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c OBC</td>
<td>13</td>
<td>100</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>d Women</td>
<td>8</td>
<td>61</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>e Physically Challenged</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>f General Category</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>g Any Other (Specify)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
5. What is the percentage incremental academic growth of the students for the last two batches?

<table>
<thead>
<tr>
<th>Category</th>
<th>At Admission</th>
<th>On completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>ST</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>OBC</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Physically Challenged</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>General Category</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(Any Other) MBC</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rural</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Urban</td>
<td>07</td>
<td>07</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

CHRISTIAN COLLEGE OF EDUCATION, MARTHANDAM

The pages of history of Christian College of Education is glad to inform ten years of service, ten years of steady growth and ten years of journey towards excellence.

Nine batches of teachers in multiples of hundreds, has stepped out to the wide world from the edifice of teacher education to take the right responsibility in the society.

The National Council for Teacher Education approved the college by their Notification dated 22-11-2005, to be owned and administered by our Diocese as Self–financed Institution. The preliminary arrangements were carried by the Bishop Rt. Rev. G. Devakadasham, the then Office Bearers of the Diocese Dr. A. J. Bensam, Prof. D. Christian Babu, Adv. S. Sathiadhas and Adv. Robert Bruce. Dr. Johnson V. Joel Singh was the first Correspondent/Secretary of the College. Dr. Mrs. N. Beaulah Jeyanthy was appointed as the first Principal of the college. For the first three academic years the college was affiliated to Manonmaniam Sundaranar University and since August 2008 the college has been affiliated to the newly established Tamilnadu Teachers Education University, Chennai.

Hundred eligible students are admitted in the following optional subjects English, Physical Science, Biological Science, History, Mathematics, Commerce and Tamil every year.

'Look Back to March Ahead’. To evaluate the crossed path and to set the right footsteps, Orientation Programmes on Life Skills and Communication Skills were organized to the student teachers at the beginning of the course. The college organizes various clubs such as Eco-shalamite, the Science, the Universe, Youth welfare club, Red Ribbon club, Literary Club, Library Club, Commerce Club, Health club and Counselling Corner. The Student-Teachers were encouraged to participate in any one of the clubs to exhibit their talents. The various clubs organize special programmes on every Fridays.

The Citizenship Training Camp is conducted in the month of January at the Bishop Selvamony Retreat Centre, Kanyakumari on the topic "IGNITE YOU". The aim of this camp is to motivate each student-teacher to introspect himself/herself and to enhance his/her talents and tap the hidden resources, so that the teachers emerging from this institution can be the role model and source of knowledge. The involvement of all the faculty members under the able leadership of the camp directors is highly quotable.
In the annals of our college, this year is a remarkable year as our college sports team won laurels in the District and zonal level Athletics and got the first place in shot put and Javelin throw. Finally our college champion Mr. Anto sundar, got the gold medal in the University state level sports meet first in Shotput. The Campus Recruitment Cell is actively functioning in our college. The CCE- TOSTA of our college had its meeting on 22nd of April. This year our alumni association has taken a project of conducting summer Volleyball camp in our campus in collaboration with District Sports Organisation. The Parents Teachers Association of our college is also functioning actively in our college.

Educating the educators is the everlasting ministry that ought to be implemented without sacrificing quality amidst the sprouting challenges. The Christian College of Education does this ministry in a proper way. This achievement is made real only because of the co-operation of the teaching and non-teaching staff members. Joining hands together, the institution tries to create Pollution-free, Corruption-free and Crime-free true Christian world at all levels.
PART II

CRITERION WISE INPUTS
CRITERION: 1
CURRICULAR ASPECTS
CRITERION I

CURRICULAR ASPECTS

1.1 Curricular Design and Development


LOGO

MOTTO

“EMPOWERED TO EMPOWER”

VISION

- Empowering rural talents with professional skills for dispelling darkness of ignorance

MISSION

- Tap rural human capital and transform them into productive resources for nation building.
- Impart professional skills to rural youth to have an edge in the employment market.
- Provide holistic education at affordable cost.
- Boost up the employment opportunity of the educated youth.
➢ Prepare teachers for a genuinely local, globally acceptable and culturally model of education.
➢ Equip the youth with passionate commitment for the sacred endeavor.
➢ Encourage the emergence of creative individuals.

AIMS
➢ The aim is to equip teachers for professional excellence.
➢ To bring out the hidden talents in the minds of trainees.
➢ To provide knowledge and quality based education to the student teachers.

OBJECTIVES
➢ To impart value based education leading to holistic development and preparing enlightened citizens.
➢ To empower the rural talents with professional skills and values for dispelling darkness of ignorance.
➢ To provide quality education at affordable cost.

INTELLECTUAL
➢ To sustain high quality education.
➢ To provide up-to-date, relevant and need based knowledge.
➢ To integrate latest technology such as information and communication technology with teaching and training.

ACADEMICS
➢ To nurture intellectual and academic quest among the student teachers.
➢ To equip the youth with passionate commitment for the sacred endeavor.
➢ To help the student teachers to think rationally and develop ability to work in teams.

TRAINING
➢ To develop latest professional life skills.
➢ To train learners excel in all spheres of life, useful and purposeful to the society.
➢ To develop effective trained manpower for education for contributing in the process of nation building.
ACCESS TO THE DISADVANTAGED

- To ensure access of all sections of the society for higher education keeping in view the prevailing socio-economic deprivations.
- To encourage the physically challenged student teachers who join the B.Ed programme.

SCHOLARSHIPS

- To provide concession in fees to the economically poor and marginalized students.

EQUITY

- To provide education to all, irrespective of caste, creed, religion and the social strata.
- To protect, preserve and promote the cultural heritage.

SELF DEVELOPMENT

- To make the youth self-reliant and self-assertive.
- To improve communication skills.
- To enable the students to solve the complexities of life.
- To impart training in soft skills and to help student teachers develop a wholesome personality.

COMMUNITY AND NATIONAL DEVELOPMENT

- To inculcate a sense of social responsibility towards society.
- To provide congenial environment for freedom of expression in order to create liberal ethos.
- To celebrate National important days and various festivals.

ISSUES OF ECOLOGY AND ENVIRONMENT

- To use and promote eco-friendly items by each student teacher in their S.U.P.W. classes.
- To develop awareness among the student teachers about the environmental problems and biodiversity.
- To create ecological and environmental awareness through the activities of the Eco Shalamite club such as planting trees and medicinal plants in the college campus and in schools where student teachers undergo intensive teaching.
VALUE ORIENTATION

➢ To impart value education by regular lectures by faculties, guests and other resource persons.
➢ To pursue hidden curriculum for instilling values like respect to elders, honesty, loyalty, and sociability.
➢ To organize cultural activities related to values in society, family and individual life.

EMPLOYMENT

➢ To promote the students to be placed in reputed schools.
➢ To conduct TET and TRB coaching classes to our student teachers and also to the eligible candidates.
➢ To make efforts for getting the students recruited in school sector.

GLOBAL TRENDS AND DEMANDS

➢ To impart quality education.
➢ To utilize the communication skills with the help of advanced technology.
➢ To use ICT in teaching-learning process.
➢ To enhance effective communication by providing lectures on communicative skills.

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

NEED ASSESSMENT

➢ Within its jurisdictional framework, the college makes efforts to assess the existing curriculum.
➢ Make it more effective and efficient from student teacher’s point of view,
➢ Need assessment is done through the process of receiving feedback from various batches of student teachers, Heads of various schools and the teaching faculty of different schools.
DEVELOPMENT OF INFORMATION DATABASE

i) DATABASE FROM FACULTY

- Faculty members attend workshops, seminars and conferences on curriculum development.
- Constant interactions with faculties of other colleges.
- Work schedule is maintained by the faculty members.

ii) DATABASE FROM STUDENTS

- Formal assessment is done time to time by providing the students with questionnaire related to the curriculum.
- Informal assessment is done every month during the academic session for seeking feedbacks on aspects like clarity, difficulty, complexity of topics dealt in the class.
- Students’ overall evaluation of performance and teaching is also done by class room discussion during tutorial.

iii) DATABASE FROM ALUMNI

- Organizing the alumni meet by the Alumni Association every year and consulting the alumni members for the development of the academic activities.

iv) DATABASE FROM EMPLOYERS

- Employers’ appraisal of the curriculum is obtained through the feedback proforma that deals with relevance of the topics, time utilized for completion of syllabus, use of teaching aids, teaching strategies employed and conduct of tests.
- Employability is ensured by including the view points of prospective teachers and various forms of schools.
- The members of counseling corner clarify the doubts in student teachers related to employment and family problems.

v) DATABASE FROM ACADEMIC EXPERTS

- Relevance of curriculum is evaluated by experts in light of the needs of society, psychology of students, practical aspects and development of vocational skills.
- Organizing seminars and discussing with the academic experts for the upliftment of present activities.
- The college academic committee has ensured the development of curriculum which is highly competitive and up to date.
3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

- Committee of different subjects, faculty and academic council ensures the inclusion of global trends in teacher education and thus making the curriculum more modern with global outlook.
- The faculty of the institution ensures that the curriculum bears some thrust on national development.
- The Red Ribbon Club has conducted awareness meetings and rallies which help to meet the needs of the society.
- Every student has been assured access to the computer.
- The library has a computerized access system.
- The library is equipped with internet for use.
- Computer aided Instruction is a regular feature of the programme.
- Class lectures are supplemented by slide presentations.
- Students watch programmes through VCDs.
- The syllabus content is mostly delivered through project based learning, group discussion, power point presentation and constructivist strategies like problem solving and co-operative learning.
- Students undertake Action Research.

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

ENVIRONMENT

- The ‘Eco Shalamite’ ensures to generate awareness among the student teachers for the environmental problems.
- Meetings conducted by the Eco Shalamite prepare the student teachers to develop a tendency of nurturing nature for the sustainable development.
- The awareness camps, planting saplings in the schools where the student teachers undergo intensive teaching ensures the institution to have a look over the environmental issues.
VALUE EDUCATION

- The value system is included in the curriculum and also paper presentations are conducted on value education.
- Value education is the focal point in thought presentation in the morning assembly.
- Value education is given through a special organization on every Wednesday.
- Thirukural quotes are provided to the student teachers on all days during the assembly.
- Valuable thoughts are presented by various clubs in the bulletin board every day.

ICT

- Well furnished computer lab is available.
- Training in computer is provided to our student teachers by well trained faculty.
- Well furnished smart classroom is available.

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

- Student teachers prepare power point CD’s.
- Faculties are often making use of OHP, power point presentations, for their regular teaching.
- All the subject teachers incorporate ICT tools to make them globally competitive.
- Seminars are conducted by using ICT.
- Student teachers prepare a report on website evaluation.
- Student-teachers are encouraged to use electronic teaching-aids during their teaching practice to make their lessons more effective.

1.2 Academic Flexibility

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

   Education is a very good weapon to change the future world. Education should be provided to the forth coming generations through competitive and efficient teachers. In this connection the institution is making a strenuous effort to produce a good community of would be teachers.
➢ The institution offers a wide range of practices in teaching before sending the student teachers for teaching practice.
➢ Practicing micro skills and immediate feedback by the teacher educators make the student teachers attain mastery over a particular skill.
➢ Three demonstration classes are arranged with model lessons to enable the student teacher get a clear idea about teaching by subject experts.
➢ Experts from Sarva Shiksha Abhiyan provided lectures on ALM methodology of teaching.
➢ Demonstration classes of expert teacher educators from various colleges.

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

The institution provides adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students by the following ways.

➢ The college offers 7 subjects for the optional, 3 electives and 3 core papers.
➢ Our college does provide classroom teaching by using latest and innovative technologies like OHP, Power point presentation and ICT.
➢ In the field, our college provides adequate flexibility through field trips, camp programme, community works and medical camp.
➢ Constructive feedback in the classroom also provides hands on learning.
➢ The various laboratories are well equipped to foster experimenting and scientific temper in students.
➢ Time is allotted for practical work and co-curricular activities every day. Students’ assessment is done in the above activities.
➢ Participation in different cultural activities provides informal education in planning and implementation of co-curricular activities and programs.
➢ Social commitment is developed among the student teachers by organizing medical and eye camps.
➢ Optimum utilization of library is facilitated for student teachers.
3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, life skills, community orientation, social responsibility etc.,

**COMMUNICATION SKILLS**

- The college has introduced classes for developing communicative skill in English.
- Spoken English classes are undertaken for the student teachers.

**ICT SKILLS**

- The student teachers carry out assigned work with the help of computers.
- The student teachers prepare power point presentations and evaluate the websites related to their optional subjects.
- ICT is used for planning day to day curricular and co-curricular activities.
- Teacher educators make use of smart class room for effective teaching.

**LIFE SKILLS**

- They are trained in the art of preparing charts, models and slides.
- Students are provided training in preparing socially useful productive works.
- In order to develop their personality skills, orientation programmes are organized by the faculty members and also experts from different areas.

**COMMUNITY ORIENTATION**

- The student teachers visited the inmates of leprosy colony and provided some essential things to them.
- Our student teachers took out a rally to create awareness among the public about consumer protection.
- Student teachers visited the special school at Kottaram and organized cultural programmes and provided dinner to the school children.
- Student teachers also involve in community work inside the college campus like campus cleaning and planting trees
SOCIAL RESPONSIBILITY

- The student teachers visited the Tsunami affected area at Colachel and carried out a field survey about the impact of Tsunami in that area and published an article.
- TET and TRB coaching classes were organized by our faculty members to the student teachers and also to the deserving candidates.
- Students are provided with opportunities to enhance their sociability through Citizenship Training Camp.
- Students have the responsibility in conducting morning assembly and making arrangements for organizing various functions.

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

i) INTERDISCIPLINARY / MULTIDISCIPLINARY

Our institution ensures the inclusion of interdisciplinary approach in the curriculum by the following activities.

- The faculty involved in Eco Shalamite incorporates environmental education in the academic activities.
- While teaching Indian philosophers, field trips are arranged for the student teachers to know about their life histories. (eg) Gandhimandapam, Vivekananda Kendra, Colachel etc.
- Personality development classes are arranged for self improvement.
- Science exhibitions are conducted to help the student teachers foster their creativity.

ii) MULTI-SKILL DEVELOPMENT

Multi skill development in our institution is ensured by,

- Usage of language laboratory periodically for the improvement of spoken language.
- Lectures given by the experts help to improve the communication skills.
- Counseling corner ensures the development of social skills among the student teachers.
- SUPW activities ensure the improvement of creativity in student teachers.
- On all Friday’s student teachers are encouraged to participate in cultural programmes from 3:30 p.m to 4:30 p.m. This enhances the development of various skills.
➢ The assembly starts with academic instruction at 9:45 a.m every day so that student teachers learn punctuality and problem solving skills.

➢ The college conducts a bridge course in English language for improving the language skill in student teachers.

➢ Participation of student teachers in various extra-curricular and co-curricular activities that are organised throughout the academic session ensures multi-skill development.

➢ Student teachers are encouraged to participate in various physical activities on all days in the evening.

iii) INCLUSIVE EDUCATION

We are providing inclusive education in the following manner.

➢ Under the social aspect we admit the student teachers without partiality. We have enrolled visually challenged student teachers since 2006.

➢ We also admit physically challenged student-teachers.

➢ Our teacher educators provide a very excellent coaching and they take care of the disabled student teachers.

➢ Lectures are provided by using mike and thus facilitating them a very good teaching environment.

➢ The visually challenged student teachers are allowed to use the Braille method for their learning.

➢ Several revision tests are conducted to improve their learning efficiency.

➢ Immediate feedback is provided and special attention is given to the slow learners.

➢ Our teacher educators imply flexibility in teaching styles to meet the need of all learners.

iv) PRACTICE TEACHING

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Lesson</th>
<th>Total no. of lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Microteaching classes</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Demonstration classes</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Macro teaching</td>
<td>40</td>
</tr>
</tbody>
</table>
- Demonstration classes are arranged for our student teachers.
- The staff members of our institution supervise the knowledge and competencies of the student teachers in real classroom situation.
- Proper feedback and efficient guidance of our teacher educators help the student teachers to become good teachers in future.
- Following the guidelines of the Tamilnadu Teachers Education University, Chennai, our College conducts the practice teaching programme for 40 days at one phase.

v. SCHOOL EXPERIENCE / INTERNSHIP

- The institution allows the student teachers to go for internship for 40 full working days.
- During this programme each student teacher has to attend ten observation classes and record it.
- Classroom problems are diagnosed and remedial measures are taken and recorded in action research.
- A problematic student is selected, his data is analysed and recommendations are given for improvement in case study.
- Psychological practicals are conducted among school students (childhood and adolescents) in the areas of adjustment, intelligence, learning, etc.
- During practice teaching, students enthusiastically plant saplings in the school campus.

vi) WORK EXPERIENCE

Work experience is learning through experience.

- Tailoring unit with sewing machine is available.
- Student teachers are trained to make table clothes, pillow cover, embroidery work, skirts etc.
- Socially useful products like preparation of herbal shampoo, juice, jam, pickle, bathing soap, doll making, flower making are taught.
- Creativity is fostered by preparing greeting cards, clay modeling, and improvised materials.
- Firsthand experience is provided in the preparation of charts, flash cards, flannel board, kit box, and blackboard sketches.
1.3 Feedback on curriculum

1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

- Feedback from the student community is recorded.
- A suggestion box is kept in the College. Students and stakeholders are encouraged to present their valuable suggestions for the betterment of the institution.

STUDENTS
- Feedback through questionnaire is received from the students.
- Informal discussions are also held from time to time to derive their response on the curriculum use.
- The Principal also interacts with the students to collect their opinion on the curriculum, the methods and extent of implementation.

ALUMNI
- Faculty conducts informal interviews to elicit feedback from the members of alumni of our institution
- Alumni meetings are held once a year.

EMPLOYERS
- Feedback from the head of institution and senior teachers from aided, Government and private schools are taken into consideration.

COMMUNITY
- Input from parents of the student teachers and interaction with neighbourhood, provide general feedback about the related curricular/co-curricular activities.

