

A. EXECUTIVE SUMMARY

Preparations for the establishment in Madras of a united Christian Training College for women graduates began in consequence of a minute recorded by the Madras Educational Council early in 1921. This minute emphasized the need for united Christian effort in connection with the training of women teachers. It was hoped that such training would not only give teachers more skill in their profession as Christian vocation but also would help them with the teaching of Scripture.

The Council of the Women's Christian College was asked to negotiate with the Home Boards and to make arrangements in India for the establishment of one branch of this work i.e. a college for the training of women graduates.

It was on March 13, 1923 that a cable was received from Britain with the words "Go ahead", in the belief that no service to India could be greater than the education of women. St. Christopher is linked with the thought that a teacher's devoted service to children is service to God. Many gifted women have made lasting contribution through the years of changes and challenges. The College owes much to the Founder-Principal, Miss Kathleen Nora Brockway for her guidance, steady toil and unflinching optimism.

St.Christopher's teacher training college opened on July 4, 1923 in a steady old mansion within the hospitable precincts of the Women's Christian College, (Madras) which nourished and sheltered it in its infancy. Its nucleus was 12 L.T. students and four members of Staff, of three different nationalities. The College has continued to be mainly residential to provide the necessary environment for all round development.

In 1927, the College moved to another rented house in Kilpauk. The following year, 1928, the Secondary Grade Training Department was opened.

The search for a permanent house and a Model School (to fulfill the requirements of the Madras University) ended in 1932 when the College moved to its present site in Vepery. The Bentinck High School for Girls, already a century old at that time was amalgamated with the College in 1935 as its Model School. The College and School pioneered in Educational projects like use of the Dalton Plan. A close relationship was maintained between both by exchange / sharing of teaching staff.

When the M.Ed. degree course was started in conjunction with the University and the four training Colleges in the City in 1944, St. Christopher's offered the course in Educational Sociology.

The institution was one of the first Training Colleges in India to cater to the inservice needs of teachers through its Department of Extension Services inaugurated in 1957.

The transition from the Secondary Grade Teacher Training to the Senior Basic Teacher Training in 1955 was smooth, as since its founding, students in St. Christopher's have been encouraged to be self-sufficient in meeting daily needs. The full time M.Ed. course was instituted in 1974, followed by the establishment of the Women's Studies Centre in 1976. The College was conferred the status of Autonomy in 1988. M.Phil was introduced in 1996.

The College has celebrated Silver Jubilee, Golden Jubilee, Diamond Jubilee and Platinum Jubilee, Eighty year celebration and ninetieth year in the years 1948, 1973, 1983, 1998, 2003 & 2013 respectively.

The College was accredited at Five Star level, the highest level, among the autonomous Colleges by the National Assessment and Accreditation Council in 2000 and received the National Gold Star Award by the International Business Council, Delhi for its outstanding achievements in 2001. Our College has been selected as the best institution for the Yeoman service in spreading St. John's Movement and received a memento from the Governor of Tamil Nadu on December 27, 2003.

The Women's studies centre established in 1976 responds to the needs of women and brings their problems into the life and concerns of the society. The centre focusses its activities on documentation, development of rural and urban women and research in promoting channels of communication among groups and institutions concerned with the welfare of women.

The need for a laboratory school where teacher trainees can observe young children led to the opening of the Nursery School in 1977. The same year, the college was recognized by the University of Madras as an institution for research work leading to the Ph.D degree in Education and enrolled its first candidate.

The little seed of 12 L.T. students and four members of staff housed in a small bungalow, is now a large tree which has branched out into the Ph.D., M.Phil., M.Ed., B.Ed., D.El.Ed sections, the Nursery School, the Department of Extension Services and the Women's Studies Centre. (**Appendix 6 A (a)**) .

The College with 12 L.T. students in 1923, is now having the strength of B.Ed. 160 students. The number of departments has increased from 3 in 1923 to 10 in 1993. At present we do offer D.El.Ed., B.Ed., M.Ed., M.Phil., and Ph.D in Education and nearly 17 credit based job oriented certificate courses, namely, Religious Education, Health and Nutrition, Journalism and Mass communication, Video Photography, Home Budgeting, Spoken English, Environmental Education, Gender Studies, Maintenance of Archives, Office Automation, Web Designing, Desktop Publishing, Photoshop, Cutting and Embroidering, Financial Accounting, Applied Mathematics and Laboratory Techniques in Biology.

Infrastructure Facilities were enhanced along with the students' strength and with the increase in the number of the courses and the special subjects. We have a spacious Computer automated Library with nearly 28,463 volumes, computerized examination unit, a well equipped gym and a unique Indoor Sports Training Centre. The college and model school complex covers 10 acres. We also have good hostel facility with spacious dining hall and well ventilated study hall.

The campus is filled with beauty, activity and the promise of tomorrow.

We are deeply conscious of the fact that the present has been possible only because of an inspiring past and the vision, dedication and generosity of innumerable women, who are a part of the Christophers family. The Alumni have given leadership and service in many spheres of life of the college.

In the words of our college hymn:

“Give us faith that ventures forth
Not content with well worn ways,
Eager hearts, prepared to meet
New adventures all our days”.

So, we keep marching forward and reaffirm our pledge to the continued pursuit of excellence and service to the community.