ACADEMIC PEERS
- Faculty members of the college constantly interact with faculty members of neighbourhood institutions, to update on curricular developments.
- Feedback from peers is gathered during formal meetings of Principals and HOD’s at the University.
Informal interaction of faculty members during workshop and other meetings are also utilized for the same purpose.

Suggestions from the academicians of reputed institutions are invited and their valuable opinion on curriculum design is always considered.

OTHER STAKE HOLDERS

Well wishers of our college are invited for special talks and their suggestions are considered.

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

Practically the present syllabus that the college follows is offered by the Tamil Nadu Teacher Education University. Changes have been made and the syllabus was modified thrice during the last 5 years by the university.

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

There is no direct contribution of the institution to curriculum revision but the Principal used to send timely suggestions for the development of curriculum.

1.4. Curriculum update

1. Which courses have undergone a major curriculum revision for 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).

The curriculum and the syllabus for B.Ed programme has been prescribed by the Tamil Nadu Teachers Education University.

The present syllabus was revised thrice during the last 5 years.

The major changes done in the same are, extending teaching practice duration from 20 days to 40 days that enhances the competency of student teachers and improves the efficiency in teaching as they are exposed to the real class room situations.

Syllabus including ‘Curriculum Development’ has been introduced.
To improve the proficiency of teachers an elective ‘professional course for teacher proficiency’ has been included.

Changes done in the excursion and camp programme improves the attitude of student teachers towards quality enhancement.

B.Ed programme has been extended to two years from the academic year 2015.

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

- Feedback is obtained from student teachers.
- Performance in examinations provides extra input.
- Feedback is also gathered from practicing schools on various aspects like time utilized, type of aids used, teaching skills and lesson plan, effectiveness, etc.
- The strategies adopted by the institution for curriculum revision and update are as follows, Reviews received from the subject experts.

1.5 Best practices in curricular Aspects

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

An Internal Quality Assurance Cell is functioning in our college to ensure quality sustenance and enhancement measures. The following best practices were planned on the basis of recommendations by IQAC,

- The college offers special classes to prepare student teachers for competitive examinations like TET and TRB.
- There are ample opportunities for student teachers to participate in curricular, co-curricular and sports activities beyond the syllabi and most of the students avail those opportunities based on their interest.
- A library committee is framed to ensure quality assurance of the library.
- Counseling corner as well as consumer club are also framed.
- Alumni association is functioning actively.
- Parent Teachers Association was started in the year 2009-2010.
The innovations and best practices in curricular aspects are planned and implemented by the affiliating University and our institution follows their directions from time to time which lead to academic effectiveness and excellence.

The programmes offered by the college are in conformity with its mission, goals and objectives.

Faculty is empowered by organising and ensuring participation in seminars on curricular issues.

Use of ICT is promoted in teaching learning process.

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

During the last five years the college has introduced numerous best practices in curricular aspects such as,

- Improving the curriculum development process by incorporating the view points of various institutions.
- Introducing numerous relevant training programmes having inter disciplinary nature.
- Offering numerous cultural programmes for comprehensive development of student teachers personality.
- Receiving feedback from student teachers regarding teaching effectiveness and curriculum design.
- Frequent interactions with the colleagues help in the implementation of new programmes.
- The daily events are written in the work schedule record.
CRITERION II

TEACHING LEARNING AND EVALUATION
CRITERION II
TEACHING-LEARNING AND EVALUATION

2.1. Admission Process and Student Profile

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

ADMISSION PROCESS

➢ The candidates who had undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by recognized Board of Education and UG Degree examination of the UGC approved Universities are admitted for the B.Ed course.

➢ Community wise the minimum marks for eligibility at UG level is as follows:
  • OC- 50%
  • BC- 45%
  • MBC- 43%
  • SC/ST- 40%

➢ 2 to 4% seats are reserved for physically challenged.

➢ In the case of physically or visually challenged candidates, a minimum pass in the degree is enough.

➢ 3 – 5% for SC/ST and MBC.

<table>
<thead>
<tr>
<th>Year</th>
<th>OC</th>
<th>BC</th>
<th>MBC</th>
<th>SC</th>
<th>Physically Challenged</th>
<th>Visually Challenged</th>
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<tr>
<td>2011-12</td>
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<tr>
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<tr>
<td>2014-15</td>
<td>1</td>
<td>97</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
ADMISSION POLICY

- The institution level admission committee constituted by the institution monitors the admission process.
- The institution follows the rules laid down by both the Tamil Nadu Teachers Education University and NCTE to ensure transparency in the admission procedure.
- Duly filled in application forms are sorted indeed on the bases of norms supplied by the university and the decision of the admission committee.
- The members of the admission committee are
  - The Correspondent
  - The Principal
  - Two of the senior staff members.
- The admission committee publishes a selection list as well as a waiting list.
- Our institution also maintains
  - The Registration record
  - Admission Register
  - Details of Application
  - Selection List
  - Waiting List

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

- The institution gives publicity to the admission programmes through its website and newspapers.
- Circulars are sent to various churches for wider publicity.
- The application forms are issued at a nominal cost to the applicants from the date of the publication of the results of the qualifying examination.
- A handy and attractive prospectus is provided along with the application form which includes the vision of the institution, special features, subjects offered and the procedure for admission.
3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

- On this account the College has to follow what the affiliating University decides and directs.
- The use of technology has made the whole process effective and transparent.
- Students from disadvantaged community are admitted.
- 2-4% seats are reserved for differently-abled students.
- 3-5% seats are reserved for SC/ST and MBC students.

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

- The institution provides educational concessions to the physically and visually challenged students.
- All the student teachers are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution.
- Cultural content of celebrations, addresses, lectures and talks comprehend different cultural segments of society.
- The teacher educators facilitate learning for every individual student, no matter how culturally similar or different from her or himself.
- Students from diverse linguistic backgrounds from Kerala, Tamilnadu are admitted.
- Female candidates constitute predominant majority (80 to 90 per cent) of students.
- Female faculty members provide mentoring service to female populace.
- Females are offered female preferred crafts.

<table>
<thead>
<tr>
<th>Year</th>
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<th>Girls</th>
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<tbody>
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<td>93</td>
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<tr>
<td>2014 - 2015</td>
<td>06</td>
<td>94</td>
</tr>
</tbody>
</table>
5. Is there a provision for assessing students’ knowledge / needs and skills before the commencement of teaching programmes / If yes give details on the same.

- Yes, there is a provision for assessing the students before the commencement of teaching programme.
- The institution conducts, Bridge courses, life skills and personality development programmes before the commencement of teaching programmes.
- Orientation programmes are also conducted and the students’ knowledge is assessed in the meantime.
- Similarly communication classes are taken and their communicative skills are assessed.

2.2 Catering to Diverse Needs

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

- The College aims at overall development of the students irrespective of their socio-economic background.
- Democratic environment prevails in the college campus.
- The student teachers can meet the teacher educators at any time and utilize all the resources of the institution.
- Open classroom climate is ensured in order to encourage the pupil-teacher interaction and pupil-pupil interaction by way of questioning and discussion.
- Along with lecture method the teacher educators use the learner-centered instruction such as seminar, symposium, workshop, demonstration method, project method, and group discussion for interactive teaching and learning.
- Students are encouraged to participate in various curricular, co-curricular activities and extracurricular activities.

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

- Teacher educators identify slow and advance learners through observation and by conducting tests.
- Advance learners are encouraged to participate in various activities.
They are given the responsibility of planning and execution of some programs and co-curricular activities in the institution.

- Special attention is given towards the academically weak student teachers.
- They are identified, their problems are diagnosed and special coaching, practice and guidance is provided.
- Spoken English programmes are arranged for the student teachers.
- For the visually impaired student teachers, scribes are made available by the institution during the examination.
- They are provided with all the necessary help so as to achieve the required minimum standards.
- They are also encouraged to participate in co-curricular activities with other students.
- Library books are procured on specific demand of such students.
- Extra classes are conducted to the students facing difficulty in the learning process.

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

- Most of the B. Ed curriculum is focused on understanding the role of diversity and equity in teaching learning process.
- The theory papers like Education in the Emerging Indian Society, Psychology of Learning and Human Development mainly focus on this area.
- Reciting national anthem and pledge are routine practice of the college which ultimately creates emotionally-toned humane atmosphere for all.
- Efforts are made to enhance the learning process through seminars, assignments, quiz programmes, project work, medical camp, web based learning and self learning.
- Equity is ensured through uniform curriculum, citizenship training, SUPW and celebrating all the important days.
- Field trips are undertaken to provide planned exposure to our students to different cultural and national identities, issues and problems.
- Talks on eminent social personalities, reformers, freedom fighters, educationists, peace makers, are given on National days.
- Internship program gives them an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom.
4. **How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

- While appointing the teacher educators the institution follows the NCTE norms and the decision of the Governing board constituted by the management.
- Well qualified Teacher Educators are appointed based on qualification and interview conducted by the administrative committee.
- The members of the administrative committee are
  - The Chairman
  - The Correspondent
  - The Principal
  - Subject Experts
  - Board Members.
- Monthly meetings are conducted to review the academic programmes wherein the faculty members discuss the diverse student specific needs.
- The members of the faculty participate in seminars, and conferences, organized in the college and at different places which keep them updated regarding new trends and contemporary issues.

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

- The institution takes efforts to help the student teachers develop their knowledge and skills related to diversity and inclusion.
- Through the theory components of the curriculum, the knowledge regarding diversity and inclusion is provided to the student teachers in Paper I of the B.Ed syllabus (Education in the Emerging Indian Society), Paper II (Psychology of Learning and Human Development) and Paper III (Educational Innovations and Curriculum Development) are useful for developing the knowledge.
- The institution also organizes visits to various special schools like schools for visually impaired, hearing impaired and orphanages to get first hand information and experiences regarding diversity and inclusion.
- The Teacher Educators adopt innovative methods of instruction such as text book analysis, evaluation of websites and various individualized instructional techniques.
- The skills of the learners are assessed by seminars, assignments, class tests, Internal exams and Model exam.
2.3 Teaching – Learning process

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

**LIBRARY**

- Library reading is emphasized among the student teachers.
- The library is kept open as per the convenience of the student teachers.
- Regular library hours are allotted to the student teachers.
- Also the book bank system, question bank and regular seminar and assignment preparations ensure utilization of library resources in full.
- Comfortable seating arrangements are made in the library.
- Sufficient number of latest texts and reference books are available in the library.
- Internet facility is available in the library.

**WEBSITE**

- There is a computer lab in our institution.
- Free access to internet for the student teachers is provided.
- With the help of teacher educator, student teachers access the internet and they search for information given to them as seminars, assignments and project works.
- The student teachers also use the internet for the questions posed by the peers and the teacher educators during the discussion time in the class room.

**FOCUS GROUP**

- Our student teachers form a focus group in which they are asked about their opinions, and attitudes towards the teaching.
- Questions are asked by the teacher educators in an interactive group setting where the student teachers are free to talk with other group members.

**INDIVIDUAL PROJECTS**

- Student-teachers are assigned projects individually as well as in groups to strengthen their learning while doing.
- They undertake and complete projects in different subjects.
➢ One assignment in project based learning is compulsory for each student.
➢ Students are divided into groups for the project work.
➢ For such projects they work individually as well as collectively to make the project serve its purpose.
➢ Student-teachers conduct Action Research on pedagogy.
➢ The student teachers visited the Tsunami affected areas in Colachel and carried out a project which was published in a book “INNOCEM – I”.

**SIMULATION**

➢ Simulation technique is used during micro-teaching. Demonstration and Activity Learning Methodology for active learning.

**PEER TEACHING**

➢ Provision for peer teaching is in place.
➢ Student-teachers are encouraged to conduct peer teaching.
➢ Peer teaching enables the student teachers to teach their fellow student teachers.
➢ Peer observation and discussions are also conducted.

**ROLE-PLAYING**

➢ Teaching through role play method is used in language teaching and History education.
➢ Students are engaged in active learning through role-playing.
➢ Issues of socio-economic importance like female foeticide, child marriage, child labour, importance of education, awareness about protection and preservation of environment, serving the aged, AIDS protection, etc. are shown to the students through skits or short stories.

**INTERNSHIPS**

➢ Student teachers are sent to nearby schools for 40 working days.
➢ The student teachers can choose the schools on their own wish.
➢ During the period of practice teaching, they have to take 20 lessons for both optional I and optional II.
➢ Observation schedule is provided to all the teacher educators and school teachers to access the student teachers.
➢ Feed back is given immediately to the student teachers after the observation is over.
PRACTICUM

- Preparation of teaching aids
- Writing records
- Doing practical works like case study, action research
- Administration, scoring and interpretation of psychology test
- Preparation of power point presentation
- Preparation of over head transparencies
- Preparation of programmed learning materials.
- Evaluation of websites
- Preparation of instructional materials.
- Feedback is given regarding the practicum.
- Evaluation of the school syllabus.

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

- The institution provides opportunities for student centered learning.
- To develop their knowledge the following activities are adopted.
  - Group Discussions
  - Seminars
  - Projects
  - Quiz programmes
  - Preparing assignments
  - Internet usage
  - Preparing programmed learning materials
  - Preparing magazines
  - Paper presentations
  - Preparation of power point slides
  - Preparation of over head transparencies
3. What are the instructional approaches (Various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach / method developed and / used.

➢ The following approaches are provided for ensuring effective learning:
  • Problem solving method
  • Project method
  • Discussion method
  • Activity learning method
  • Lecture method
  • Demonstration method

➢ The innovative methods used are:
  • Recording lessons during practice teaching.
  • Students’ feedbacks are collected through questionnaire.

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

➢ Yes. The institution provides training in models of teaching for student teachers. Model lesson is taught by the expert which is observed by the student teachers.

➢ Then the student teachers are made to write lesson plans on the above models and the lesson plan is discussed and feedback is given.

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

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

➢ The following five skills are practiced in the institution.
  • Skill of Introduction
  • Skill of Explaining
  • Skill of Reinforcement
  • Skill of Stimulus Variation and
  • Skill of Probing Questions
After explaining each skill a demonstration class is taken by the teacher educator.

The student teachers observe the class and they prepare lesson plans and are divided into ten groups to practice the micro skills.

The student teachers prepare one lesson for each optional, so that 2 lesson plans are prepared for each skill.

Teacher educators are allotted for each group and the performance of the student teachers are evaluated.

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

As suggested by Tamil Nadu Teachers Education University (TNTEU) the student-teachers undergo practice teaching for 40 working days in nearby schools.

During the first week of practice teaching the student – teachers observe the school teachers classroom teaching.

Every day one lesson in each optional is taught by the student – teacher.

Supervision is done by both teacher educators and guide teacher in that school.

The peer group students also observe the classes.

The student teachers are evaluated as per the following categories given in the observation schedule.

- Instructional objectives
- Content –concepts / Facts/ principles / terms
- Learning Experiences
- Illustration
- Evaluation
- Execution
- Explanation
- Questioning
- Illustrating with Examples
- Variation stimuli
- Reinforcement
- Pupil participation and Interaction
- Teacher efforts in Teaching
- Class management and
- Closure

➢ The teacher educators and school teachers give the feed back to the student teachers.

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

➢ The student teachers have to undergo teaching practice for 40 working days.
➢ They have to teach both their optional subjects.
➢ ALM method is followed up to X standard and four column method is followed in XI and XII standards.
➢ During the first week, the student teachers observe the Guide teacher’s classes.
➢ The internship of the student teacher is evaluated by the Guide Teacher and Teacher
➢ Educators with the help of ‘observation schedule’ framed by the Institution.
➢ After the completion of 20 lessons in each optional the student teachers conduct the diagnostic test in both optional and diagnostic chart is prepared.
➢ From this chart, they identify the difficult areas and proper remedial measures are provided.
➢ After that the student teachers conduct achievement test.
➢ They evaluate the test papers and feed back is given to the school students.
➢ In addition to this the student teachers conduct Case Study, Action Research and also Psychology practicals.
➢ The student teachers also participate in all the activities of the school, during their internship.

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

➢ The Institution gets permission from the Chief Educational Officer for practice teaching.
➢ Then the students are sent to the school to get the time table and syllabus from their mentor teachers.
- Time allotment, activities to be undertaken and responsibilities to be shouldered are finalised with the help of mentor teachers.
- The content area to be taught by student teachers is decided by the mentor teachers.
- The student teachers get information about their classes from the mentor teachers.
- Suggestions given by the mentor teachers are welcome and the suggested changes are incorporated.
- The student teachers follow the method which is adopted by the mentor teachers.

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

- As per the recent developments in school subjects and teaching methodologies every year the institution conducts an orientation programme on Active Learning Method (ALM) by the experts from Sarva Shiksha Abhiyan (SSA).
- The orientation is given before practice teaching and the teacher educators take demonstration classes in ALM method.
- Also the teacher educators give proper training to the student teachers in preparing various models, teaching aids, flash cards, charts, and the ways to create and maintain interest among the students.
- Faculty members and student teachers have interaction with the teachers of the internship schools prior to the commencement of internship, to understand the learner necessities to meet the diverse learning needs.
- Because of all the trainings and programmes the student teachers are capable of managing the diverse learning needs of students in schools.

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

- The institution has well equipped laboratories.
- To get knowledge of computers, compulsory computer literacy is provided.
- More practical experience is provided to the student teachers to enable them to prepare the programmed learning materials, over head transparencies and slides for power point presentation.
The student teachers are trained to use LCD projectors and projecting power point presentations which are prepared by them.

The technology lab is provided with OHP.

The teacher educators and student teachers can use these facilities.

The student teachers are advised to use all these technological techniques in their practice teaching.

Internet facility is available in our institution.

All the computers in the lab are having internet connection.

The students are allowed to use it for gathering information regarding their subjects.

The student teachers can download pictures, photos of eminent scholars and materials related to their subjects which can be used during the teaching.

The student teachers evaluate various websites and present a brief report on them.

Thus the facilities available in the institution and the training given to them are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching.