Criterion I : Curricular Aspects

1.1 Curricular Design and Development

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

The vision of the founder of this College was to establish and carry out at Madras or elsewhere in the Presidency of Madras, a training college for women graduates with a training department for women teachers of secondary grade where they may obtain on Christian principles, theoretical and practical preparation for teaching profession and serving the cause of education. This history and vision is informed to all the students of our college during the orientation class as soon as they join the college. It is also continuously reminded as they see it in the college calendar. The very meaningful college hymn composed by Miss. Kathleen Nora Brockway is instilled in the hearts of every student as they sing during the Morning Prayer in the chapel.

St. Christopher's College of Education trains student teachers to acquire knowledge of the methods of teaching their subjects, understand the professional techniques to develop teaching skills and apply the acquired knowledge in day to day life situations.

The students are also trained, to inculcate in them, communal, ethical, social, aesthetic, moral and spiritual values.

The college has aimed to prepare the students for leadership as responsible citizens, living with full consciousness of the multiple needs of communities, to inculcate discipline, to encourage growth in the Christian faith and to equip women to meet the challenges they face in being women teachers of tomorrow. Thus the College has a three fold function of teaching, research and extension work.

Members of the Management, the Principal, the Teaching and Non-teaching staff, Students and Members of Alumni Association work together to achieve the vision and mission of our institution. The College receives grants from the UGC and

the State government to support the implementation of the mission. The fee collected from the students and the continued support of the Alumni Association are also helpful in achieving the goals. The evaluation and guidance we receive from the Management is encouraging in striving towards the goals planned. The attainment of goals has been evaluated at the end of the year by students, staff and the Management and necessary action is taken towards better attainment of Goals.

The Founder Principal of our College, Miss Kathleen Nora Brockway, hoped that the college would be called St.Christopher's after the name of the saint who found God through helping a child. This dream of Miss Brockway became a reality and from then on the college functions with the name St.Christopher's College of Education with the motto **SEEK AND YE SHALL FIND.**

Vision

To provide women, special consideration being given to the poor and the needy with professional and general education of the highest order on Christian lines.

Mission

To train women graduates from Arts and Science Colleges to serve God and the Nation in their profession as teachers.

Mission is obtained by providing women graduates effective training for holistic development highlighting the following areas:

- Constitutional provisions on education
- National Policy on education
- Educational Provision for Minorities and disadvantaged students
- Equality of educational opportunities
- Value education
- Human Rights Education
- Philosophies of different Philosophers and their Contribution to education.
- Conservation of Environment
- Promoting peace education as they are future teachers shaping the children for nation building.

Aims and Objectives

To enable the women students

- to acquire knowledge in teaching each optional
- to understand the teaching concepts in each subject
- to apply the acquired knowledge of teaching in life situations
- to develop related teaching skills like problem solving, creative thinking
- to identify the values in each teaching concept in each subject
- to integrate values in teaching subjects
- to love one's own subject
- to have love and concern for pupils
- to inculcate good habits like
 - cleanliness
 - neatness
 - accuracy
 - adherence to truth
- to become responsible citizens
- to have patriotic spirit
- to instil in them communal, ethical, cultural, aesthetic, social, moral and spiritual values
- to maintain the standard and tradition of the institution
- to be an instrument of peace
- to be physically fit, emotionally matured, mentally sound, socially desirable, morally and spiritually good.

1.1.2 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).

There is periodic revision of curriculum once in three years. But necessary changes / modifications are made based on the feedback.

- Content analysis is done periodically.

- Each faculty has the freedom to update their part in the curriculum with expert guidance and also adhering to the unanimous decision taken in the IQAC meetings.
- Current trends in the field of education are taken into consideration.
- Based on the feedback from staff, students and experts, changes are made in the syllabus by presenting them in the Board of studies and Academic Council.

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

The recent global trends in teacher education are reflected by providing: Peace and Value education (as an elective)

- Soft Skills and Life Skills like communication and Computer Literacy (Effective Communication Skills (ECS) & Information Communication Technology (ICT) - Short term courses outsourced to Learning Links Foundation)
- Integration of technology into the curriculum (Computer Lab, Language Lab, AV Lessons using LCD Projector)
- Sharing of teaching methods & service learning through mails and blogs with students of the University of the South, Sewanee, Atlanta, USA.

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

Courses are provided on Environmental education, value education and ICT apart from incorporating peace education in every course.

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

Before making changes in curriculum, thorough browsing of on-line and off-line sources is done. The teacher Education syllabus followed in other colleges abroad like Concordia College, New York, Masters level Education Programme of Sydney, Australia are referred.

1.2 Academic Flexibility

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

Students reflect on the performance of their teaching at practice teaching time after each class, by writing a reflective log. They analyse their Strengths, Weaknesses, Opportunities and Threats. This enables them to introspect their teaching and improve their teaching competence also by consulting their mentors in the school, their peers and the teachers in the college as they meet for this purpose every week during weekends.

1.2.2 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?

Choice of the second special course is based on their allied / ancillary subjects in their degree classes. There is flexibility in the choice of the elective subjects, certificate courses, social service activities, the value education programme - Moral Education / Religious Education.

1.2.3 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.,

Students are given exposure on ICT, ECS and Family life education on specific & current topics. Practical component is introduced for the core courses also. Concept of peace education is incorporated in all courses in possible ways. Spoken English classes are also arranged.

1.2.4 How does the institution ensure the inclusion of the following aspects in the Curriculum?

i. Interdisciplinary/Multidisciplinary

- 1) Students are exposed to methods of teaching all the school subjects through the core course “Methods of Teaching and Learning” which is multidisciplinary in nature.

- 2) They practice new methods as a practical component. Student teachers try to adapt other methods of teaching to teach concepts in their own major subject.
- 3) Certificate courses provide them to have hands on experience with other disciplines which is not their subject.

ii. Multi-skill development

Multi-skill development is achieved through the following activities.

- 1) Micro teaching
- 2) Macro teaching
- 3) Assembly programme (Visual representation of subject topics every week presentation department wise.)
- 4) House Party (Houses wise)
- 5) Quiz Programme. (department wise)
- 6) SUPW classes (work experience, hand work & craft work)
- 7) Camp
- 8) Field trip
- 9) Information Communication Technology and Effective Communication skill Courses (ICT & ECS)
- 10) Preparation of improvised teaching aids and models.
- 11) Project Sports
- 12) Talents Day, Cultural activities
- 13) Celebrating important National & International days including Human Rights Day, Women's Day, World Disabled Day, World Food Day, UN Day.
- 14) Biblical costume competition to extend spiritual talents and scripture knowledge of budding teachers.

(Appendix 1.2.4)

iii. Inclusive education

An elective paper on “Education of Exceptional Children” is in the curriculum. The core papers “Educational Challenges in the Emerging Indian Society”, and “Educational Psychology” include units on special education. Visiting the physically

challenged, mentally challenged, visually impaired, deprived children and also senior citizens in the old age Home provide real experience for the student teachers

iv. Practice teaching

Student Teachers go for practice teaching for forty days to different schools. The skills involved in the art of teaching are initially exposed to the student teachers and the student teachers are non participant observers. Student teachers are trained in specialising the different skills of Micro teaching with the peer team. They are then exposed to the link lesson which is a combination of a few skills. This, they do with the peer team in the college.

v. School experience / internship

Student teachers get themselves involved in the following activities of the school during their internship.

- 1) Teaching
- 2) Writing lesson plans
- 3) Constructing Achievement test & Diagnostic test, conducting them and taking remedial measures.
- 4) Case study, Action Research
- 5) Organizing various co-curricular and extra-curricular activities with the guidance of the mentors in the schools.
- 6) Teaching moral / religious values to the school Children.
- 7) Preparing slides & Teaching an Audio-Visual lesson using LCD.

vi. Work experience /SUPW

SUPW classes provide them opportunities to work in groups as well as individually, preparing useful items which can help them to earn while they learn (ex.) textile printing, embroidery, wealth out of waste, preparation of improvised aids, cake making, candle making etc.

vii. Any other (specify and give details)

Other than the courses mentioned, we also provide

- 1) First aid classes conducted by St. John Ambulance Association.
- 2) Family Life Education classes conducted with the help of experts in the field.

- 3) Workshop by VITAL; the Value Integrated Teaching And Learning was planned and organized in three sessions, in small groups for our student teachers along with teacher educators.

1.3 Feedback on Curriculum

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

Feedback on curriculum is obtained from: the students, Alumni, Employers, Academic peers.

- Curriculum feedback is obtained from the students at the end of their course. The feedback is considered during syllabus modification / revision.
- The alumni who are also employers and experienced teachers employed in the different schools give their feedback on the current curriculum in practice and mostly on the practical aspect of it which serves as an essential and effective component of feedback for teacher education programme.
- Academic peers, who help us out in curriculum update, who also serve as question paper setters and examiners give an effective feedback on curriculum which is an imperative component for updation & enhancement of curriculum.
- Our College staff members who are on the board of the different disciplines in the University and autonomous colleges at different levels, get the input on their exposure to the different areas which serve as a stepping stone to enrich our own curriculum in the light of this experience.

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

- The feedback given being both descriptive and in the form of a rating scale which is subjected to analysis.

- The specific remarks given by majority of the students pertaining to any aspect of the curriculum / the individual teacher educator / programme / activity is given due consideration and weightage.
- The same is presented during the planning and evaluation committee meeting for the expert remark, constructive criticism and remedial steps / advice.
- The expert remark is made amenable through IQAC in which all the teacher educators are members and the plan of action is designed to be carried out during the following academic year by ratification through Board of Studies and Academic council.

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

- Since the College of Education is a single faculty department, every teacher educator in the college is a member of BOS & Academic Council.
- Every teacher educator has the liberty to make any modification / change/revamp the curriculum in the respective discipline.
- The Curriculum thus modified / changed / revamped is presented before the expert committee during the BOS meeting by the individual teacher educator. It is subjected to scrutiny / analysis / constructive suggestions and accordingly modified. The same is presented to Academic council for approval.
- This is a cyclic process. The syllabus once revised / modified is subjected to be normally followed for a minimum of three years to withstand the test of evaluation.
- The introduction of an internal component (Objective Type item) in the external examination provided and paved way for in-depth study in the student teachers in the various courses and they had favoured such initiation during the evaluation of the course.

(Appendix 1.3.3)

1.4 Curriculum Update

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

- With the rapid advancement in science and technology, the curriculum relating to Computer Education was revamped during 2009.
- Since considerations for revamping of the curriculum in other disciplines also need periodic revision; all the courses in the different programme were subjected to revamping - M.Phil in the year 2010, B.Ed. and M.Ed. in the year 2011.
- Revamping was made in the light of the demand in the present scenario and hence Peace Education and Value Education components were directly or indirectly introduced and induced in the suitable aspects of every course offered.
- The practical aspects were included for every unit in each course of the B.Ed. and M.Ed. programme.
- The suggestive literature for in-depth study and reference study were introduced and highlighted in the reference section for each course in the different programme.
- This promoted the students to appear for TET/SET/NET examination with confidence and the students are satisfied with the existing curriculum pattern.