2.4. Teacher Quality

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

   The practice teaching plans developed in partnership cooperatively involving the school staff and mentor teachers is stated under 2.3.8

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

   On an average, the ratio is about 10-15 student teachers per school.

   Secure environment and availability of the teaching subject remain prime criterion.

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

   An observation schedule is attached with every lesson plan.

   The guide teacher observes the class and immediate feedback is given.

   Oral instructions are also given.
During the subsequent visits, teacher-educators monitor the improvement of the student-teachers.

During practice teaching, the performance of the student teachers is assessed through the ‘observation schedule’ developed by the institution by both the teacher educators and mentor teachers.

Based on the ratings in the ‘observation Schedule’ feedback is given to the student teachers.

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

- An introductory talk about various schools in which students are going for teaching practice is given.
- Before the commencement of teaching practice student teachers are given adequate information about the school activities and curriculum framework.
- Proper intimation is given to the head of the schools regarding the particulars of the student teachers, and then they are sent to the schools to get syllabus for their practice teaching in consultation with mentor and head of the school.
- As per the revised school curriculum, the institution plans and gives proper and adequate training to the student teachers to ensure the educational needs of the schools.

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

- As per the recent developments in school subjects and teaching methodologies, the institution conducts orientation programme on Active Learning Method (ALM) and Active Based Learning (ABL) by the experts of Sarva Shiksha Abhiyan (SSA).
- In this workshop student-teachers are trained to write lesson plan and update their knowledge in ALM.
- Orientation is given before practice teaching and it is practiced in the classrooms.
- Members of the faculty attend conference, paper presentation, workshop, seminars to update themselves.
- Faculty in turn informs the students about the innovations in the respective subjects of the student teachers.
6. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies etc.)

- Orientation programmes are arranged for their personal and professional development.
- The staff members are given On Duty to attend seminars, conferences and workshops.
- The staff members are encouraged to pursue higher education.
- Faculty members are encouraged to present their papers in the seminars organized by various educational institutions.
- Required permission is given to them in time of need.
- For the personal development of the staff members, every year the institution provides increment in salary, bonus for religious festivals, maternity leave and provident fund benefits.

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

- Yes. The institution never fails to motivate the staff members in every academic year.
- The Head of the institution as a democratic leader appreciates the achievements of the staff.
- In the college day function, the staff members who have produced centum result in the previous years are rewarded by prizes.
- The management holds function to honour the staff members on receiving Doctorate Degree and they are honoured by extending compliments through public newspapers.

2.5 Evaluation process and Reforms.

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

- The College is situated in a neat and clean surrounding and housed in a pollution free environment in a well-constructed building with all infrastructural facilities conducive for the conduct of teacher education programme.
The feedback from the student teachers reveals the barriers in student learning.
Any stake holder can put his/her suggestions/complaints in the suggestion box.
The suggestions are analyzed and worked upon.
Feedback from alumni is also entertained.
On the basis of feedback analysis, conclusions are drawn and decisions are taken for implementation.
The representatives from each optional subject represent the barriers in all levels of learning.
Furthermore, the suggestions given by the student teachers through the suggestion box are also taken into account.
Remedial teaching is also carried out to overcome the barriers of student learning.
By all these ways the barriers of the student learning is identified and necessary steps are taken to overcome the barriers of the student learning.

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

- Periodical class tests are conducted to assess the performance of the student teachers.
- Every year three internal assessment tests are conducted.
- Model exam is conducted in the end of the year to evaluate the performance of the student teachers.

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

- The assessment / evaluation outcomes are communicated to the students directly and the marks scored by them are arranged according to the rank and displayed on the Notice Board.
- On the basis of the performance of the students, remedial teaching is conducted.
- The slow learners are identified and remedial measures are provided.
- Parents of the slow learners are invited and guidance is provided to the student teacher.
- This helps the students to improve their performance in curriculum transaction.
4. How is ICT used in assessment and evaluation processes?

- ICT is used in the preparation of question papers for the internal assessment test and model examination.
- The scores of the students are fed into the computer and the mark lists are displayed in the notice board.
- The previous year question papers are downloaded from TamilNadu Teachers Education University Website and the same is given to the student teachers.

2.6. Best practices in Teaching Learning and Evaluation Process

1. **Detail on any significant innovations in Teaching / Learning / Evaluation introduced by the institution?**

- Academic calendar is prepared prior to the commencement of the Academic year.
- Course content is planned in the beginning of the Academic year.
- Motivation programme for the students in the beginning of the academic year is highly useful.
- Teacher Educators use PowerPoint presentation and OHP for teaching.
- The question papers are given in the printed form for both the Internal and Model examinations.
- The marks of the student teachers are displayed in the Notice board.
- Remedial teaching is provided to the low scorers.
- The student teachers use the internet for their project work.

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

- Theoretical and practical experiences are provided with the help of technology.
- Computer based Tutorials
- Internet
- Video and Audio Resources
- Multimedia Instruction

**************************
CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION
CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

- Development of faculty members directly improves the quality of education. Our college encourages faculty members to pursue degrees on part-time basis.
- The college also encourages faculty members by providing financial sponsorship to register for national conferences and by providing duty leave to attend the same.
- The College encourages higher education in the field of education by providing required relaxation and co-operation.
- The college also motivates its teachers to take up research in education by deputing them to attend seminars and workshops, and undertake research studies.
- National, international journals and magazines related to research are available in the library for reference.
- Research material is procured, if proposed by the researchers.
- Computer and internet facility in the College are placed at their disposal.
- Members of the faculty are motivated to contact and consult their counterparts in sister institutions.

Following Teacher Educators secured their research degrees.

<table>
<thead>
<tr>
<th>Ph.D</th>
<th>M.Phil</th>
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</thead>
<tbody>
<tr>
<td>Dr.N.Beaulah Jayanthy</td>
<td>Dr.C.Joe Darling Anuja</td>
</tr>
<tr>
<td>Dr.C.Joe Darling Anuja</td>
<td>Mr.S. Sam Arlington</td>
</tr>
<tr>
<td>Dr.C.Amose</td>
<td>Mr.M.Franklin</td>
</tr>
<tr>
<td>Dr.K.L.Sheeba Beracah</td>
<td>Mrs.N.Vijila Rani</td>
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<tr>
<td>Dr.M.Franklin</td>
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</table>
Following staff members are pursuing their research studies.

<table>
<thead>
<tr>
<th>Ph.D</th>
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<tbody>
<tr>
<td>Mr.P.H.Jebalin Paul</td>
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<tr>
<td>Mr. D. Prem Daniel</td>
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<tr>
<td>Mr. D.R. Robert Joan</td>
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</table>

Following faculty members have been recognized as guides and referees by different Universities

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Teacher Educators</th>
<th>University</th>
<th>Program</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr.N.Beaulah Jayanthy</td>
<td>M.S. University Tamilnadu Open University</td>
<td>M.Phil</td>
<td>Guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Madurai Kamaraj University</td>
<td>M.A</td>
<td>Guide</td>
</tr>
</tbody>
</table>

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

Our Institution has from time to time identified thrust areas of research, around which several research projects and studies are designed.

- Educational Psychology
- Teacher education
- Educational Sociology
- Management of Education
- School and Higher Education
- Women Education
- Guidance and Counselling
- Inclusive Education
- Curriculum development
- Measurement and Evaluation
- Educational Technology
3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

- YES. The Action Research is carried out by the student-teachers in the schools where they undergo practice teaching.
- The classroom problems like indiscipline, absenteeism, maladjustment and other similar problems are analyzed and remedial measures are taken in order to overcome their problems.
- In our institution all the hundred student-teachers are encouraged to carry out action research during the course of their practice teaching in schools.
- The action research carried out by the students helps to inculcate research attitude among the students and teachers.
- It helps to improve teaching-learning effectiveness in schools.
- It helps to incorporate innovate teaching-learning practices.

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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the faculty</th>
<th>Conference/Seminar Attended</th>
<th>Place</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. N. Beulah Jayanthy</td>
<td>TOT- Trainer of Trainers in UGC Women Managerial Skills</td>
<td>Anna University, Chennai</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>The Effective Mode of Writing Educational Articles.</td>
<td>St. Ignatius College of Education, Tirunelveli</td>
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<td></td>
<td></td>
<td>MSEM- Management Skills in Higher Education by UGC Women Education</td>
<td>Govt. Law College, Bangalore.</td>
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<tr>
<td>2</td>
<td>Dr. C. Joe Darling Anuja</td>
<td>Chaired a session in the State Level Seminar on “Teacher Education Towards Quality and Innovation”</td>
<td>Mar Chrysostem College of Education, Kirathoor.</td>
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<tr>
<td></td>
<td></td>
<td>Attended the 6 days INTELTeacher Training Program</td>
<td>St.Xavier’s College of Education, Palayamkottai</td>
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<td></td>
<td></td>
<td>National Seminar on “Best Practices in IT Enabled Teacher Education and Knowledge Management”</td>
<td>Department of Education, University of Kerala</td>
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<td>Sl. No.</td>
<td>Name of the faculty</td>
<td>Conference/Seminar Attended</td>
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<tr>
<td>3</td>
<td>Dr. C. Amose</td>
<td>International Conference on</td>
<td>V.O.C College of Education, Tuticorin.</td>
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<td></td>
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<td>Empowering students beyond</td>
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<td>National Seminar on</td>
<td>Bethlahem College of Education, Karungal</td>
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<td>Educational Researching</td>
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<td></td>
<td></td>
<td>Co-ordinator in organizing</td>
<td>Christian college of Education, Marthandam.</td>
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<td>the International seminar</td>
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<td>National Seminar on Indian</td>
<td>Scott Christian College, Nagercoil</td>
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<td>Federation and Economic</td>
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<td>9th All India Conference of</td>
<td>Scott Christian College Nagercoil</td>
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<td>Bishop Caldwell Research</td>
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<td>Seminar on Teachers’ Role</td>
<td>Organized by Scott Christian College, Nagercoil.</td>
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<td>in Child Development for the</td>
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<td>School Teachers</td>
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<td>Inter-State two day</td>
<td>Organized by Scott Christian College, Nagercoil.</td>
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<td>Symposium on London</td>
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<td>and Caste Hierarchy in</td>
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<td>Government in India Centre</td>
<td>Organized by Scott Christian College, Nagercoil.</td>
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<td>First International</td>
<td>Scott Christian College, Nagercoil.</td>
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<td>Conference of KAAS</td>
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<td>Fourth All India Conference</td>
<td>Scott Christian College, Nagercoil.</td>
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<td>Scott Research Forum (SRF).</td>
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<td>State level Seminar on</td>
<td>Organized by Mar Chrysostem College of Education, Kirathoor</td>
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<td>Fifth National Conference</td>
<td>Christian College of Education, Marthandam</td>
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<td>Emerging trends in Arts</td>
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<td>Nesamony Research Forum</td>
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<td>The National Level seminar</td>
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<td>Sl. No.</td>
<td>Name of the faculty</td>
<td>Conference/Seminar Attended</td>
<td>Place</td>
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<td>National seminar of KAAS</td>
<td>Christian College of Education</td>
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<td></td>
<td>Worskshop on ‘Peace Culture and ‘Quality of Life’</td>
<td>I.C.S.A in Nagercoil</td>
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<td></td>
<td></td>
<td>National seminar on Designing Educational Research.</td>
<td>Bethlahem College of Education, Karungal</td>
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<td></td>
<td></td>
<td>National faculty in the workshop on “importance of instructional aids in Education”</td>
<td>Conducted by Annammal College of Nursing.</td>
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<td></td>
<td>National seminar on Education for Environmental sustainability.</td>
<td>M.S. University, Department of Education.</td>
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<tr>
<td></td>
<td></td>
<td>State level seminar on Teacher Education towards quality and innovation.</td>
<td>Mar Chrysostom College of Education</td>
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<tr>
<td></td>
<td></td>
<td>National seminar on Institutional Building for Teacher Education.</td>
<td>Conducted by Department of Education, M.S.University</td>
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<tr>
<td></td>
<td></td>
<td>Participated in the national seminar on environmental</td>
<td>Conducted by NVKSD, Attoor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attended the 6 days INTEL teach training programme</td>
<td>St. Xavier’s College of Education, Palayamkottai.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attended the workshop on research guidance</td>
<td>St. Xavier’s College of Education, Palayamkottai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participated in the national seminar on “Best Practices in IT enabled Teacher Education and knowledge management”</td>
<td>Department of Education, University of Kerala.</td>
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<tr>
<td></td>
<td></td>
<td>Attended a two days Workshop on “Psychological Testing”</td>
<td>Organized by CSI College of Education, Parassala, Kerala,</td>
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<td></td>
<td></td>
<td>International seminar EDUTOPIA</td>
<td>Christian College of Education, Marthandam.</td>
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<tr>
<td>Sl. No.</td>
<td>Name of the faculty</td>
<td>Conference/Seminar Attended</td>
<td>Place</td>
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<tr>
<td></td>
<td>International conference</td>
<td>'Y-generation learners'</td>
<td>Tamilnadu Teachers Education, University, Chennai.</td>
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<tr>
<td>6</td>
<td>Mr. M. Franklin</td>
<td>State level Seminar on Training in-service Physical Educators to improve Class Time Management</td>
<td></td>
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<tr>
<td>7</td>
<td>Mrs. N. Vijila Rani</td>
<td>State level workshop on Campus Discipline</td>
<td>Keins College of Education for women.</td>
</tr>
<tr>
<td></td>
<td>National level seminar on</td>
<td>Progressivism and Current Educational Scenario</td>
<td>Pope John Paul II college of Education.</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Sam Arlington</td>
<td>Attended a workshop on “Developing skills for Librarians in Digital Era”</td>
<td>Yadava college, Madurai.</td>
</tr>
<tr>
<td></td>
<td>All India conference on</td>
<td>“Library Awareness and User Education”</td>
<td>Scott Christian College, Nagercoil.</td>
</tr>
<tr>
<td></td>
<td>National seminar on “Baseline studies on Kudankulam Environment”</td>
<td></td>
<td>Scott Christian College, Nagercoil.</td>
</tr>
<tr>
<td></td>
<td>Librarians day conference</td>
<td>conducted by Kanyakumari District Librarians Federation</td>
<td>N.V.K.S.D College of Education, Attoor</td>
</tr>
<tr>
<td></td>
<td>National seminar on “Enhancing Quality in Education through Research”</td>
<td></td>
<td>Organized by Manonmanium Sundaranar University, Tirunelveli.</td>
</tr>
<tr>
<td></td>
<td>National seminar on “Best Practices in IT-Enabled Teacher Education and Knowledge Management”</td>
<td></td>
<td>University of Kerala, Thiruvananthapuram</td>
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</tbody>
</table>
3.2 Research and Publication Out put

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

- Our college acquired latest teaching-learning technology like LCD Projector, developed Video-graphic facility, educational CD’s, etc. to be used as teaching instruments/aids.
- The faculty uses transparencies and PPT for lesson delivery.
- Workshop activity is undertaken compulsorily for preparing teaching-learning materials.
- Students prepare material in the form of charts, models, etc. as teaching aids for each optional subjects.
- These models may be static or dynamic.
- These models assist the teachers in providing suitable learning experiences to learners so as to help the students acquire new information more effectively.
- Each student-teacher is being taught and guided in preparing PowerPoint presentations by the teacher educator in the computer laboratory.
- All the hundred students are divided into four groups and each group is given opportunity to learn how to use a computer every week.
- Student teachers are given guidance in drawing match stick figures.
- Different kinds of charts are explained to the student teachers and they are taught to prepare various charts like flow-chart, tree chart, flip-chart etc.
- In all the optional classrooms and also along the corridor our student-teachers are encouraged to display appealing, attracting and stimulating information every week.
- Student-teachers are given enough guidance in the preparation of bulletin boards and are asked to display their thought provoking ideas.
- All the student teachers are made to use the Flannel board during micro-teaching classes, and also during practice teaching.
- The College also provides marker boards in classrooms for writing or drawing purpose.
2. Give details on facilities available with the institution for developing instructional materials?

- Provision for working on the computer is in place. There is a well equipped computer lab which is available to the students and faculty members.
- Computer lab with internet facilities is functional.
- Teachers have access to Computers, Printer, Scanner and Internet facility etc.
- There is provision for use of Over Head Projector.
- Faculty members guide the student teachers and render assistance in their task of preparing the projects/teaching aids.
- Printed Materials like Guided study assignments, specially written textbooks, packets of pictures, assignment of work for tutorial comments, self assessment problems, exercises and questions, material related to other modes of teaching are used.
- Various audio-visual aids like slides, filmstrips, tape recorders etc. are used.
- The language lab of the college has the facilities for audio and video recordings.
- Purposive, productive work and services related to the needs of the child and the communities are taught to the student teachers through SUPW.

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

- The computer lab has 10 Personal Computers with the latest configurations with internet facility.
- Besides class work, students use the computer lab for various activities.
- To enable the students to develop computer knowledge guidance is provided by the teacher educator in the computer lab.
- They are encouraged to prepare power point presentations and to use them during seminar classes.
- Each student teacher prepares two power point presentations. They are also made to prepare a project on website evaluation.
- Teacher educators prepare power point presentations and use them during classroom teaching.
4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

   a) Organized by the institution

   b) Attended by the staff

   c) Training provided to the staff.

   ➢ Dr.Rajeswari, Professor, St.Ignatius College of Education (Autonomous), Palayamkottai provided a one day training to the faculty members.
   ➢ Rev.Stanley Raj, presbyter, provided an orientation programme to the faculty members on personality development.
   ➢ Mrs.Vijila Rani, Arts Instructress provided training to the faculty members in the preparation of socially useful productive work.