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

An effective curriculum should not be static. There should be provision for flexibility / modification / revision / alteration / addition / omission and should be done based on proper and clear logical strategies which may be:

- based on students' feedback at the end of the course.
- Periodic feedback on the activities as it approaches completion

- Feedback received from external sources and stakeholders on the (process of the) course by evaluating our (product) output not only in the results of the final examination but also by the effectiveness of the performance of our student teachers in the various institutions, wherever they are placed.
- The demand for our products - since letters of requests are received from various schools far and near - the extension services department is entrusted with the task of planning / arranging / coordinating placement.
- Students of our institution attend the interviews in various schools even during the end of the course and this gives an effective feedback of the curriculum followed by the institution.

1.5 Best Practices in curricular Aspects

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

- IQAC meetings are held in which all the staff members are involved in discussing matters relating to improvement of quality and to introduce measures to improve quality in curricular aspects.
- The maximum mark that could be awarded for the best student in every course of the programme for the practical component (teaching) was arrived.
- A common Teaching Assessment Scale (TAS) was prepared and is administered to assess the various components in the teaching competency of every student.
- Reflective log and concept mapping is introduced in the planning of a lesson in each course.
- To enhance in-depth study, an internal component (Objective Type item) is introduced in the external examination of the semester examinations.
- Importance is given to peace & value education since they are future teachers who should shape the destiny of the nation in the class room.

- Student teachers are insisted to imbibe & practice discipline, punctuality, introspection, regularity and above all human ethos.

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

- The very introduction of the core paper on ‘Methods of Teaching and Learning’ is an innovative aspect which has not been introduced earlier in the teacher education curricula in the B.Ed programme.
- The very unique aspect of ‘Supportive Course’ which is an intercollegiate class – in collaboration with another college of education in the M.Ed. programme.
- Initiative taken as a pioneering effort to introduce the ICT and ECS courses in collaboration with a leading NGO.
- In addition to the academic input, the sense of experiencing a human touch is provided to every student teacher by providing an opportunity to experience and render service to mankind by exclusively encouraging them as part of a service organization(every Monday) like – Home for the Aged, Opportunity School for slow learners, Y.W.C.A. Girls’ Town, Nava Jeevan Centre (Y.W.C.A), Visiting the Aged (Y.W.C.A), Adult Literacy Centre (Shasthri Nagar), Helping the Blind Students – Lotus Hostel, Mylapore, ICOSA, YRC, Ranger Team of the Bharath Scouts and Guides and Rural Area Project at Irulipet near Karanodai which is nearly 25km from the college once a week, on Saturdays.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?*

With reference to the curricular aspects, remarks had not been made negatively in the first assessment report.

The objectives, vision and mission of the institution were suffice to maintain the standard of the institutions and the institution till date sustains its standard bearing the objectives, vision and mission.

2. *What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.*

The quality of education provided is enriched and enhanced through the introduction of new concepts, ideas and values relevant to teaching and methodologies. Some modifications are carried out wherever needed.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Since the establishment of Tamil Nadu Teachers Education University (TNTEU) in July 2008 by the Government of Tamil Nadu, the college is affiliated to the Tamil Nadu Teachers Education University.

Our College being a Government aided minority Institution, the admission procedure as per the government norms at present, 50% of the seats should be surrendered for admission through counselling.

The remaining 50% of the seats shall be filled by the Management and this is done by ranking the applicants in order of merit separately for the ten different departments and admissions are given based on merit, giving preference to Christians.

2.1.2 *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?*

- Applications are issued for the graduate (B.Ed) and post graduate (M.Ed.) programme as per the norms stipulated by the University and the Government.

- Most of our students are placed even before they complete the course, this serves as a good publicity and dissemination of information about the college.
- The demand for our college students as they finish the course for the valuable input that the Institution provides, escalates the invitation letters from the schools in and around and even outside Chennai requesting for good graduate and post graduate teachers in the various subjects.
- The standing record of every individual which vouch for the Institution's brand and quality – The testimonials – unique certificate issued by the institution which is the joint decision of all the staff members involved in shaping the future teacher after a very careful concern and open discussion speaks fully about every individual student teacher who completes the course, in a unique manner.
- The application forms are issued along with the prospectus which provides in detail very clearly about the programme offered.
- The college website www.scced.com also gives a clear picture of information in detail about the programme offered in the college. The specific programme planned in the course of the academic year are posted on the college notice board.

(Appendix 2.1.2, 2.1.2 a)

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

- The filled in applications received are registered date wise
- The data of every applicant is fed in the computer, major (department) wise based on the stipulated criteria by the University / Government.
- The applicants' data are arranged in the rank order.
- Then selection is made department wise based on merit, following the stipulated criteria.

- Being a single faculty department, every staff member is responsible for admission of students for the respective departments.

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

- The students admitted to our college whether through management quota or through counselling are treated equally. Their fee structure is the same.
- There is no additional fee / capitation fee laid to any category of students.
- Students who are identified as economically backward are enabled to avail possible Financial Assistance through State Government, UGC, Management and through Alumni Association, in addition to support from sister institution (scholarship to an old student of WCC who pursues B.Ed at STCCE) and also small amount contributed by a former staff of the college (in USA) to a deserving student, and also scholarship instituted by former staff members.
- Students from all over Tamil Nadu apply for admission to our college. Students from other states also are motivated and inspired to join in our college by going through our website (P.G. Student from Manipur).
- The 50% students admitted through counselling are mostly non Christians.
- Students whose mother tongue is not Tamil also are admitted to the college since the medium of instruction is English / Tamil as per students' choice.
- The college was started with an objective to serve the women of the country and hence only women students are admitted. But men are admitted at the research level leading to Doctoral degree.
- Physically challenged students are also encouraged by giving them admission. They are encouraged to fair on par with the others equally.

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

- Students' needs are assessed by eliciting from them about their expectation in this college during the orientation programme which is organised on entry in to this institution.
- Since the students in the B.Ed college are to be trained in the methodology and effective communication and transmission of information and Knowledge, it is inevitable to check on their knowledge of content in the respective discipline. So an entry level assessment is made to check their depth in understanding and logical reasoning of the school based content.
- The communication skill is assessed, initiated and enhanced during micro teaching before they are exposed to link lesson and teaching practice.
- Based on the above two assessment they are encouraged to take up internship in the different types of schools – based on their study back ground - Matric, State Board, Anglo Indian / Medium – English, Tamil / Standard – VIII, IX or XI according to their graduation / post graduation.
- Also based on the communication ability (Assessed through entry behavior test) varied levels of courses are provided in small groups.

2.2 Catering to Diverse Needs

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

- The core courses are common to all the students who join the programme.
- Students are divided into two groups (Manageable size) for the core courses with English / Tamil as medium of instruction.

- Students are also free to present their answers in English or Tamil medium though the medium of instruction is English.
- There are good library books available in both English and Tamil which the students can have open access.
- A variety of methods are being followed by every teacher educator in the different subjects which shall enhance involvement and participation of the students.
- Individual assignment is given to the students.
- Suitable practical component is included in all the courses in the different programme.
- Unit wise practical component is also included in the syllabus.
- During internship the gradual improvement is observed in their ability in teaching and it is monitored.
- Reflective log and concept mapping is introduced and encouraged for every lesson plan for each student teacher which is exclusively individual and independent work based on her own experiences with their group of students during internship.

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

- In the B.Ed. programme, there are four core courses and two core courses to be completed for the I and II semester respectively. In addition there is a third course in the second semester which is an elective and the student teachers are to select one of the six elective courses of their choice.
- Apart from the core courses which are common in each semester for all the students, they are basically graduates / post graduates in their subject of specialisation and based on their subject of specialisation they choose one of the two special courses and they become the respective subject graduate or post graduate teachers on completion of the course.
- To meet out such requirement, the college provides with the choice from 10 varied school subjects to train the student teachers in the respective

methodology. Of these, 8 are the secondary / Higher Secondary level courses and 2 are purely Higher Secondary level special courses.

- Accordingly as the students are graduates / Post graduates they qualify as secondary level / higher secondary level teachers.
- To provide for the graduate students, they can choose the second special course based on the subjects studied as the ancillary / allied subject.
- The post graduate students are enabled with the respective Paper II in all the special subjects.
- Apart from these the individual difference is taken care of by providing the choice of language in writing the theory subjects / teaching the subjects during internship.
- Also based on the availability and the individual competency to communicate, the standard and school for internship is allocated.
- The institution has a well maintained library.
- Technically functional laboratories – English, Tamil, Mathematics, Physical Science and Bio Science departments.
- Spacious campus with good infrastructural facilities.
- Good residential facility with single / common / Annex Rooms
- A good spacious dining Hall / A spacious well ventilated study hall.
- Games field and different courts including gym facility
- Indoor Sports training facility.
- Place for worship
- Audio visual Lab, Psychology Lab, Laboratory School and Model school
- Individual based assignments and remedial teaching is provided for slow learners.

(Appendix 2.2.2, 2.2.2 a)

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

The following are some of the activities inbuilt in the curriculum :

- Remedial teaching for weak students.
- Enrichment programme for talented.
- TET Coaching for all the students.
- NET Coaching for PG students
- ICT and ECS for all the students.
- Certificate courses on Religious Studies, Home Budgeting, Journalism and Mass Communication, Video Photography, Health and Nutrition, Office Automation, Desktop Publishing / Web Designing, Environmental Education, Maintenance of Archives, Spoken English, Spoken Tamil, Financial Accounting, Practical Mathematics, Computer Education, SPSS.
- First Aid Course,
- Ranger Team,
- Youth Red Cross,
- Social Service at
 - a) Y.W.C.A. Girls' Town
 - b) Nava Jeevan Centre (Y.W.C.A)
 - c) Visiting the Aged (Y.W.C.A)
 - d) Opportunity School (B.K.N)
 - e) Adult Literacy Centre (Shasthri Nagar)
 - f) Helping the Blind Students – Lotus Hostel, Mylapore.
 - g) Inter Church Service Association (ICSA)
 - h) Youth Red Cross (YRC)
 - i) Rural Area Project
- Socially Useful Productive Work (SUPW)
- College Choir
- Circle of King's Daughters
- Family Life Education
- Photography Club
- Choice of elective subjects.

- Choice of centres for service learning activities around the college in different organisations and service to the rural children / women of Irulipet Village.
- First aid classes and family life education classes.
- Participation in co-curricular activities like Assembly session & Quiz session department wise to bring out the student teachers' skills & talents.
- Through case study, action research projects and camp activity.

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

- Qualified teacher educators are appointed.
- Teacher educators are encouraged to undertake research projects, attend Seminars, Conferences, Orientation and Refresher courses.
- Training programme are conducted for the faculty members whenever needed.
- Encouraging them to update their knowledge through literature, providing internet facilities, encouraging them to use the journals in the library.
- Encouraging through financial assistance provided by the Management for research publications.
- Encouraging them to be resource persons, chairperson & helping students to part take in intercollegiate competitions & intra level competitions (department wise – Human Rights Day Celebrations)
- Students' feedback on teacher educators & curriculum framed by teacher educators.
- The varied methods used by teacher educators.
- Ability to command respect, appreciation & recognition from students.