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

   ➢ Dr.Beaulah Jayanthy- Miracle of Teaching
   ➢ Dr.C.Joe Darling Anuja –Miracle of Teaching
   ➢ Dr. K.L.Sheeba Beracah – Edutracks,
   ➢ Dr. K.L.Sheeba Beracah – Miracle of Teaching
   ➢ Dr. K.L.Sheeba Beracah – Journal of Humanity and Social Science (SCERT)

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

   ➢ Dr. K.L. Sheeba Beracah, Asst.prof in Education presented a paper entitled “Using Internet as a Research Tool “ in the national seminar organized by Bethlahem College of Education. The ‘Best Paper Award’ was given to that. (03.12.2011).
   ➢ Mrs. N.Vijila Rani, Art Instructress received the “Thiruvalluvar award-2011” by Kaviarasar Kalai Tamil Sangam, Namakkal.
   ➢ Mrs. N.Vijila Rani, Art Instructress received the “Shri Bharathi Award-2011” by Kaviarasar Kalai Tamil Sangam, Paramethivellur, Namakkal.
7. Give details of the minor / major research projects completed by staff members of the institution in last five years?

- Dr.C.Joe Darling Anuja, completed her M.Phil thesis on “Awareness of Information and Communication Technology among Prospective Teachers”.
- Dr.C.Joe Darling Anuja, completed her Ph.D thesis on “Relationship between utilization of ICT by Teacher Educators and the awareness of prospective teachers”
- Dr.K.L.Sheeba Beracah completed her Ph.D thesis on “Impact of Emotional Intelligence and Co-curricular Participation on Leadership Potential of Prospective teachers”.
- Dr. C. Amose completed his thesis on Promotion of learning in Travancore under the British Residents and Missionaries from 1800 AD to 1906 AD.
- Dr. Beaulah Jayanthi, Principal completed her Ph.D thesis on the topic,’ Personality Profile and Professional Portfolio of students in the Colleges of Education’
- Mr. Sam Arlington, Librarian completed his M.Phil thesis on “Personal Management Practices of Engineering College Libraries in Kanyakumari District’.
- Dr.C.Amose, has written the following books.
  - “The Essentials of the Study of Climate”
  - “The Role of School Authorities in the Educational Management and Organization”
  - “History of History and History Teaching”
  - “Indian Historical Writings and Methods”

3.3 Consultancy

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

- Yes . Consultancy services provide expert advice in areas of interest.
- Dr. Beaulah Jayanthi, Principal participated in training of trainers in the ‘Women Managers’ Skills’ under University Grants Commission.
- Dr.C.Amose, Asst.Prof. in History, has provided guidance to M.Phil scholars in Pedagogy of Teaching and Learning in Scott Christian College, Nagercoil
- Dr.C. Joe Darling Anuja, Asst.Prof in Education has provided guidance to M.Phil scholars in Pedagogy of Teaching and Learning in Scott Christian College, Nagercoil.
Mrs. N.Vijila Rani, Art Instructress has provided hands on training in the preparation of socially useful productive work to the students of Jayamatha College of Engineering, Aralvoimozhi.

Student teachers of our institution Mr.Raja Kumar (History Optional), Mrs.Ginisha and Miss. Angelin Jini (Physical Science optional) provided training to students of Jayamatha College of Engineering, Aralvoimozhi in the preparation of Arts and Craft materials.

Mrs.T.Anitha Baby, Asst.Prof. in Mathematics served as resource person in Teaching Mathematics for the school teachers in Kuzhithurai Educational District.

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

- Dr. Beaulah Jayanthy - trainer of trainers in the ‘Women Managers’ Skills’ under University Grants Commission.
- Dr.C. Joe Darling Anuja, Asst.Prof in Education- pedagogy of teaching and learning.
- Dr.C.Amose, Asst.Prof. in History - pedagogy of teaching and learning.
- Mrs. N.Vijila Rani, Art Instructress- preparation of socially useful productive work.
- Dr.C.Joe Darling Anuja, Asst. Prof.in Education- NET coaching classes.
- Dr.K.L.Sheeba Beracah, Asst.Prof.in Education- NET coaching classes.

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?

- No formal consultancy service is provided by the College as revenue generation source.

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

- No formal consultancy service is provided by the College as revenue generation source.
3.4. Extension Activities

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

- Extension programmes like workshops, science exhibition, endowment lecture, field campus, survey programs are periodical and faculty members are directly involved in organizing the programmes.
- The extension activities undertaken by the student are considered as part of the curriculum.
- The student teachers renovated the road in the village Panthivilai near Marthandam.
- AIDS awareness programme was organized at Bishop Selvamony Retreat Centre, Kanyakumari by Mr. Jeyachandran, Regional Officer TANSACS. A procession on AIDS Awareness was conducted at Kanyakumari to bring out the ill-effects of AIDS to the residents of Kanyakumari Coastal area.
- A free medical camp was conducted by our Health club members at Govt. Primary School, Kanyakumari under the guidance of Dr. Nalathan Manoharan, a leading Medical Practitioner of Kanyakumari District.
- Our Science Club members conducted an Inter- School Quiz contest for the plus one students of Kuzhithurai Educational District in the College campus.
- A Two Days Workshop for High School English Teachers in Kuzhithurai Educational District was organised in our college. Dr.Rajasekar, the District Educational Officer, Kuzhithurai inaugurated the workshop and one hundred and fifty teachers from various schools participated in the workshop.
- An International Seminar- EDUTOPIA on ‘Modern Trends in Educational System’ was organised in our College. One hundred and ninety six delegates including seven international delegates participated. Sixty seven educational and research papers were presented in three sessions. Modern trends in educational system of various countries and states were analyzed. The presented papers have been published as a book entitled ‘EDUTOPIA’ with ISBN number.
Our student teachers visited the Tsunami affected area at Colachel and conducted a survey on post Tsunamic Impact on four different aspects. Educational, Psychological, Health and physique and Environmental. The survey report has been presented as a book named ‘INOCEM’ Inspirations of Christian College of Education.

A free medical camp was organized by our college with the medical support of Bejan Singh Eye Hospital, Nagercoil at Kothaiar. During the medical camp all the student teachers were made to involve in various social activities such as cleaning the street, conducting surveys in the nearby area, creating awareness on ‘cleanliness’ to the public etc.

Workshop for the Higher Secondary School Teachers on Environmental Education was organized in our college. Around 160 Teachers from Vilanvancode and Thuckalay Educational Districts participated and were benefited.

A District Level Inter School Science Exhibition was conducted in our College.

More than thirty schools participated and exhibited their skills and talents. The District Science Forum organized the programme.

The Alumni Association of our College TOSTA-CCE (The Old Student Teachers Association) makes its progress by involving its members in various activities of the college.

Junior Red Cross programme was organized in our college for school students Kuzhithurai Educational District.

Kumari Muthamil Mantam organized various competitions for school students in our college.

Medical camp was conducted at Kanyakumari Government School.

Rally on ‘child abuse’ was organized in our institution by Peace Trust, Kanyakumari.

Special programme for the slow learners was organized in our college by the Chief Educational Officer.

A summer camp volleyball tournament for school students was organized in our institution.

TET and TRB coaching classes were conducted.
2. How has the institution benefitted from the community? (community participation in institutional development, institution-community networking, institution-school networking etc.)

- Our student teachers visited the Tsunami affected area at Colachel and conducted a survey on post Tsunamic Impact on four different aspects. Educational psychological, Health and physique and Environmental. The survey report has been presented as a book named ‘INOCEM’ Inspirations of Christian College of Education.
- The institution has a link with the nearby school L.M.S. Girls Higher Secondary School, Marthandam. In connection with the academic activities students from the above school are taken to our campus for the purpose of conducting demonstration classes, and criticism classes.
- Student teachers make visit to special schools like C.S.I School for the blind, Irenepuram, C.S.I. school for mentally retarded, Kotticode, C.S.I school for hearing impaired, Kottaram.
- Student teachers who have taken pre-primary education as their elective visited Sinclair Primary school, Marthandam and prepared a report of the activities carried out among pre-school children.
- First aid programme was provided to the student teachers by 108 ambulance service.
- Awareness on the products purchased by the consumers was given by the Kumari Jilla Consumer Protection Cell.
- Faculty members have developed a project on ‘Brief Report on the Life Style of Kaani Tribes in Kanyakumari District’.

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

We have planned to take up the following measures for community orientation to students

- Plantation of trees and plants in the nearby area.
- To organize Community health programs.
- To conduct Blood donation camps.
- To create awareness on the prevention of drug addiction and rehabilitation of victims.
- to promote the welfare of women and childcare.
- To conduct awareness programs on HIV/AIDS
4. Is there any project completed by the institution relating to the community development in the last five years? If yes give details?

- Yes.
- Our student teachers visited the Tsunami affected area at Colachel and conducted a survey on post Tsunamtic Impact on four different aspects. Educational, Psychological, Health and physique and Environmental. The survey report has been presented as a book named ‘INOCEM’ Inspirations of Christian College of Education.
- TRB and TET coaching classes also held in our institution and two editions of study materials published.

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

By organizing various programmes like

- Morning assembly is regularly conducted in order to help the student teachers inherit essential values.
- Student teachers are given opportunity to organize various club programmes, cultural activities, etc.
- Life skills and social values are inculcated to the student teachers through citizenship training camp.
- Personality development programmes are organized in the institution in order to mould the behavior of student teachers.

3.5 Collaborations

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

Our institution has linkage with National level organizations like,

- Young Women’s Christian Association
- District Institute of Education and Training
- Board of School Education (District level)
BENEFITS

- Promote collective learning
- Encourage social activities
- Ensure professional development of teachers
- Compilation and dissemination of best practices and innovations

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

- Our institution has link with International Association for the Promotion of Christian Higher Education, Asia Oceanic Region.

BENEFITS

- Counseling
- Orientation programmes

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

- Curriculum development
- Teaching
- Training
- Practice teaching
- Research
- Consultancy
- Extension
- Publication
- Student placement

Contributions in the fields are indicated below:

- CURRICULUM DEVELOPMENT
  - Guidance regarding lesson plans, writing of objectives, teaching aids, etc is provided exclusively

- TEACHING
  - Enhancement in the quality of teaching is made possible by guidance from international organizations.
- **TRAINING**
  - Suggestions are given to improve the quality of teaching and to make teaching learning process interesting and effective.

- **PRACTICE TEACHING**
  - The student teachers are provided knowledge about the real classroom situation and how to treat the students psychologically and also the way of arousing their interest in learning.

- **RESEARCH**
  - No research work is carried out.

- **CONSULTANCY**
  - Interaction with the experts helps student teachers in conceptualization of certain doubtful areas.

- **EXTENSION**
  - Contacts with various organizations during extension and outreach activities help in establishing good relationship with community and achieving social values.

- **PUBLICATION**
  - No publications

- **STUDENT PLACEMENT**
  - Experts from various international organizations provide information about the placement of the student teachers in reputed schools.

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

- The institution has a link with the nearby school **L.M.S. Girls Higher Secondary School**, Marthandam. In connection with the academic activities students from the above school are taken to our campus for the purpose of conducting demonstration classes, and criticism classes.

- Student teachers make visit to **special schools** like C.S.I School for the blind, Irenepuram, C.S.I. school for mentally retarded, Kotticode, C.S.I school for hearing impaired, Kottaram.
A free medical camp was conducted by our Health club members at **Govt. Primary School**, Kanyakumari under the guidance of Dr. Nalatham Manoharan, a leading Medical Practitioner, I.R.H Hospital of Kanyakumari District.

Student teachers who have taken pre-primary education as their elective visited **Sinclair Primary School**, Marthandam and prepared a report of the activities carried out among pre-school children.

Workshop for the Higher Secondary School Teachers on Environmental Education was organized in our college. Around 160 Teachers from Vilavancode and Thuckalay **Educational Districts** participated and were benefitted.

A District Level Inter School Science Exhibition was conducted in our College. More than thirty schools participated and exhibited their skills and talents. The **Districts science Forum** organized the programme.

Workshop for English Language teachers was conducted by the **District level department of school education**. Our staff members involved in providing orientation to the school teachers.

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

- Yes, the Teacher Educators visit the schools where the student teachers go for intensive teaching. They meet the respective teachers, interact with them and get the feedback about the performance of students in teaching.

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

   - Faculties collaborate with other colleges to handle NET coaching classes.
   - Faculties handle pedagogy classes for M.phil scholars.
   - Faculties serve as judge for evaluating the performance of students in various competitions.

**3.6 Best practices in Research, Consultancy and Extension**

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

**RESEARCH**

- To enhance the quality of Research, faculty is continuously encouraged for submission of research, projects on problems of regional and global importance.
➢ Faculty is provided special leave facilities.
➢ The members of the faculty and the students are able to have access to modern sophisticated equipment and advanced data bases for literature survey for acquisition of precise and accurate data.
➢ Provision of well equipped library.

CONSULTANCY

➢ Dr. N. Beaulah Jayanthi trainer of trainers in the ‘Women Managers’ Skills’ under University Grants Commission.
➢ Dr.C.Amose, Asst.Prof. in History, provide guidance to M.Phil scholars in Pedagogy of Teaching and Learning in Scott Christian College, Nagercoil.
➢ Dr.C. Joe Darling Anuja Asst.Prof in Education provide guidance to M.Phil scholars in Pedagogy of Teaching and Learning in Scott Christian College, Nagercoil.
➢ Mrs. N.Vijila Rani, Art Instructress has provided hands on training in the preparation of socially useful productive work to the students of Jayamatha College of Engineering, Aralvoimozhi.
➢ Student teachers of our institution Mr.Raja Kumar (History Optional), Mrs.Ginisha and Miss. Angelin Jini (Physical Science optional) provided training to students of Jayamatha College of Engineering, Aralvoimozhi in the preparation of Arts and Craft materials.
➢ Mrs.T.Anitha Baby, Asst.Prof. in Mathematics provided training to Mathematics teachers of Thuckalay Educational District.

EXTENSION ACTIVITIES

Extension activities are stated under 3.4.1

2. What are significant innovations / good practices in research, consultancy and extension activities of the institution?

Consultancy and extension activities are stated under 3.6.1.

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CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES
CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical facilities

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

- Yes, the College has developed physical infrastructure as per the NCTE norms.
- The college is spread over 3 acres of total area out of which built up area comprises 29,713 square feet.
- The following physical facilities are available:
  - Administrative office,
  - Principal’s chamber,
  - Secretary’s room,
  - Separate staff rooms for gents and ladies,
  - Canteen cum stationary,
  - Reception room,
  - Library with rich collection of books and spacious reading hall,
  - Multipurpose room,
  - Common Lecture rooms,
  - Auditorium,
  - Physical Education room,
  - Physical science lab
  - Biological science lab,
  - Technology lab,
  - Computer lab with internet surfing facilities,
  - Language lab,
  - Psychology lab,
  - Class rooms,
  - Ladies waiting room
  - Gents waiting room
  - Work experience lab
  - Parking space for vehicles
  - Play ground for outdoor games as cricket, kabaddi, volleyball
The College has fully equipped latest sound and projection system, fire extinguishers, etc. and is used for various workshops, seminars, and intra and inter-College competitions.

Appropriate space for Indoor as well as outdoor games with required facilities is also available.

This infrastructure is very conducive for effective curriculum transaction.

Maintenance up to Rs.1, 00, 000/ per year.

The college has only 100 seats for B.Ed course. The infrastructure remains sufficient enough to grow and keep pace with growth and accommodate more courses on the campus by utilising the existing structures and by making required additions to the existing building.

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

The college has the potential and a policy of expansion and augmentation of the infrastructure to create a learner friendly and conducive environment.

Every year, funds are earmarked in the budget to meet the existing needs and for augmentation in college building for construction, renovation and maintenance.

Funds are allotted for enhancing the resources in library, ICT lab, science lab, art and work experience lab, etc.

Play ground is properly maintained, and additional sport material is made available.

Lawn is upgraded and improved by adding more saplings and plants.

The college management takes into account the emerging and changing needs for procuring new installation, instruments, and equipments, etc to be made available to the students and other required infrastructure to keep pace with the academic growth.

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

The college possesses sufficient infrastructure required for co-curricular and extra-curricular activities.

Our institution has a play ground for outdoor games like cricket, kabaddi, football, volleyball etc.

Other indoor games like chess and carom are played in the physical education room.

Our institution has requisite sports material for the sports and games mentioned above.
Various cultural activities, health programs, celebration of important days and other recreational activities are held.

Open space is available for conducting the inter-house co-curricular activities.

Work experience lab is furnished with sewing machines, gas stove, and other products prepared by the students.

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

- Workshop on “Teaching of English for X standard Teachers” conducted by District Educational Officer (Kuzhithurai Educational District) was organized in our college.
- One day seminar for High and Higher Secondary School Teachers was organized in our college.
- A science fair for the school students was held.
- Fourth National Conference on “Teacher Education- Meeting the Needs of the New Generation” was organized by KAAS in our college.
- Junior Red Cross training programmes were held in our college.
- Kumari Muthamil Mantram programme was organized in our college.
- A special programme for slow learners in schools was organized by the Chief Educational Officer in our college.

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

- The College has separate rest rooms for boys and girls.
- The college has 2 staff rooms with attached toilets for the faculty members.
- Common play ground is available for all students.
- Canteen facility is available. Snacks items are available.
- Health and Hygiene facilities are adequately available in the campus.
- Health club is actively functioning in our college.
- Physical exercises are provided to the students on all days.
- Health card of the students are maintained by the health club.
- A first aid box is readily available in the office.
- Drinking water is made available through two water tanks.
- Cleanliness is ensured in the premises of the institution.
- Water purification-RO system is available.
6. Is there any hostel facility for students? If yes, give details on capacity, no. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

- Our institution does not have any hostel facility.
- However the student teachers can avail the hostel facility of the sister institution (Nesamony Memorial Christian College, Marthandam) which is situated nearby our institution.

4.2 Maintenance of Infrastructure

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

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/ Vehicle.