2.2.5. 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?

Listed below are some of the practices which enable the student teachers to identify & apply skills related to diversity and inclusion.

- Group assignment and group competitions.
- Identifying and understanding the talents in others.
- Service learning activity – visit to the various service centres.
- Peer exposure during micro teaching skills.
- Practical component related to the methods of Teaching & Learning – core paper.
- Remedial teaching with peers – linking the bright / gifted to share knowledge / skills with others.
- House parties, House wise – competitions, games, department wise competitions.
- Coordinated effort in organising programmes like TNTEU-Zonal Level Sports and Cultural Meet – Organised by our college for the University.

2.3 Teaching-Learning Process

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

- The various methods used by the teacher educators.
- Writing assignments based on good use of journals.
- Assigning students activity based on internet information.
- Preparing innovative & creative models
- Using ICT to prepare audio visual lessons – using power point with information downloaded from net and with good animation.
- Organising competitions, creative writing, encouraging students to write original articles for publication.
- Awarding prizes for creative story writing

- Beginning the session by brain storming and giving surprise tests – solving puzzle, riddles – sharing some piece of current information.
- Carrying out individual / group projects.
- Encouraging students to participate in intra and inter collegiate competition.
- Conducting Quiz, observation games, doing practical work , predicting the outcomes, applying the experiments results in classroom situation / teaching- learning process.
- Internship for six weeks is a basic requirement of the course – towards which student teachers plan – prepare – execute and evaluate their lessons. Use of concept map and reflective log is encouraged and monitored by teacher educators.
- Carrying out action research project and case study.

2.3.2 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 participatory activities inbuilt B.Ed. in the programme for different courses enable the students to gain enriched and varied experience.

- In the core and special subject courses different methodologies are used by teacher educators.
- Involvement of students during teaching learning by elicitation and questioning .
- Individual assignments, seminars help the students for self management of knowledge and skill development.
- Team work, group activities, group presentation help the students to co-operate and coordinate with each other which results in better understanding and builds team spirit. It results in healthy competition among students.
- Conduct of academic related competition among departments (during Human Rights Day Celebration) Quiz competition conducted by each department for the students house wise.

- Development of skills, innovative thinking, creativity and application of knowledge attained, is enhanced by encouraging the students to take part in the department wise intercollegiate Talents Day competitions organised by the college.
- Micro Teaching, internship in schools, preparation of lesson plans, albums, reflective log, concept mapping, preparation of models and teaching aids for each lesson of their teaching during internship, Psychology experiments, A.V. Lesson and every component towards practical work – all involve the student teachers individually and is centred around their participation and individualized involvement.

2.3.3. *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.*

- Different instructional approaches are used by the teacher educators depending on the content and the students group involved in the transaction.
- Technology based instructional approaches are adopted
- Using OHP and LCD projectors making the process motivating and impressive.
- Enabling students to use projectors during their seminar presentation.
- Giving assignments which demands browsing and use of internet.
- Preparation of computer based teaching aids.
- Exposure to use technology individually in the best way as future teachers like, use of excel – for mark sheet, students attendance, simple statistical calculation, graphical presentation of students' performance and individual student's performance.
- Use of MS word – for preparing question papers, question banks etc.
- Power point for preparation of teaching aids.
- Experimentation – doing Psychology experiments – understanding the theory behind and applying the same.

- The core paper on ‘Methods of Teaching and Learning’ is an innovative and unique feature in the curriculum. The student teachers are exposed to almost all the methods of teaching – methods which are specifically identified for the different subjects – this core paper is taught to the student teachers using the method of team teaching. All the ten different subject teacher educators are involved in team teaching and the students are privileged to have such an exposure. This is an innovative and unique aspect followed in the curriculum.

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

- During the second semester of the programme, all student teachers of the B.Ed. programme are expected to teach a concept to the peer group by adapting a new method of teaching (not the traditional) which they had learnt in the first semester in the core paper ‘Methods of Teaching and Learning’.
- Apart from ‘Methods of Teaching’ the post graduate students in the B.Ed. programme learn the ‘Models of Teaching’ in the Second paper of their ‘Special Course’ using the theoretical knowledge thus gained with illustrations, they identify the ‘Models’ in which the different concepts in the subject of specialisation could be taught during their teaching.
- The P.G Students of the B.Ed. class who teach at the higher secondary level identify and try to use the various models of teaching based on the theoretical input.
- During demonstration lesson the student teachers are exposed to the different model lessons by the teacher educators in the different subjects and also by the mentors in the model school. This is the first exposure to the student teachers of the various skills to be practised in different combination and they are non participant observers and they need to make a note on what they observed.

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

- The students are first exposed to the theory part of micro teaching – the what and how of the process.
- The different micro teaching skills and their respective components are also taught to the student teachers including the suitable skills for the different subjects.
- They are then trained to write the lesson plan for practising one skill at a time.
- They practice a minimum of six suitable skills for the two special courses with their peers as students / observer in a cyclic manner under guided supervision by the teacher educator in the respective subject.
- The skills that are normally practised are – skill of set Induction, Motivation, Introducing a lesson, questioning, explaining, use of Chalk Board, stimulus variation, demonstration, experimentation, achieving closure etc.
- This is followed by practice of link lesson.

2.3.6. 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.)