THE BUDGETARY PROVISIONS AND UTILIZATION FOR LABORATORIES IN THE LAST FIVE YEARS ARE AS FOLLOWS:

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<tbody>
<tr>
<td>Allocation</td>
<td>5,00,000</td>
<td>4,00,000</td>
<td>2,50,000</td>
<td>5,65,000</td>
<td>3,00,000</td>
</tr>
<tr>
<td>Utilization</td>
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<td>1,38,085</td>
<td>3,12,949</td>
<td>5,75,000</td>
<td>2,48,857</td>
</tr>
<tr>
<td>Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td>25,000</td>
<td>25,000</td>
<td>20,000</td>
<td>20,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td></td>
<td>7,000</td>
<td>3,000</td>
<td>4,000</td>
<td>3,000</td>
<td>1,01,000</td>
</tr>
<tr>
<td>Furniture</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td></td>
<td>47,600</td>
<td>47,100</td>
<td>-</td>
<td>-</td>
<td>57,800</td>
</tr>
<tr>
<td>Equipments</td>
<td>25,000</td>
<td>25,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td>55,066</td>
<td>14,426</td>
<td>-</td>
<td>-</td>
<td>12,327</td>
</tr>
<tr>
<td>Computers</td>
<td>-</td>
<td>-</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>73,600</td>
<td>-</td>
<td>77,050</td>
</tr>
<tr>
<td>Transport</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>10,000</td>
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<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9,6261</td>
</tr>
</tbody>
</table>

The budgetary estimates are counted with reference to curricular requirements and on the basis of the preceding years’ spending and the arisen/felt needs for the future. The Secretary along with the members of the management of the college manages and supervises proper utilization of the allocated budget optimally.
2. **How does the institution plan and ensure that the available infrastructure is optimally utilized?**

- The optimal utilisation of instructional infrastructure is ensured by the management that facilitates smooth and regular functioning of the college.
- The infrastructure remains in continuous and effective use.
- The college maintains a generator for ensuring uninterrupted supply of electricity.
- The facilities available at college were provided and continue to be provided to other institutions as and when required.
- The facilities so shared are listed under 4.1.4

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

- The college takes due care to consider the environmental issues associated with infrastructure as of prime importance.
- The College is having a functional Eco shalamite club which organizes different programmes on environmental issues.
- Some activities are
  - Environment awareness programmes.
  - Planting saplings
- The students exhibit their creativity in making environment-friendly items.
- Issues related to conservation of environment and environmental awareness is presented through skit programmes by our student teachers.
- Our college takes utmost care to see that no garbage or waste accumulates in any part of the campus.

4.3 **Library as a learning resource**

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

Yes, the institution has a qualified librarian. Details are as follows:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian</td>
<td>Mr. S.Sam Arlington</td>
<td>M.A., M.L.I.S., M.Phil.,</td>
</tr>
</tbody>
</table>
MAJOR RESPONSIBILITIES OF THE LIBRARIAN

- Guides all Library acquisitions.
- Organizes library committee twice in a year.
- Monitor the students’ use of the library facilities and suggest measures to make the library services more user-friendly.
- Ensure proper maintenance of all library facilities.
- Discuss and place its view on any library-related matter that is referred to it by the management.

2. What are the library resources available to the staff and students? (number of books, volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

THE LIBRARY RESOURCES AVAILABLE IN OUR COLLEGE ARE AS FOLLOWS

- Books
- Journals and magazines
- Back volumes of periodicals
- Thesis
- Newspapers
- CD’s
- Question bank
- Volumes of encyclopedia
- Reference books
- Book bank

DETAILS ARE GIVEN BELOW

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of books</td>
<td>5118</td>
</tr>
<tr>
<td>Titles</td>
<td>1881</td>
</tr>
<tr>
<td>Number of journals</td>
<td>14</td>
</tr>
<tr>
<td>National level journals</td>
<td>13</td>
</tr>
<tr>
<td>Foreign journals</td>
<td>1</td>
</tr>
<tr>
<td>Number of Magazines</td>
<td>5</td>
</tr>
</tbody>
</table>
AUDIO VISUAL RESOURCES

- CD’s: Available
- Software: Available
- Internet Access: Available

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

- Yes, our institution has the mechanism to systematically review the various library resources through library committee.
- The library committee consists of the Principal, Librarian, and all the teaching staff.
- The committee gathers to discuss about the acquisition of library resources and functions of the library.
- The Library Committee is responsible for the overall growth and development programme of the library.
- It holds at least two meetings every year and obtains feedback on the functioning from its members.
- The library committee selects titles and makes purchase of the books, from the list of publishers.
- It monitors the functioning of the library.
- Library period in the timetable is also arranged.
- Annual verification of the stock of books has been done.

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

- Yes, our library is computerized.
- The library working is computerized.
- Customized software is being used for maintaining records.
- The keywords used for the effective retrieval of books in the library are author, title and publisher.
- The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control.
- Internet facility is available in the library.
5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

- Yes, the college library has computer and internet facilities.
- Computer and internet services are used by staff and the students alike.

**ACCESS TO THE STAFF**

Teachers and students use computer and internet to access various kind of information regarding,

- teaching subjects,
- teaching-learning process,
- teaching strategies,
- teaching techniques,
- various kinds of innovations in the field of classroom interactions,
- teaching aids,
- effective use of audio visual teaching aids,
- role of electronic media in education,
- recent researches related to educational developments and educational complexities etc.,

**FREQUENCY OF USE**

The library is used almost on each working day.

- By Teaching staff: on as and when required basis.
- By students: on as and when required basis.
- The library remains open on all working days from 9 a.m to 5 p.m.

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

- At present, the facilities such as Inflibnet, Delnet and IUC are not available.
- However, in the near future the institution will try to make it available.

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

- The library remains open and functional 200 days in an academic year, 6 days in a week, 8 hours in a day that is 48 hours in a week.
- Approximately, it remains open for 1600 hours in an academic year.
8. How do the staff and students come to know of the new arrivals?

- All information related to new arrivals in the library comes to the notice of staff and students through display at an appropriate place.
- The librarian himself conveys this message to the concerned faculty.
- The librarian himself also puts a notice on the library notice board.

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

- Yes, the college library has Book Bank facility for the students.
- The books from the book bank are issued to the needy students for use throughout the academic year without imposing any terms and conditions.
- No caution money and maintenance are charged from such students.
- Various books are being made available in Book Bank.

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

- Visually challenged students make use of audio CD’s.
- Facilities in exchange of books, relaxation in retention of books are also given to them.

4.4 ICT as learning Resource

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

**COMPUTER LABORATORY**

- The institution has a computer lab with 10 personal computers.
- The computer laboratory has internet connectivity.
- CD packages for different major subjects are available.
- Members of the faculty can make use of the computer and internet facilities at their own pace.

**HARDWARE**

- All machines are installed with advanced hardware.
SOFTWARE

- Recorded educational video and audio cassettes, film strips, films, slides and transparencies are available in the institution.

INTERNET CONNECTIVITY AND ACCESS

- The student teachers are given the opportunity to access the internet for evaluating the websites.

EDUCATIONAL TECHNOLOGY LAB

- OHP, video camera, digital camera, colour TV, tape recorder, radio, CD player, DVD player, video cassettes, slide projector, laptop are used for effective teaching learning activities.

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

- Yes, there is a provision in curriculum for imparting computer skills to all the students of B.Ed.
- The college provides ample opportunities for student teachers to use ICT in curriculum transactional process on required occasions.
- The student teachers are divided into four groups and hence all the student teachers get the opportunity to utilize the computers.
- The student teachers prepare power point presentations in their optional subjects.
- The student teachers also prepare a report on evaluation of the websites.

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

- Multimedia PC, Laptop
- CDs & DVDs, digital video, still camera.
- Internet and its tools- e-mail, browsers, website, search engines, chat etc.
- Language laboratory
- Technology resources like computers, Internet, e-mail, digital cameras, CD-ROMs, software applications, are used.
- Smart class room is available in our institution.
4. What are major areas and initiatives for which student teachers use / adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, preparation of teaching aids)

- The student teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching.
- They prepare power point slides for teaching.
- The student teachers prepare a report on evaluation of the websites.

4.5 Other facilities

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

- Some instructional facilities like OHP, LCD projector, etc. may be shared with other units as and when required basis.
- Student teachers are encouraged to make their email IDs and use it to communicate among themselves and with their friends and relatives.

2. What are the various audio-visual facilities / materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

- The Student teachers are encouraged to use the audio-visual materials in teaching learning process.
- Student teachers are encouraged to use audio-visual materials to develop lesson plans, teaching aids, instructional strategies, etc.,
- Student teachers use audio-visual materials during practice teaching.
- CD’s based on school texts for all subjects are used by student teachers to correct their pronunciation, reading and diction.
- The tape recorder is also used during practice teaching to conduct listening activity
- The following CD packages are available:
  - Biology XI standard
  - Chemistry XI standard
• Physics X standard
• Social science X standard
• Mathematics X standard
• Listen Disk
• CD’s for Standards VI, VII, VIII, IX, X, XI, XII
• Eduplus
• 8 in 1 English Dictionary
• Topper Education

3. **What are the various general and methods/Laboratories available with the institution?**

**How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

- The various laboratories are as follows:
  - Psychology Laboratory
  - Biological Science Laboratory
  - Physical Science Laboratory
  - Computer Laboratory
  - Language Laboratory
  - Work experience room
  - Educational Technology Laboratory

- The college enhances the facilities in laboratories according to the requirement of the prescribed curriculum.

- Management allocates the required funds for maintenance and up gradation of the laboratories.

- Maintenance and up gradation of labs are discussed with concerned staff-in-charge and based on this facilities are enhanced.

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

**MULTIPURPOSE HALL**

- The college has a spacious multipurpose hall having the capacity of 300 seats.
- It is fully equipped with an LCD, Podium along with complete audio system.
WORKSHOP HALL

- The college has a spacious workshop hall with all facilities.

TRANSPORT FACILITY

- The college utilizes the transport facilities of our management in case of emergency.

SPORTS

- We have a spacious play ground in which the student teachers are given ample opportunities to play throw ball, volley ball, carom and chess.

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

- LCD’s and laptops are used in the classrooms for curricular transaction.
- Lecture halls are well aligned with audio visual peripheral equipments like the speakers, and cordless mike with proper and safe electrical connections.

4.6 Best practices in Infrastructure and Learning resources

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

- Teacher Educators are encouraged to use innovative methods to enhance the teaching learning process.
- Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology.
- Faculty makes use of facilities available in the Educational Technology lab like computers, television, DVD player, overhead projector in pedagogy.
- Proper training in ICT is provided to the student teachers for utilizing the computers and also in preparing power point presentations and evaluating the websites.

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

- ICT is used for enhancement of library holdings and services.
- Educational documentary films are shown to the students.
Power point presentations are prepared and projected by the teacher educators
The student teachers prepare power point presentations for taking seminar classes
As prescribed by the TNTEU University the student teachers evaluate the websites and present a brief report on it.
The teacher educators as well as the student teachers utilize internet facilities for gathering information on various aspects.
The student teachers use LCD for seminars and workshops.

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

- Our college is fortunate enough to have a rich and well maintained library.
- Library is computerized with standard digital software
- Internet facilities are available in the library.
- Displaying newspaper clippings on the notice board periodically.
- Displaying new arrivals and circulating a list of those to academic units.
- Conducting book exhibitions on different occasions
- Regular use of ICT is made by the faculty for curriculum transaction

*****************************************************************************
CRITERION V

STUDENT SUPPORT AND PROGRESSION
CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

- Our institution has adequate learning resources and a well-established mechanism to systematically ensure that the students receive appropriate academic and professional advice through commencement of their professional education programme to completion.
- The B.Ed course of the institution begins with an orientation program where the student teachers are given information of the course.
- It includes orientation regarding teaching learning of course units; completion of course related practical work, internal assessment through tutorials, content enrichment program and examinations.
- It also includes orientation about development of teaching competency through micro teaching and practice teaching lessons for the development of teaching competency.
- Orientation regarding the co-curricular and extracurricular activities to be conducted for the development of attitudes and values is also given.
- Students are provided information on the subjects available at the college.
- The students can select elective paper based on their interest from any of the subjects prescribed by the university.
- In the selection of the elective subject, guidance is provided.
- In order to ensure that the students receive appropriate academic and professional advice through the commencement of their professional education programme up to its completion, the college appoints qualified and experienced faculty that remains in personal touch with students.
➢ The students are divided into groups and each group is placed under the care of a faculty member to look after their programme growth and other related problems during the Citizenship Training Camp.

➢ Value education is also given to the students on all Wednesdays by The Association For Theological Education and Extension.

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

➢ Our college makes maximum efforts to nurture a learner-friendly environment to promote motivation, satisfaction, development and performance improvement of the students.

➢ The campus is very clean, environment friendly and spacious.

➢ There is adequate space for playground and parking of vehicles.

➢ Our institution is situated in green and pollution free surroundings.

➢ Lectures on current educational topics are organized in our college.

➢ Experts and resource persons are invited to speak on current trends.

➢ To minimize the difficulties of the new students, the college organizes interactive programme to provide opportunities to the students to understand each other for building interpersonal relations with peers and the faculty alike.

➢ Guidance & counseling is an ongoing feature of the college.

➢ The Principal and faculty provide guidance from time to time, and as and when required.

➢ The guidance cell which is headed by a senior faculty takes care of students’ interests by providing various guidance services like orientation programme for the fresh student teachers.

➢ It also provides guidance regarding their practice teaching.

➢ Students are encouraged to participate in the sport events (Indoor/Outdoor) held on the campus.

➢ The college also encourages student-teachers to prepare eco-friendly products like flowers, eco-friendly soft-toys, etc, which is evaluated at the end of term.

➢ The library services are provided rapidly to the newly admitted students.

➢ They are issued library cards which enable them to borrow books.
In order to ensure a lifelong bonding with the students, college has established Alumni Association TOSTA to motivate them to participate in developmental activities.

This facilitates an active relationship with the teaching community and to get feedback about the educational program provided in the college and how better we can improve our educational process, practices and products.

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

- The gender wise Dropout Rate of the student-teachers has been negligible during the last five years of the life of the college.

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

**ADDITIONAL SERVICES PROVIDED TO THE STUDENTS ARE AS FOLLOWS**

- Educational Visits
- Use of Multimedia
- Felicitation of meritorious
- Placement of student teachers
- Special Lecture Series
- TRB and TET coaching classes
- Free Internet Access
- Alumni Meet
- Lectures on interview skills
- Spoken English Course
TO COMPETE FOR THE JOBS

- The placement cell provides information about job opportunities.
- It provides guidance on facing interviews and skills that need to be mastered to face an interview.
- The library of the college has collection of preparatory books of SLET/NET which the students utilize for the preparation of the examinations.

DURING THE LAST TWO YEARS THE FOLLOWING STUDENTS HAVE PASSED

THE COMPETITIVE EXAMINATIONS

- Aileen Parimala of English optional has qualified NET Education.
- Jeba Sheela, Dhanya, Jerisha of English optional and Savija of Physical science optional have qualified TET examinations and they are recruited in various Government schools.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Higher Studies</th>
<th>Teaching</th>
<th>Others</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>67</td>
<td>14</td>
<td>19</td>
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<tr>
<td>2013-14</td>
<td>72</td>
<td>10</td>
<td>18</td>
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<tr>
<td>2014-15</td>
<td>60</td>
<td>13</td>
<td>27</td>
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</table>

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

If yes, give details on the same.

- The student teachers who studied in the institution can avail the library and electronic facilities after graduating from the institution.
- Student teachers come to refer research reports and thesis.
7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited?

- Yes, the institution provides placement services.
- Campus interviews are organized for our student teachers.
- Guidance is given on interview techniques and communication skills.
- The cell takes help of the Alumni who have been teaching at various educational organizations.
- Sometimes the private schools approach for procuring services of appropriate candidates to be recommended by the college.

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

- The difficulty faced by placement cell during campus interview is communication problem because most of the students are weak in communication.
- This can be overcome by providing communication skill training classes for students who are weak in language.
- Lady candidates have limitations to join the job due to family responsibilities and transport problem.
- They appear for the interview but do not join the duties.
- Moreover, many students prefer schools which are near to their living place.
- To overcome these problems, the placement cell tries its best to give maximum job opportunities to the student teachers.

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

- Yes, the institution has arrangements with practice teaching schools for placement of the student teachers.
- Our students are given priority to take up the profession in the concerned schools.
- Our College maintains good relationship with these schools.
- The management of the schools have observed some of our students as teachers.
10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

- All essential resources are provided by the institution to the placement cell.
- One of the faculty members is in-charge of the placement cell.
- All the ICT resources like laptop, printer and internet facilities are easily accessible for the functioning of the placement cell.
- All the necessary expenses such as taking photostat copies, filing, and correspondence for organizing campus interviews are made by the institution.

5.2 Student Support

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

- Our college follows the curriculum and academic calendar framed by the TNTEU University, Chennai.
- The supporting co-curricular and extracurricular activities are planned at the start of the academic session in accordance with the framework of the University calendar.
- The teaching learning part is also planned at the beginning of the session.
- Once the timetable of curricular, co-curricular and extracurricular activities is finalized, it is immediately notified for the information of the student teachers.
- Details are also put-up on the notice board.
- While planning and evaluating various events the college depends on the feedback and its analysis relating to preceding years besides the personal observations and experiences of the faculty.
- Feedback from the faculty is noted at the end of the academic year meeting.
- All the curricular, co-curricular and extracurricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.
2. How is the curricular planning done differently for physically challenged students?

- Physically challenged students are admitted in our institution.
- All the students are treated equally.
- Extra time is given for the visually challenged student teachers during examinations as per the University rules and regulations.
- Differently challenged student teachers are encouraged and motivated to participate in co-curricular activities.
- During practice lessons they are permitted to take the help of other student teachers for putting up teaching aids, and for taking assistance for writing on the blackboard.
- Audiocassettes are available for visually challenged students.

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

- Our institution has mentoring arrangements.
- Mentoring empowers the student teachers to move forward with confidence towards their goal through micro teaching sessions, demonstration classes.
- Effective communication skill is developed by conducting communication classes.
- High achievers in the examination are appreciated. The mark list is displayed on the notice board.
- Mentoring is also provided to students having difficulties by the counseling corner.
- If the student teachers need any help regarding curricular or co-curricular programmes, they are accordingly provided with every help possible informally.

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

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective and efficient.
The faculty members also attend workshops, seminars and conferences for their professional development.

These experiences are shared with other faculty members also.

Faculty meetings are conducted for planning, implementation and feedback on curriculum transaction.

Usage of power point presentations in the classroom by the faculty members makes the teaching learning process effective.

There is provision of unlimited internet access to the faculty members for updating knowledge.

The institution’s rich library resources are also useful for effective teaching and mentoring.

Feedback from student teacher is received.

The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

Yes, the institution has its own website
'http://www.christiancollegeofeducation.edu.in'

The following information has been posted.

- Brief introduction of the college
- Vision and mission of the college
- Management
- Teaching and non-teaching faculty
- Curricular and co-curricular aspects
- Infra structure
- Contact details
- Photos and videos

The institution updates information every year.
6. Does the institution have a remedial program for academically low achievers? If yes, give details.

- Yes, the institution has a remedial program for academically low achievers.
- Low achievers in teaching skills are first identified through micro teaching.
- Counseling is provided to such students.
- These students are given extra time for clarifying the doubts faced by them.
- Extra classes are also taken for the students who feel the need of remedial teaching.
- Previous year question papers are given for the student teachers to develop confidence in them.
- Unit-wise examination is also conducted.
- Students are allowed to come to college during their study holidays for extra coaching.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

- Specific teaching strategies have been adopted for advanced learners and slow learners.

**ADVANCED LEARNERS**

- Encourage the toppers to achieve the highest.
- Theory lectures are conducted through interactive sessions.
- The advanced learners are encouraged to perform better.
- They are asked to take part in extra-curricular and co-curricular activities, often as team leaders.
- Also, they are provided with extra work relating to curricular and co-curricular activities thereby channelizing and using their talent and creativity in other constructive works relating to education.
- They are encouraged to refer more books from the library.

**SLOW LEARNERS**

- Orientation, guidance and counseling is given to student teachers whose overall performance is below the expected level.
Repetition of course contents with slightly limited quantum is the technique adopted in case of slow learners.

Personal care and one-to-one counseling is done.

They are provided with extra help in their studies in terms of arranging extra classes and, if required, even personal teaching.

They are provided with extra time for clarifying doubts.

Students are also provided with hand outs of the teaching learning material so that they may easily learn the content.

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

- Counseling corner is functioning in our college.
- An elective paper “Guidance and Counseling” is opted by the student teachers.
- Student teachers are guided to be self-independent.
- Information is given to the student teachers regarding the need and benefits of further education.
- Guidance and counseling is provided about the selection of elective subjects.
- The institution also informs the student teachers about various competitive examinations conducted by the state government.
- Guidance is given on personality development through citizenship training camp.
- Guidance is also given on job opportunities, developing interview skills.
- Personal interviews help to find out the causes of maladjustment in some student teachers.
- They are constantly motivated to focus on their studies.

9. What is the Grievance Redressal Mechanism adopted by the institution for students? What are the major grievances redressed in the last two years?

- The college has its own Grievance redressal mechanism for redressing grievances faced by the student teachers.
- Suggestion box is provided in the college building for dropping in complaints and grievances in writing.
- This is kept confidential and immediate action is taken.
- The major grievance redressed is that short duration is provided for record works.
10. How is the progress of the candidates at different stages of programs monitored and advised?

- The students are monitored throughout the academic year.
- Students are monitored during micro-teaching and macro-teaching.
- At schools, while teaching practice, the teacher educators remain present to observe the performance, make suggestions and rectify their mistakes.
- Students are properly assessed during classroom teaching learning process.
- They are assessed for their ability to answer the question posed by the teachers.
- Performance of the students in the tests and assignments is monitored.
- The student teachers are encouraged to take part in co-curricular and extra-curricular activities.
- The student teachers lagging behind in these activities are provided advice and guidance for improving their performance.
- Unit tests are conducted to assess their performance.
- Three internal examinations and a model exam is also conducted to evaluate the student teachers.
- Unsatisfactory progress and achievement of student teachers is seriously looked into by the faculty.
- Feedback and guidance is given to low achievers for them to achieve the required level of competency.

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

**PRE-PRACTICE PREPARATION**

- By the use of Micro-teaching, students get the practice for 10 days.
- Students are familiarized with different teaching skills like skill of introduction, skill of stimulus variation, skill of reinforcement, skill of probing questions, skill of explaining.
- Students are familiarized with the concept, purpose and ways of developing micro lesson plans and taught how to prepare a workable and effective lesson plan for teaching particular concept.
- Problems faced by the student teachers are solved by the optional teachers by discussing and explaining the weakness found in the lesson plans.
- The students may be asked to rewrite the lesson plans.
- A format of lesson plan is also provided.
Lesson plans are carefully corrected and suitable modifications are suggested.
Micro lessons are observed using coding sheets.
Feedback is provided by the faculty and peers.
After the teaching sessions, re-teach sessions are conducted.
If only the re-teach lessons indicate desirable improvement, the next skill is introduced.
Thereafter, five bridge lessons that integrate the sub skills of microteaching are conducted and evaluated.
These serve as a link between micro lessons and classroom practice lessons.

PRACTICE TEACHING

- Student Teachers are assigned different schools for undertaking teaching practice.
- The convenience of the Student teachers is kept in mind while allotting the schools, for example, distance of the school from the residence of the student teacher, availability of the subjects of the student teacher in the schools, availability of medium of instruction, etc. (English or Tamil) is considered.
- Student teachers present their lesson plans in front of the Teacher Educators who observe their lessons.
- The optional teachers make suggestions for improving the quality of teaching learning process.
- Students are trained in the technique and encouraged to present their lesson using Audio visual aids, like charts, models, specimens etc. are used by them.
- Awareness about the role of computer/IT in education is also inculcated well in advance.
- Motivation is provided to student teachers as well as faculty members to introduce the use of such technology in their day to day teaching.
- During both the stages, the optional teachers remain present to provide on the spot guidance and suggestions.
- Students are evaluated for their presentation skills, questioning skills, evaluation of the students in the classroom, using audio visual aids, handling of teaching aids, classroom management, etc. along with effective coverage of all students with the spirit and approach marked by inclusiveness.
5.3 Student Activities

1. Does the institution have an Alumni Association? If
   yes, i. List the current office bearers
   ii. Give the year of the last election
   iii. List Alumni Association activities of last two years.
   iv. Give details of the top ten alumni occupying prominent position.
   v. Give details on the contribution of alumni to the growth and development of
      the institution.
      - Yes, the College has an Alumni Association.
      - The Principal of the College is the President of the Alumni Association.

> LIST OF CURRENT OFFICE BEARERS
- President – Principal - Dr.N.Beulah Jayanthy
- Staff-in –charge – Mrs.E.Asha Prayline, Asst.Prof.in Biological Science Education
- Secretary – Dr.R.Edwin Sam (2007-2008 batch)
- Joint Secretary – Mrs.Golda (2005-2006 batch)

> YEAR OF LAST ELECTION – June 2014

> THE ACTIVITIES OF THE ALUMNI ASSOCIATION OF THE LAST TWO
> YEARS ARE GIVEN BELOW
- Formal get together of the students of every preceding session’s passed out batch in college campus.
- Felicitation of the students who get placements during the preceding academic year.
- Election of the office bearers from the students of the preceding session.
- Sharing their experiences in their career.
- Giving ideas to improve the infrastructure of the college.
- Giving suggestions to cope up with the current trends in schools.
**DETAILS OF PROMINENT ALUMNI**

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<th>Sl.No</th>
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<tr>
<td>1</td>
<td>Mrs. E. Aileen Parimala</td>
<td>Assistant Professor</td>
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<tr>
<td>2</td>
<td>Mr. R. Edwin Sam</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>3</td>
<td>Mr. N. P. Mano</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>4</td>
<td>Mr. M. Santha Seelan</td>
<td>Teacher</td>
</tr>
<tr>
<td>5</td>
<td>Mrs. Shijula Lindry</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>6</td>
<td>Mrs. S. Jeba Sheela</td>
<td>Teacher</td>
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<td>7</td>
<td>Mrs. G. Ginisha</td>
<td>Assistant Professor</td>
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<td>8</td>
<td>Mrs. V. Savija</td>
<td>Teacher</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. R. Shobini</td>
<td>Teacher</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Anand Binod Sing</td>
<td>Assistant Professor</td>
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**CONTRIBUTION OF ALUMNI TO THE GROWTH AND DEVELOPMENT OF THE INSTITUTION**

- The Alumni helps in establishing networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools.
- Its feedback has helped in improving various existing activities of our college.
- It has given many healthy suggestions for the augmentation of the college.
- It helps in publicity.

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

- The college emphasizes the overall and holistic development of the student teachers and not just the scholastic development.

- The College encourages the students to participate in Co-curricular Activities like sports and games, debates, quiz, poem recitation, Rangoli, painting, drawing competition etc., and other International Days celebrated by the college, affiliating University and the sister institutions as well as the intra college competitions.

- Different extra-curricular activities are arranged periodically in which students’ participation is compulsory.
The students of the college are sent to participate in programmes organized by other sister institutions.

Certificates and awards are presented to the winners and are felicitated by the guest or the head of the institution.

**ACHIEVEMENTS DURING THE LAST TWO YEARS**

- Mary Stephey and group won prizes in group dance and solo dance conducted by Grace College of Education, Kaliyakkavilai.
- Selvin Subash and group won prizes in group song and solo song conducted by Holy Trinity College of Education, Melpalai.

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

- College encourages the students to express their creative writings in the form of articles, poems for the college magazine.
- Book review is done and report preparation such as reports on educational tour, field trips, citizenship training camps are also prepared and submitted by the students to the concerned teacher in-charge.
- They are encouraged to write inspiring thoughts on the blackboard in their respective classes daily.
- Tamil “Kaiezhuthu Malar -Malarattum India” was published by the members of literary club.

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

- Yes. The college has a representative body of the students in which students are selected every year at the start of the academic year.
- The student representatives are selected unanimously in each optional classes.
All the hundred student teachers are divided into 5 houses of 20 students each and from each house one student will act as the captain, and one as the vice-captain.

Totally 5 captains and 5 vice captains are there to co-ordinate various activities and responsibilities entrusted by the faculties to them.

They act as a link between students and the faculty members, and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college.

Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

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

The important committee in which the representation is given to the students are as under:

- College Magazine Editorial Board
- Youth Welfare Committee
- Consumer club
- Health club
- Red ribbon club
- The Universe
- Eco shalamite
- Mathematics club
- Science club
- Literary club
- Commerce club
- Counseling corner
- Programme advisory committee
- Discipline committee
6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

- Feedback from each student is gathered at the end of each academic year in written form.
- The alumni association consisting of a number of employers and employees provides feedback every year during its meetings.
- The management remains in touch with the schools in which our student teachers are sent for teaching practice and feedback is collected from the Headmasters/Headmistress of that schools.
- The feedback is also collected by the teacher in-charge of practice teaching schools.
- The information so collected is duly analyzed by the college and all relevant suggestions are taken into consideration while making preparation of the programme and the development of the college.

5.4 Best practices in student support and progression:

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

- The college provides its students with modern infrastructural facilities and timely effective support needed to undertake and complete the B.Ed. programme.
- The management and the administration ensure that no student is deprived of any facility due to financial constraints.
- The college arranges extra classes, guest lecturers, group discussion, seminars, workshop and conferences from time to time for empowering the students and keeping abreast with what is latest and the best.
- The faculty members and students make effective use of the IT in the process of teaching and learning.
- The college maintains a well equipped library. It has textbooks, reference material, journals, encyclopedias, magazines, newspapers, research journals, and internet facilities.
- These facilities are available to the students on roll as well as to those who have already passed out.
- The college also provides various counseling services to the students whenever they are in need of it.
- Student-teachers are also asked to participate in the inter-house competitions organized by the college.
- The college strives to have placement for its students.
- Besides, it renders assistance to those who aspire for higher studies.
CRITERION VI
GOVERNANCE AND LEADERSHIP
CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

- **MOTTO**
  - The motto of our college is “Empowered to Empower”.

- **PURPOSE**
  - To bring out the hidden talents in the minds of student teachers.
  - To provide knowledge and quality based education to the student teachers.
  - To provide quality education at affordable cost.

- **VISION**
  - To empower the rural talents with professional skills and values for dispelling darkness of ignorance.

- **MISSION**
  - Tap rural human capital and transform them into productive resources for nation building.
  - Impart professional skills to rural youth to have an edge in the employment market.
  - Provide holistic education at affordable cost.
  - Boost up the employment opportunity of the educated youth.
  - Prepare teachers for a genuinely local, globally acceptable and culturally model of education.
  - Equip the youth with passionate commitment for the sacred endeavor.
  - Encourage the emergence of creative individuals.

- **VALUES**
  - Imbibing values in the personality of our student teachers is the core consideration of the College.
  - Our college is trying to retain traditional values by providing that kind of cultural environment in the organization.
• The college emphasizes morally based education.
• The college also strives to develop gender equality, dignity of labor and scientific attitude.

➢ THESE ARE MADE KNOWN TO THE STAKEHOLDERS BY

• Prominently displaying on the entrance of college building.
• Introduced by the Principal in the address at the beginning of every new academic year.
• Printing them in students’ diary.

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

➢ Yes, the mission includes the goals and objectives of the college.
➢ Financially poor students are getting education at the college and they are being supported materially as well as academically.
➢ Expectations of schools, their needs and aspiration are taken into consideration while preparing the student teachers for teaching.
➢ Tradition and value orientation of the students are promoted.
➢ The co-curricular and extracurricular activities have an in-built social message: service, respect for diversity, empathy, democratic value, secularism and so on.
➢ The college aims at holistic development of its students and seeks to equip them with knowledge and potentialities to compete, meet the school-based societal requirements and serve the schools with determination and commitment.

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

➢ The Christian College of Education is owned and administered by Church of South India, Kanyakumari Diocese, and Pioneer in the field of Education.
FOLLOWING ARE THE OFFICE BEARERS OF THE INSTITUTION EXECUTIVE COUNCIL

Chairman: The Most Rev. Dr. G. Devakadasham, Bishop, KK Diocese

Administrative secretary: Dr. A. J. Bensam


Correspondent/Secretary: Dr. E. Easai

Principal: Dr. N. Beaulah Jeyanthy

- The management takes care of the overall governance of the college.
- The Executive takes all the policy decisions and issues required objective-need based directives which are to be enforced.
- It has all the power required to frame rules for functioning of the college.

THE CHAIRMAN

- The Chairman is the representative of the College Executive Board and it is he who is vested with all the managerial powers concerning the college.
- He co-ordinates between the top management, the Head of the college on regular basis.

THE PRINCIPAL

- The Principal plays the key leadership role.
- She provides required direction for college development.
- Interacts with students and the faculty.
- Ensures attendance and discipline of the College.
- Ensures coverage of course content and other activities of the course by being involved.

FUNCTIONS OF VARIOUS COMMITTEES

- COMMITTEE FOR ALUMNI ASSOCIATION
  - Mrs. E. Asha Prayline, Asst. Prof. in Biological Science, is the convener for Alumni Association “TOSTA”.
  - The function of the committee is to establish contacts with and maintain the records of alumni.
  - Alumni meets once in a year generally in the last month of the academic year for getting feedback from alumni.
**COMMITTEE FOR ECO-SHALAMITE**
- Mrs.E.Asha Prayline, Asst.Prof. in Biological Science and Mrs.T.Sheeba, Guest Lecturer, Education, are the conveners for Eco-shalamite.
- Its aim is to motivate the students towards conservation of natural resources.
- Establishing medicinal garden, vegetable garden, providing binomial names to plants in and around our campus are its functions.

**IQAC COMMITTEE**
- Dr.C.Joe Darling Anuja is the convener of IQAC.
- Its details are stated under 7.1.1

**COMMITTEE FOR COMMUNITY WORK**
- Mrs.N.Vijila Rani, Art and Craft Instructress, is the convener for community work.
- The function of this committee is to plan, co-ordinate and organize various community related works like cleaning the college campus, conducting outreach programmes.

**COMMITTEE FOR HEALTH AND PHYSICAL EDUCATION**
- Mr.M.Franklin, Physical Education Director, is the convener for health and physical education.
- Its function is to clean the campus, displaying health tips on the bulletin board, maintaining a health card for all student teachers.

**LIBRARY COMMITTEE**
- Mr.S.Sam Arlington, Librarian, is the convener for Library committee.
- The function of this committee is to take care of the needs and functioning of the library.

**YOUTH WELFARE CLUB**
- Mrs.N.Vijila Rani, Art and Craft Instructress, is the convener.
- Its functions are organizing cultural competitions, celebrating important days, supporting a visually challenged student of our college to undergo eye surgery.
❖ COMMITTEE FOR STUDENT COUNCIL
  ▪ Dr.K.L.Sheeba Beracah, Asst.Prof. in Education, is the convener for student council.
  ▪ Its function is communicating the problems of students to the Principal, the concerned staff and tries to find out solutions for it.

❖ COMMITTEE FOR OUTREACH PROGRAMMES
  ▪ Dr.C.Amose, Asst.Prof. in History Education is the convener for outreach programmes.
  ▪ Its function is to organize various medical camps, visits to special schools and down trodden people.

❖ COMMITTEE FOR ACADEMIC ACTIVITIES
  ▪ Dr.C.Joe Darling Anuja, Asst.Prof. in Education, is the convener for academic activities.
  ▪ Its function is planning of academic activities, conducting internal examinations, model examinations, displaying the marks on the notice board, allotting ranks for the students.

❖ COMMITTEE FOR CO-CURRICULAR ACTIVITIES
  ▪ Mrs.N.Vijila Rani, Art and Craft Instructress, is the convener for co-curricular activities.
  ▪ Its function is to plan, organize and co-ordinate various co-curricular activities inside the college campus and also making the students to participate in various cultural competitions conducted by other institutions.

❖ COMMITTEE FOR STAFF DETAILS
  ▪ Dr.C.Joe Darling Anuja, Asst.Prof. in Education is the convener for staff details.
  ▪ Its functions are maintaining staff profile, collecting feedback from staff members.