- In the B.Ed. programme, practice teaching is considered as a crucial aspect.
- Students are equipped first with demonstration of lessons, plan of lessons and preparation of teaching aids before they are sent for this process.
- Student teachers are exposed to demonstration lesson by teacher educators and mentors.
- The Student teachers practice these skills one at a time during micro teaching and this is followed by a link lesson.

- Graduate Student Teachers are expected to teach a minimum of 8 lessons per week at the secondary level in the two special courses. The Post graduate students are expected to teach minimum of six lessons per week at the higher secondary level.
- Depending on the number of students to be observed in a department, the teacher educators plan to observe the required numbers of lessons, (one round) per week, and the rest of their lessons are observed by the mentors / school teachers.
- The IQAC comprising of all the teacher educators of our college decided to have an uniform Teaching Assessment Scale (TAS) and thus the TAS was exclusively developed by the teacher educators of our college. The scale thus developed is used uniformly to assess every student teacher both by the teacher educator and the mentor and the student teachers are made known of their performance enabling them to improve on the same.
- Apart from this, every Saturday the student teachers report to the teacher educators in the college with their reflective log for self assessment, guidance and improvement.
- As they are carefully monitored, their gradual improvement shall be observed in nearly 80 percent of the student teachers.
- During teaching practice, the student teachers are expected to plan, prepare and teach an A.V lesson using technology which only the teacher educators observe with a specific proforma for the same.
- Without loss of generality, the student teachers are assessed for their teaching based only on the uniform assessment by the teacher educators, though the suggestion given by the mentors are encouraged for improvement in teaching.
- Lesson plans and teaching aids are corrected and signed by the teacher educators before they could teach in the class.
- Assessment and allocation of mark includes also the skill in writing the lesson plans.

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

- A meeting of the head / Teacher incharge of the practice teaching schools is planned before the student teachers are sent for internship. One teacher educator is incharge for the school and they have a good rapport during the meeting to find the capacity of the school – that is the number of student teachers who could be accommodated. The total of 160 student teachers are sent to nearly 20 schools in the city around the college.
- Based on the assessment made by the teacher educators of the student teachers during micro teaching and link lesson, student teachers are allocated to the different standards (VIII, IX or XI) in the various schools and also based on the medium for teaching.
- The graduate student teachers are to teach two subjects – based on the two special courses chosen, at the secondary level and post graduate student teachers are to teach only one subject (their specialisation), at the higher secondary level. They do internship for 40 days.
- They plan for an achievement test to be conducted in the portion that they are allocated to teach.
- Based on their Blue Print, formulate the question paper with the guidance of the teacher educator, finalise it take copies to administer the test.
- The school students’ answer scripts are evaluated by the respective student teacher – distributed and remedial lessons are taken – marks are tabulated and guided by teacher educators for statistical analysis and interpretation of the scores.
- During the period of Block Teaching / Internship, the student teachers are expected to take part in all the activities of the school.
- Each student teacher is expected to undertake action research and a case study with the input given in the theory part.

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

- The practice teaching sessions / internship is planned for a period of 40 days as stipulated by the University norms and letter of permission is processed by the college specifying the period (dates) through the respective heads of the various schools to which the student teachers are to be sent for internship even before the start of the programme – as the calendar for the year is prepared.
- Initially a meeting of the heads / Senior teachers of the institution chosen for internship and the teacher educators incharge of the school is arranged in the college for a mutual understanding of the facilities available, accommodation capacity to allocate the student teachers, medium available in each standard, subject / group available at the higher secondary level to decide on the allocation of the student teachers to the different schools.
- The portion for teaching during internship and the time table for each student teacher is decided and fixed well ahead of time during teaching enquiries by the respective mentor to enable the student teachers to prepare their lesson plans and teaching aids.
- A separate consolidated time table is prepared by the teacher educator incharge of the school for all the student teachers allocated to different standards in each school.
- This enables the teacher educators of the different departments to plan out their supervision work, to observe their students in the different schools during the Block Teaching / internship period.

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

- The student teachers are allocated to the standards in the different schools based on their communication skill and strength in the knowledge of the content.

- They are equipped well by the teacher educators before they set out for internship.
- In the core paper 'Educational Psychology', knowledge of individual differences – the gifted and the slow learners, the heterogeneous nature of students in the class is provided to the student teachers.
- Through observations made in the practice teaching schools, the student teachers learn to manage the diverse learning needs of the school children.
- A gradual improvement is normally observed in 80 percent of the student teachers as they complete internship.
- The action research and a case study that the student teachers are expected to do also helps in better understanding of the children in the class.

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

- The recent initiative taken by our college was to enhance communication skills and the skill of using technology for every student teacher.
- A teacher should be a good communicator. Hence even in the beginning of the course, student teachers are divided into small groups and provided with an intensive course on effective communication skill.
- Also a teacher should be proficient and confident in the use of different methods, models and use of technology in the classroom. With this aim – a course on ICT – good use of technology is provided for the student teachers which enables them to be proficient in use of projectors and prepare teaching aids using computers.
- They are trained in preparing question papers and question banks using MS – Word; use Excel for preparing students' attendance, mark sheet and do simple statistical calculation, graphs; and use power point to prepare good animated teaching aids.

- Every student teacher is expected to plan prepare and teach one exclusive Audio visual lesson in their major subject using projectors like OHP / LCD / smart board during their internship.
- They are also encouraged to use these as teaching aids.

2.4 Teacher Quality

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

The Practice teaching plans are developed in co-ordination with the schools for which the student teachers are sent for practice teaching.