❖ COMMITTEE FOR INSTITUTIONAL DECORATIONS
  ▪ Mr.M.Franklin, Physical Education Director, is the convener for institutional decorations.
• Its function is to decorate the college campus during various functions and festivals and also displaying various thought provoking quotes in the notice board.

❖ **LITERARY CLUB**
  • Mrs.E.Aileen Parimala, Guest Lecturer, English Education and Mr. D.Prem Daniel, Asst.Prof. in Tamil Education are the conveners.
  • Its functions are conducting literary exhibitions, visiting a library in a remote village.

❖ **UNIVERSE CLUB**
  • Dr.C.Amose, Asst.Prof.in History Education is the convener.
  • Its functions are collecting various coins, stamps and pictures, preparing hand written magazine, community visits.

❖ **MATHEMATICS CLUB**
  • Mr. D.R.Robert Joan, Asst.Prof. in Mathematics Education is the convener for Mathematics club.
  • Its functions are organizing recreational activities such as puzzles, riddles, number games, visiting the Mathematics laboratory, preparing models, charts for school children.

❖ **SCIENCE CLUB**
  • Dr.C.Joe Darling Anuja and Mr.P.H.Jebalin Paul are the conveners for Science club.
  • Organizing science exhibitions and field trips, maintaining bulletin board, preparing science albums are the important functions of science club.

❖ **COMMERCE CLUB**
  • Mrs.D.JayaSheela, Guest Lecturer in Commerce Education is the convener.
  • Its functions are visiting a nationalized bank, observing their activities and making a report on it.

❖ **CONSUMER CLUB**
  • Mr.S.Sam Arlington, Librarian is the convener for consumer club.
  • Organizing awareness programmes, preparing a report on the things purchased by the students are its functions.
**RED RIBBON CLUB**
- Dr. K.L. Sheeba Berakah, Asst. Prof. in Education is the convener for Red Ribbon club.
- Conducting AIDS awareness programmes, conducting Blood Donors Day.

**COUNSELING CORNER**
- Dr. C. Amose, Asst. Prof. in History Education, is the convener for counseling corner.
- It organizes various guidance services like orientation programme for the freshers at the start of every new academic session.

**PLACEMENT CELL**
- Mrs. E. Asha Prayline, Asst. Prof. in Biological Science is the convener for placement cell.
- The function of this cell is to provide placement services for the student teachers by maintaining their records.

**MAGAZINE COMMITTEE**
- Mr. D. R. Robert Joan, Asst. Prof. in Mathematics Education is the convener for Magazine committee.
- The function of this committee is to take decisions on the matters concerning publications by students.

**ANTI-RAGGING COMMITTEE**
- Mr. M. Franklin, Physical Director is the convener.
- Its function is to promote ragging free environment in the college campus.

**DISCIPLINE COMMITTEE**
- Mr. M. Franklin, Physical Director is the convener.
- Its function is to maintain strict discipline in the college.

**SANITATION COMMITTEE**
- Mrs. N. Vijila Rani and Mrs. D. Jaya Sheela are incharge of the committee.
- Its function is to sustain clean environment in the college campus.
4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

- The academic responsibilities are defined by the Principal in the beginning of the new academic year to the faculty.
- The Principal, in consultation with the management distributes the work schedule to each member of the staff keeping in view their potentialities.
- Each faculty is equally involved in extracurricular activities according to their potential, taste and need.
- Each of them are assigned some ‘in-charge-ships’ to look into specific areas.
- Communication is established by conducting formal and informal meetings as and when needed.
- Whenever meetings are formally organized, there is informal interaction between head of the college and staff members.
- Such meetings are arranged to sort out daily problems.
- The management looks after the working in totality and provides resources.
- The day to day functioning of the college is looked after by the Principal.

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

- The Principal regularly conducts the feedback session for various academic activities with staff and students.
- To assess the activities of the college the college obtains information orally as well as in written form.
- At the end of every academic year, the student teachers also fill the feedback sheets that include all aspects of the institution.
- This collected feedback is reflected upon and used for the quality enhancement.
- The Principal meets the management at the start of academic session and seeks policy directives in the light of the report based on feedback and her own perception.
6. How does the institution identify and address the barriers (if any) in achieving the vision / mission and goals?

- Any hindrnce in achieving the goals are addressed immediately and corrective actions are taken.
- Problem of erratic electricity supply is taken care by installing generator.

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

- The management promotes and encourages the staff for their professional growth.
- It permits all staff to participate and attend the various orientation and seminars.
- Management encourages the involvement of its staff for improvement of college processes by providing them democratic environment to apply their innovative ideas and also seeking their ideas and suggestions time to time.
- Staff members meet together to discuss and make activities more effective and efficient.
- The Principal establish personal rapport with all staff members and thereby motivate and inspire them to work collectively as a team and with dedication.

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

- **CURRICULUM**
  - Whenever the curriculum is modified or revised, an orientation program is conducted to identify the changes and to spell out the details of the courses.
  - The principal initially prepares an annual plan of the academic activities and accordingly the plan of the work is distributed to the faculty.
  - Suitable guidelines are provided for conducting examinations, organization of extracurricular activities, syllabus coverage and use of resources.

- **ADMINISTRATION**
  - The Principal distributes various duties regarding academic program among the teacher educators and administrative staff.
  - To organize various academic programs, different committees are formed and monitored by the principal.
➢ **ALLOCATION AND UTILIZATION OF RESOURCES**

- The principal makes the technological aids available in the institution.
- The library facility is made available for longer duration during the examinations.
- The principal always encourages faculty members for optimum utilization of modern technology and resources in the teaching learning process.

### 6.2 Organizational Arrangements

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

   - As a part of curriculum, to promote different institutional activities several committees are formed and activities are assigned to the representatives.
   - The various committees are stated under 6.1.3.
   - Each and every committee conducts meetings periodically and discuss about the development of different activities inside the Institution.
   - For each and every committee Principal of the college act as the chairperson and a convener was deputed to supervise the proceedings of the committee.

➢ **ACADEMIC MANAGEMENT**

- Decisions regarding academic management are taken by IQAC.
- The IQAC took stock of the quality aspect and the ways quality is being created, sustained and enhanced.
- It decides about syllabus coverage, use of audio visual aids, maintaining students attendance record, Internal assessment, Organization of year-end Celebrations, Laboratory work and use of Educational Technology.

➢ **FINANCE**

- The financial aspects remain a multi-committee affair.
- The relevant committees are requested for making standing provisions regarding the financial requirements, both present and future.
**INFRASTRUCTURE**
- Proper maintenance of the infrastructure is given due thought and systemized.
- Decision was taken by IQAC to update the infrastructure and ensure achievement of quality based targets.

**FACULTY AND RESEARCH**
- More workshops should be organised and expert talks be arranged on the identified areas.
- It has been decided to involve the faculty more actively in the empowerment activities.

**EXTENSION AND LINKAGES**
- Decisions are taken to widen the academic network, utilise the existing resources and establish more contact with the community.

**EXAMINATIONS**
- Proper records of internal evaluation is maintained and the performance of students are assessed.

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

- The organization of the Institution is controlled, owned and administered by Church of South India, Kanyakumari Diocese.
- The Bishop is the Chairman of the Institution.
- The Principal initiates all the proceedings of the Academic wing.
- The Academic wing constitutes teaching faculties with a staff secretary.
- The staff secretary records the resolutions in the staff meetings.
- All the monetary and non-monetary grievances are presented in the Board meeting by the correspondent and finalized by the Bishop / Chairman.
ORGANIZATION STRUCTURE OF THE INSTITUTION

Bishop / Chairman

↓

Correspondent

↓

Principal

↓

Members of the faculty

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

- The administration is decentralized as per the Organization Structure.
- The college governing board is empowered to monitor the activities of the College such as admission, appointment of teaching and non-teaching staff, Construction of the buildings, infrastructure and their maintenance, starting of new courses, administrative matters, and financial aspects and so on.
- The decisions of the governing board are implemented after the concurrence of the chairman in a decentralized way without any hindrance.

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

- The College collaborates with neighbouring schools during teaching practice programme, and encourages them to make suggestions for quality improvement and suggestions on how to make teaching an all the more effective process.
- Special school visit is arranged once in a year.
- So that the student teachers make use of the opportunity to know about the school, students and teachers too.
5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

- Each and every academic year the management gets feedback from the outgoing students.
- The student teachers also respond and contribute their valuable feedback about the Institution and the faculty.
- Taking into consideration, about the feedback by the students, the management, Principal and faculty members tries the level best to bring out the positive things and the improvement and enhancement of the infrastructure, personnel and the improvement of staff.

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

- Co-operation of the Institution is inevitable to build a strong relation and sharing of knowledge.
- Keeping in mind seminars, symposium, staff orientation programme, field trips, co-curricular activities are encouraged in the institution.
- The faculties of the institution go out to conduct seminars, orientation programmes, camps and also they extend their support in conducting the same in the home institution to make a conducive environment.

6.3 Strategy development and deployment

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

- The college maintains an IQAC that functions on the basis of MIS.
- It collects data and information about administration, curriculum transaction, internal and external assessment, extension activities, and welfare services to teacher trainees.
- This data is used for strategy development and deployment.
2. **How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

- On the basis of past experience, present and emerging needs, proposals and suggestions received from different functionaries and committees in relation to curricular requirements the allocations are made.
- The management is considerate enough to honour such recommendations, proposals etc. for making extra resources available as and when needed and demanded.
- There is special financial provision in the budget for library resources every year.

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

- The institution has its own mission and goals.
- Human resource is the primary one to implement the mission and goals.
- 100% commitment and dedication by the faculties are executed at the apt time.
- The management provides enough support to meet further needs of the institution
- All development programmes are put forth in the governing board and get resolved for further action.

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

- In the beginning of every academic year, the Principal distributes the responsibilities of academic programs to all the faculty members.
- Academic Plans are developed by examining the requirements of curriculum prescribed by TNTEU University.
- Keeping in mind about the number of working days, the annual plan is prepared and systematically executed.
- A bridge course continued by micro teaching, macro teaching (External teaching practice in schools), training of core papers, Internal Exams, Term exams, model exams followed by university exam.
- The student teachers are sent to various schools for teaching practice.
- The school teachers act as guide teachers to the student teachers.
- They do the necessary corrections in the teaching of the student teachers.
- Their observations about the performance of student teachers during the preceding academic year are taken into consideration.
5. How are the objectives communicated and deployed at all levels to assure individual employee’s contribution for institutional development?

- Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings.
- The objectives of the institution are implemented through the committed contribution of the faculty.
- The employee act as the role model of empowering rural talents and professional skills to the student teachers.
- The faculties dedicated work towards all the activities provides a holistic education which equips the student teachers dispel the darkness of ignorance.

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

- The ultimate goals of the institution are periodically monitored by the management and the governing board.
- After supervising the development of the institution the management takes immediate steps for the further action to be implemented.
- The drawbacks of the programmes will be immediately rectified with good and effective activities.

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

- In today’s age of technology, the institution has been trying to inculcate proper attitude for using it for professional and personal development of student teachers.
- Internet facility is provided in the computer lab, library, and in office.
- Teacher Educators, student teachers and office staff use this facility in their day to day work.
- The institution always tries for the optimum utilization of this technology in teaching, learning and research process.
- The institution has a well equipped computer laboratory for developing computer skills and for conducting computer technology based practicals.
- Well established smart class with latest technological development is available.
6.4 Human Resource management

1. How do you identify the faculty development needs and career progression of the staff?
   - The institution is concerned about the academic needs and progression of its faculty members.
   - All faculty members fulfill the minimum eligibility criteria needed for the faculty.
   - The needs and career development of the staff is identified by the management by constant observation of academic and non-academic achievements of the students.
   - By evaluating the results of the students, training and activity based orientation is being given to the faculties to develop their knowledge, attitude and skills in a progressive way.
   - The management initiates training for the faculty to develop attitude, knowledge and skills to handle the classroom situation in an effective manner.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?
   - For performance assessment of faculty, at the end of every academic year, feedback is collected from the student teachers in the written form.
   - The institution evaluates the teachers on their teaching and research performance based on their self appraisal reports (SAR) submitted every year.
   - The correspondent and Principal of the institution motivate the faculties by providing rewards and commendation.
   - Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college.
   - The college has suggestion box for voluntary suggestions on the performance of the faculty from any stakeholder.
   - After the analysis of the feedback and interpretation, it is conveyed to the faculty members in private by the principal.
   - The institution uses the evaluation to improve teaching and service of the faculty and other staff.
3. **What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)**

- Staff is constantly motivated and given full freedom to teach and work.
- They are provided with all kinds of co-operation and facilities required from time to time.
- Their performance is acknowledged and appreciated.
- Educational tours, training programmes has been arranged.
- Faculty is paid as per the norms laid down by the statutory authority so as to give them a sense of job satisfaction.
- ESI facility is available to the staff.
- The faculty member, who contributes towards research activities, paper presentation, research awards or for participation in conference, orientation or refresher courses are appreciated in the staff meetings.

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

- The Institution has conducted many short term programmes for the up gradation of skills and training of the teaching and non-teaching staff.
- The management arranges programmes of special lectures on value education, personality development communication skills for the benefit of teaching and non-teaching staff.
- Orientation programmes are conducted for the staff once in a year at the beginning of the year.
- Staff are also encouraged for paper presentation and publications.

5. **What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**
➢ **RECRUITMENT POLICY**
  - Recruitment of teaching and non-teaching staff is preceded by the supreme body of the C.S.I. K.K. Diocese which is named as Employment Bureau.
  - The president of the Employment bureau is the Bishop of K.K. Diocese.
  - Recruitment is done as per UGC guidelines and corresponding norms of the Employment bureau.
  - Candidates who are qualified for the post will register their names in the office of the employment bureau.
  - Following strictly the norms of U.G.C. and Diocese the application of the candidates will be scrutinized and listed in the notice board and website of employment bureau.
  - Based on the vacancies, the eligible candidates are called for an Interview with all original certificates and if eligible they will be appointed.

➢ **SALARY STRUCTURE**
  - The salary structure of the institution is fixed under the guidelines of the college administrative committee.
  - The decision of the administrative committee will be final.

➢ **SERVICE CONDITIONS**
  - The appointed staff will be under 1 year probation period with a regularized scale of pay with all other allowances.

6. **What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**
  - The criteria for employing part-time/Adhoc faculty are appointed on need basis against the emergency situations as daily wages.
  - Daily wages is calculated based on the working days of the concerned staff.
  - The salary is fixed by the management.
  - The schedule of workload is same as that of the regular staff.
  - The institution does not provide the benefits enjoyed by the regular faculty to part-time/Adhoc faculty.
7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

- The college enables its faculty to attend seminars, symposia and workshops organized by different organizations and associations.
- Faculty members are also encouraged to go for higher research studies.
- They are encouraged to work on their Ph.D/M.Phil in their particular area of interest.
- The management motivates the faculty, by rewarding prizes and mementos after the completion of their research study.
- The management also encourages the faculty for bringing laurels to the institution.
- O.D and T.A is permitted for the faculty those who participate in seminars, conferences and workshops.

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

- The College is well equipped with various facilities.
- Well furnished faculty rooms with separate washroom is available.
- Faculty is provided with proper seating arrangement.
- Both the faculty rooms are provided with a computer with internet facility.
- Phone facility is available in both the faculty rooms.
- Proper space is also provided to keep their belongings.
- Rooms are well ventilated.
- An administrative block is well designed with administrative office, correspondent room and principal room.
- A very good interior decorated and well floored auditorium with allotted space helps for conducting all kinds of programmes effectively.
- The other facilities like sophisticated classroom, language lab, psychology lab, advanced technology lab, spaciously equipped high standard library with internet facility is available.
- A stationary cum canteen (CASITO) is available in the college campus. A Photostat machine is installed in CASITO.
9. **What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

- Any stakeholder of the college can make verbal or written complaint to the Principal or to the higher officials.
- The complaint can also be dropped in the Suggestion Box.
- The complaints are received and responded immediately.
- The faculty can seek the information about academic planning and day to day planning from the Principal.
- For procuring information about administration, the faculty members can contact the office superintendent.
- The faculty also express their views and suggestions in person.

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

- In the beginning of the academic year, the annual plan of all the academic and extracurricular activities is prepared.
- The co-curricular activities and extracurricular activities are implemented by the various committees.
- The workload for the curricular activities like teaching, observation of lessons, practical work and internal assessment is equally distributed among all the faculty members.
- The teaching faculty wholeheartedly work for the development of the institution by supporting the office staff in typing and data processing.
- The faculty extends their work by involving them in the social awareness programmes like free medical camp, community work, special school visits.

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

- Yes, the management frequently at every stage extends their motivation and reward for the development of the faculty.
- Any achievement or progress of the staff member of the college is always appreciated at the functions of the college.
Staff members are rewarded with prizes for producing cent percent result in the University examinations.

Staff members are awarded by giving timely incentives and they are honoured during functions.

Faculty members are rewarded for bringing laurels to the institution both in the curricular and co-curricular activities.

6.5 Financial management and Resource Mobilization

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

- The college is self-financed and does not get any grant or financial support from the Government.
- The only source of revenue is the fee collected from the students as per the norms of the affiliating university TNTEU.

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

- We have not mobilized any resources through donations for the last three years.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses?

If no, how is the deficit met?

- Yes, the operational budget of the institution is adequate enough to cover all the day-to-day expenses.
- Even if any deficit occurs, it may be fulfilled by the management.

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

- Budget allocation for the past five years.

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**Future planning**

- M.Ed course
- M.Phil course
- Enhancing the quality level of existing infrastructure and learning resources.
- Conducting faculty development programmes, seminars and conferences.

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

- Yes, the accounts are audited regularly.
- The account is audited at the end of every financial year internally.
- The outcome of the last two audits is enclosed.
- There has been no major audit objection.

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

- No, the institution has not computerized its finance management systems.

6.6 **Best practices in Governance and leadership**

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

- With the required Human resource and infrastructure the management maintains a good strategy for implementing the governance and leadership in the institution.
- Keeping the vision, mission, purpose and values of the institution in mind the objectives are implemented.
- Transparency is maintained in all aspects of the functioning of College through a process of broad-based consultation and involvement of stakeholders in implementation.
- The faculties of the institution contribute their level best for the efficient transition of co-operation, decision making, knowledge sharing, innovative techniques and performance improvement.
- Staff development programmes are conducted with the main goal of student centered activities.
➤ Each committee is working regularly with sincerity considering all the aspects for smooth functioning of the College.

➤ The leadership qualities of the students and faculty are deployed through various orientation programmes and skill development activities.

➤ The management transforms the ideas and information to the staff by practicing it in a proper way.

➤ The financial and resource management is well looked upon.

➤ Motivation and encouragement are given to the faculty by rewarding them and enhancing the salary periodically.

➤ Curricular development programmes are conducted for the students inside the campus to develop the innovative skill and knowledge.

➤ On the whole, the College is working for the achievement of set mission and vision and to compete at the national and international levels.
CRITERIA VII

INNOVATIVE PRACTICES
CRITERIA VII

INNOVATIVE PRACTICES

7.1 Internal quality assurance system

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

- Yes the institution has established Internal Quality Assurance Cell (IQAC).
- As a quality sustenance activity in accredited institutions and as per the “Guidelines” for the formulation of Internal Quality Assurance Cell (IQAC) from the NAAC, the Principal Dr. N. Beaulah Jayanthi, has constituted the IQAC on 11th August, 2010.
- IQAC is established as a part of institution’s quality assurance and maintenance system to work towards realizing the goals of quality enhancement and sustenance.
- The present composition of IQAC is given below.
  - Dr. N. Beaulah Jayanthi, Principal
  - Dr. C. Joe Darling Anuja, Assistant Professor in Education
  - Mrs. E. Asha Prayline, Assistant Professor in Biological Science
  - Dr. K. L. Sheeba Beracah, Assistant Professor in Education
  - Mr. P. H. Jebalin Paul, Asst. Prof. in Physical Science Education
  - Mr. D. Prem Daniel, Assistant Professor in Tamil Education
  - Mr. D. R. Robert Joan, Assistant Professor in Mathematics
  - Dr. M. Franklin, Physical Director
  - Mr. S. Sam Arlington, Librarian
  - Mrs. N. Vijila Rani, Art and Craft Instructress
  - Mrs. T. Sheeba, (G.L) Assistant Professor in Education
  - Mrs. E. Aileen Parimala, (G.L) Assistant Professor in English Education
  - Mrs. Jaya Sheela, (G.L) Assistant Professor in Commerce Education
**IQAC ACTIVITIES**

- IQAC meetings were convened once in a month to review the suggestions given by NAAC.
- The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning.
- IQAC has been publishing IQAC newsletter for the past 5 years.
- Arrangements for receiving feedback responses from students, parents and other stakeholders on quality-related institutional processes.
- It gives suggestions from time to time i.e from beginning to the end of the course.
- The IQAC established several cells, clubs and constituted committees to initiate activities both academic and governance.
  
  ```
  • Literary club
  • Mathematics club
  • Eco Shalamite
  • Science club
  • Students council
  • The Universe
  • Youth welfare Department
  • Red Ribbon Club
  • Program Advisory committee
  • Consumer Club
  • Commerce Club
  • Health club
  • Counseling corner
  • Placement cell
  • Discipline committee
  • Sanitation committee
  • Anti–Ragging committee
  ```

- IQAC has been channelizing the efforts and measures of the institution towards academic excellence.
- IQAC has been disseminating information on the various quality parameters of teacher education.
i) SEMINARS

- IQAC considered the relevance of creating a platform for faculty members, researchers and various student teachers to be acquainted with the new trends and developments in various disciplines.

ii) VALUE EDUCATION

- In order to make our students excellent and competent the IQAC planned to highlight the importance of values of education.
- The IQAC seriously considers the necessity of making the students’ role models in the society along with their academic achievements.
- Value education is provided through TAFTEE programme.
- In this view, we initiate the student teachers to present papers on ‘value education’ on ‘paper presentation day’.

iii) CAREER GUIDANCE AND PLACEMENT CELL

- Apart from class room teaching the commitment of a teacher towards his students also includes imparting proper guidance on the scope of various higher courses, especially job oriented, and making available to them various job opportunities as much as possible.
- IQAC considers these points seriously and accordingly constituted a body to take the initiative of these provisions in the College.
- The career guidance and placement cell are entrusted to do these assignments. During the last year, the cell could tap a number of opportunities for students.
- It organizes several job awareness seminars, campus recruitment training programmes and placement events.

iv) EXAMINATIONS

- Apart from class tests and assignments given to the students as part of continuous evaluation, three internal examinations are conducted.
- Moreover, at the month of April, model examination is conducted.
v) ENHANCEMENT OF COMPUTER FACILITY

- A Local Area Network (LAN) has been installed in the computer laboratory.
- All student teachers are provided opportunity to assess computer.

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

- Evaluation is an important tool for improving the quality of an institution.
- Through evaluation the effectiveness of an organization is measured and it can play an important role in helping to improve the efficiency and effectiveness of the institution.
- Suggestions (both formal and informal measures) from student forums are accepted based on their feasibility to improve the system.
- Students’ feedback on course, subject, syllabus, grievance redressal and expectations are considered in right earnestness for quality sustenance.
- By conducting Internal Examinations thrice in an academic year and assessing the students by conducting class tests, making them to write assignments, allowing them to take class seminars.
- Conducting case studies and action researches.
- Maintaining records and documents.
- Periodical monitoring of the students as well as staff members.
- The outcomes of questionnaire and observation are taken into consideration.
- Staff meeting is conducted once in a month for planning, evaluating and executing various activities.

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

- Curriculum planning and management has been studied in the perspective of knowledge management.
- Year plan is framed at the beginning of every academic year.
- Work schedule is maintained by the faculty.
- The activities to be carried out in the B.Ed programme is published in the college handbook.
- Timetable of daily activity is displayed on the notice board.
- Organizing various programmes and celebration of important days and festival is displayed on the notice board.
- College magazine is published.
Camp book is prepared by the faculty during citizenship training camp.
In order to bring out the hidden potentialities of student teachers, cultural programmes are organized on every Fridays.
Value education is provided to the student teachers on all Wednesdays.
Student teachers are given chance to involve in physical activities.
Hands-on training in the preparation of various SUPW products is given importance.
Different clubs like Literary club, Mathematics club, Eco Shalamite, Science club, The Universe, Youth Welfare Department, Red Ribbon Club, Consumer Club, Commerce Club, Health club actively function in our college.
IQAC functions in our college.
Well furnished classrooms, laboratories, library, administrative office and other facilities are available.
Play ground for physical activity is available.
Each student teacher is given chance to present different topics through seminars.
Student teachers are encouraged to participate in quiz competitions, cultural competitions and sports events organized by the University and other institutions.
Strict discipline is maintained in the institution.
Attendance of the student teachers and the faculty are send through online, to the university on all working days.
The list of absentees is recorded by collecting leave letter from the student teachers.
Faculty can avail twelve casual leave.
Medical and maternity leave can be availed in case of necessity.
ESI facility is made available to the faculty.
Faculty are provided On Duty to attend seminars, conferences and other works related to the institution.
Experts in various fields are invited to give lectures on special occasions.
TA and DA are provided to the teacher educators during school visits.
Regular staff meetings are conducted by the Principal, to ensure proper teaching learning process.
Student teachers wear uniform on all days except Wednesday.
Alumni –TOSTA actively functions in our college.
PTA meetings are held once in a year.
College toppers and achievers are honoured during college day function.
Convocation ceremony is conducted every year.
4. How does the institution ensure the quality of its administration and financial management processes?

**THE QUALITY ISSUES ON ADMINISTRATION**

- Planning, Monitoring and Evaluation by the Principal.
- Circulating the plans and steps for implementation.
- Management meetings are held twice in a year.
- Preparation of annual report and subsequent discussion on it by staff members.

**THE QUALITY INITIATIVES ON FINANCIAL ISSUES**

- Preparation of budget and its approval.
- Preparation of statement of Annual Accounts.
- Internal audit system.
- Periodical review of financial management and suggesting suitable measures for improvement.
- The financial management processes and dealings are made and kept transparent.

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

The institution identifies good practices as follows:

- Student’s representatives are involved in various clubs as representatives.
- Feedback is attained from them and are analysed and informed to the concerned about its outcome for correction.
- It also sends appreciation letters to the well deserved staff for their performance.
- Suggestions (both formal and informal measures) from student forums are accepted based on their feasibility to improve the system.
- Initiatives by students are encouraged and channelised.
- Student forums and students participations are encouraged and ensured.
- By Usage of ICT
- Programmes are conducted on competence development.
Transparent admission process is done.
Thrust to practical component, skills (hard & soft) development, career counselling and placement.
Uplifting student support service and facilities.(physical, academic and financial).
Encouraging socially and educationally backward classes through various remedial measures.
Conducting alumni forums.
Students’ talents are nurtured.
Coaching and training sessions related to ICT and value education are conducted to develop multi-skills.
Award-reward-incentive initiatives are being practiced.
Exhibitions, fairs and festivals are conducted for harnessing the talents of student teachers.
Periodic programmes for students was arranged on orientation, competence development, career guidance, counseling and leadership qualities.
A thoughtful quote is written everyday on the college notice board by students under the guidance of a teacher; good quotes are placed in the college building for initiating wisdom among the students of all the departments.
Tree plantation and campus cleaning programmes are arranged at regular intervals to instill into each student respect for nature and protection of the environment among all the students of different units.

7.2 Inclusive practices

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

Our institution sensitize the teachers to issues of inclusion by,

- Conducting orientation programmes describing the challenges faced by the student teachers in the society.
- Psychological classes are conducted explaining the ill effects faced by the disabled.
Efforts have been made to include and integrate physically, behaviourally and emotionally challenged children into the mainstream education system with notable success and failure.

- Training of teachers to offer care and support towards the students.
- Extra coaching, counseling and guidance is given in carrying out various academic activities.
- Student teachers are provided guidance by organizing the counseling sessions by experts in citizenship training camp.
- Conducting awareness campaigns.
- Students who demonstrate high achievement are encouraged to participate in various competitions.
- Gifted students are encouraged to present papers in conferences and seminars and are included in the planning of various curricular and co-curricular activities.
- Equal opportunity is given to the students of both the sexes to participate in the college activities according to their abilities.
- Spoken English classes organized in the institution have proved to be beneficial in improving English language skills for the students.
- The faculty members help the students who are from rural areas, to get adjusted with college atmosphere.
- The institution organizes educational visits to special schools which helps the students to know and get firsthand experience of the differently abled and challenged students.

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 provision in our academic plan for students to learn about inclusive practices is as follows:

   - Our student teachers are taken to special school visit to mentally retarded school at Chithirancode.
   - They are also taken to blind school at Irenepuram.
   - They are taken to deaf and dumb school at Kottaram.
Awareness programmes are conducted for our student teachers about blindness and the factors causing blindness and its ill effects.

Visually and physically challenged students are admitted in our institution.

In order to know about the evils caused to women, slide show was also shown and the importance of women education was emphasized.

Awareness programmes are conducted on various social evils like dowry system, child labour and early child marriage.

Awareness training programme (social, economic, legal, political, health, commerce, management, leadership) are regularly held for students.

Thrust is on women empowerment, their constitutional rights, protection and safety.

Facilities and provisions to women for their functioning and overall development are also ensured.

Teachers use well-constructed plans that identify specific accommodations, modifications, and goals for each student.

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

Efforts are being made to allow student teachers to interact frequently which lead to increased interaction between children with and without disabilities during practice teaching.

The teacher educators teach the importance of social relationship and encourage them to learn social skills.

A sense of autonomy is developed among the students during intensive teaching.

The student teachers are made to engage actively in the learning process.

Citizenship training camp promotes social interaction among student teachers.

Community work and other extracurricular activities help the students develop self motivation.

Our institution provides a good scope for academic competition, co-operation and adjustment.
4. **How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**
   - Our student teachers are given awareness to be dedicated and to make knowledge accessible to all.
   - Equal opportunities for students in social activities provide exposure to them to the real society they are to face in future.
   - Participation in cultural activities, debates and discussions provides the opportunity of accepting challenges emanating from diversities in views and socio-economic status.
   - The student teachers are given training to treat students equitably, recognizing each individual.
   - They are given orientation to adjust their practice based on observation and knowledge of students, their interests, abilities, skills, family circumstances and peer relationships.
   - The student teachers are required to participate in the communal harmony festivals and participate in talks and discussions on prominent personalities hailing from different socio-economic and cultural backgrounds.
   - They create, enrich, maintain and alter instructional setting to capture and sustain the interest of their students and to make the most effective use of time.
   - Our student teachers are taught how to engage group of students to ensure a disciplined learning environment.
   - Student teachers are taught how to motivate exceptionalities and how to maintain their interest even in the face of temporary failure and working collaboratively with their parents.

5. **How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**
   - In our institution special care is given for the physically challenged and differently abled students.
   - During the academic year 2014-15 one visually challenged student (Stalin) was admitted in our institution.
   - During the academic year 2011-2012 one visually challenged student (Siva), one partially visually challenged student (Radhika) and one physically challenged student (Hema latha) were admitted in our institution.
During the academic year 2012-2013, two visually challenged students (Sowmiya, Antony Arokiya kanmani) and two partially visually challenged students were admitted.(Thanka Raj and Jeya subi)

- Braille method is used by the visually challenged students.
- Our college provides all provisions to use cassettes by the visually challenged students for their learning purpose.
- During 2009-2010 one physically challenged student (Vijay, Biological science optional) was admitted in our institution.
- During 2007-2008 two visually challenged students (Sivakumar & Latha) were admitted in our institution.
- During 2005-2006 one visually challenged student was admitted in our institution (T.C.Sheila).
- Special advisory classes related to their career are also given for their better future life.
- As per the university rules, scribes are provided to the visually challenged student teachers in all internal and external written examinations.
- If necessary prompt medical services are provided.
- Extra time is allotted during the examination for completion of papers.
- Many audio cassettes for the visually challenged student have been procured in the library.

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)?**

- In our institution more number of women candidates are admitted during each academic year.
- A counseling corner is functioning in our college to solve the grievances of women candidates in their family.
- Several talks were given by eminent personalities during camp days related to dowry system, education to women and the evils done against women folks.
- Dr.Dhinakarlal gave an explanatory talk on women candidates on teacher’s day.
- International women’s day was celebrated.
- Cultural programmes are often conducted in relation with women folks.
During the academic year 2008-2009, the topic during camp programme was empowerment and one day was organised as women empowerment and special talk was given by Prof. G. Adalin George, Sr. Lecturer, WCC, Nagercoil.

- Women teachers are represented in all committees and cells.
- The college has provided Girls Rest Room.

### 7.3 Stakeholder relationship

1. **How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?**

- The college maintains Internal Assessment Record of students.
- Information regarding academic achievement is placed on the notice board.
- The college results of the university final examinations are put-up on the notice board.
- The Management and its members are duly informed of the results of the college.
- Organizational Audits/Assessments.
- Facilitation of Meetings, Retreats, and Conferences.
- Academic ambience, Innovative courses and subjects.
- ICT enabled courses.
- Affordability, transparency and extension of all facilities.
- Adequate infrastructure, library and other resources
- Student and Learner Centric Focus.
- Teachers’ quality
- At each optional level, meetings of alumni forums are arranged formally/informally. Their opinion and feedback are taken into consideration in all academic transactions. Alumni also help indirectly in placement services.
- Public representatives are also involved in the form of consultative committees, donors, sponsors, press review and so on.
- All the stakeholders are involved in the planning, implementation and evaluation of academic programmes.
2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

- Feed backs are collected from our students and other stakeholders in the form of questionnaire in a timely manner.
- This was reviewed continually.
- The success and failures of various processes are shared by regular meetings.
- Stakeholders are the core of continuous improvement and are involved at all stages.
- Continuous internal evaluation is done.
- Teachers care the students, their problems and issues.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program quality?

How does the institution use the information for quality improvement?

- Questionnaires are prepared to collect information from the head of the institutions and teachers where our student teachers undergo practice teaching.
- The feedback of students are analysed (current, outgoing) on course, course content, design, syllabi, examination methods, teachers’ involvement, quality of teaching, facilities of library and laboratories, transparency, orientation.
- Meetings of alumni forums are arranged formally/informally. Their opinion and feedback are taken into consideration in all academic transactions.
- Stakeholders are invited as participants.
- Our institution directly or indirectly approaches the stakeholders for the needs, involvement and support in the fields of academics, extension and outreach activities.
- They are involved in the form of collaboration, linkage, consultation, participation, (active-passive)
- Faculty also involve themselves as resource persons, experts, researchers, and academic consultants.
- Students are involved in field work, awareness activity, survey, volunteers, facilitation, enabler, tutoring.
- Incentives, awards, rewards are provided for best doers.
- Good leadership, governance and grievance redressal mechanism are available.
- Transparent admission process is followed.
- Thrust is given to practical component, experiential learning applied knowledge, use of ICT tools, and computer labs.
- Special lectures by experts, awareness programmes, and celebration of national days/festivals, programmes to promote scientific temper, value education, patriotism, national integration, social service, and community orientation are also arranged.
- The College monitors the growth of disadvantaged students.
- It has excellent rapport with alumni and parents.
- Students have good relations with faculty.
- Environment is learner-friendly.
PART III

MAPPING OF ACADEMIC ACTIVITIES

OF THE INSTITUTION
### MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION - 2014-2015

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**Note:** A week is of six working days and a day is of six clock hours

The table covers the entire academic session and may be extended as per the requirement.
PART IV

DECLARATION BY THE HEAD OF

THE INSTITUTION
DECLARATION BY THE HEAD OF THE INSTITUTION

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

This SAR has been prepared by the institution after internal discussions with the faculty 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.

Place: Marthandam
Date: 19th October, 2015

Principal.

CHRISTIAN COLLEGE OF EDUCATION