- The 40 days of teaching practice in schools i.e. internship is a requirement for the course stipulated by the Tamil Nadu Teachers Education University to which the college is affiliated.
- This slot of 40 days is decided as early as the calendar is planned for the programme during the academic year which mainly depends on the reopening date for the course as decided by the government and also the programme of the schools.
- At present the second term (October – December) in the school calendar is preferred by the schools and the teacher educators are by then able to prepare the student teachers for their teaching practice since the programme begins normally by second week of September.
- By August, letters are sent to the different schools (around 20 in number) requesting permission to allow the student teachers of our college to do practice teaching and the schools express their consent. For the Chennai schools which come under the corporation of Chennai, we seek permission for the schools and the number of students to be allocated to each school from the Education Officer.
- After thus finalising the schools for teaching practice each year; invitation letters are sent to the Heads, requesting for a meeting in the college even before the student teachers are sent for teaching enquiries. The teacher educators who are incharge for the different schools have a

good rapport with the representatives from the different schools. Then they finalise the allocation of student teachers in the different subjects towards sending for teaching practice to the different schools, standards and the medium.

- The convenient date and time for teaching enquiries is also finalised. Student teachers are well instructed and directed as to what all information they need to collect from the school by directly meeting the supposed mentors.
- The Standard, section, medium, number of students, (minimum of 30) time table, the location of the class, facilities / provisions available in the class room, the subject to be handled, meet the respective subject teachers for getting the portion to be covered during their practice teaching and to prepare the lesson plans and teaching aids, the detailed programme of the school during that practice teaching period - functions, common tests, anticipated holidays specifically for the school. The student teachers are strictly instructed to follow the modest dress code.

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

- The student teachers are allocated to the different schools according to their subject of specialisation, medium and the number of sections in the different standards (IX for graduates) and the group combination (XI for post graduate students).
- Each student teacher is allocated to one section of students (minimum of 30) preferably the same class (IX / VIII) for teaching both the subjects of specialisation in the case of graduate student teacher and a relevant group subject in the XI standard (minimum of 30) in the case of post graduate student teacher.

The student teachers are allocated to the different schools on the basis of following considerations.

- The number of sections (minimum of 30 students) available in each standard.
- The number of English / Tamil medium sections in each standard.
- The number of student teachers that the school proposes to accommodate from other Teacher Education Institutions. (since there are nearly 700 Teacher Education Institutions in Tamil Nadu).
- When the number of students in any class is large, and if the school agrees, the class may be split into groups (Minimum of 30 in each group) provided there are classroom facilities available.
- The number of student teachers allocated to a school shall be proportionate to the number of sections in the school.

(Appendix 2.4.2)

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

- The students are sent for teaching practice providing a good input and preparation by the teacher educators.
- After the teaching enquiry, the student teachers are guided to prepare the lesson plans for each lesson of their teaching practice by dividing the portion allocated for the full period of teaching practice in a systematic way.
- Each lesson plan should have the concept map.
- Each student teacher is expected to prepare a reflective log.
- Every Saturday, the student teachers are expected to meet the respective teacher educators for feedback and to prepare the lesson plan for the subsequent week in the light of their experience encountered in the classroom and the observation made by the teacher educator / mentor.
- Each class handled by the student teacher is observed by the teacher educator / mentor using the Teaching Assessment Scale (TAS) exclusively prepared for this purpose using which the progress made by the student teacher in the performance may be assessed.

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

- The model school attached to our college is an advantage to our Institution in this matter. Any updation, policy change, revision, modification, omission, addition in the curriculum is available as first hand information.
- The Extension Services department in the college is active and they sense the pulse of the teachers handling the subject when such changes are made.
- The teacher educators of the college in each department have a close link and rapport with the respective subject teachers in our model school.
- The teacher educators are provided with the orientation course of the recent developments like ABL and ALM method of teaching which in turn is passed on to the student teachers.
- The expertise of our model school teachers are made use of by inviting them to address the student teachers and give demonstration lessons for the whole group of student teachers.
- Policy decisions are disseminated by holding workshops and seminars.
- Right to Education Act 2009 – Implementation in the state of Tamil Nadu – A state level workshop was organised by the college in collaboration with National Coalition for Education (NCE) Delhi which also funded the project.
- The student teachers are also exposed to various relevant topics by inviting experts in the field – Equalisation of Education, Women’s Rights, Human Rights, Common curriculum.
- Policy directions which come out in papers are exposed to the students by putting it up on the Library and general notice board.
- Current news is also made known to the students by a student teacher (in turns) taking the responsibility of highlighting the day’s NEWS in the morning, during the attendance session.

- The letters / communications that are received from the various schools informing of their requirement of teachers / other details of vacancy positions are passed on to the student teachers by coordinating through the Extension Services Department.

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

- Model school attached to our college forms a part of our Institution.
- There is a close link and sharing of expertise between the teacher educators and our model school teachers.
- The meaningful interaction helps the teacher educators to update information relating to their respective subjects.
- When there is revision of curriculum / change in syllabus / updated edition of text books – the same is made available in the college general library / department library.
- The expertise of the teachers in the model school are utilised since they are provided exposure and training through the government / non-governmental organisations.
- Seminars and workshops are organised to enable the faculty and students to get familiarised with the recent developments.
- Dissemination of information through experts in the field during the formal meetings – Planning and evaluation, Board of studies and syllabus revision workshop.
- Gathering information through internet and updating knowledge by referring to current books and journals.

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

- The academic year is normally begun with a retreat for staff.
- Teachers' day is observed refreshing the responsibilities of Teachers.

- Teacher educators are encouraged to attend the orientation and refresher courses which are part of their professional requirement by enabling them to avail the 'on duty' privilege.
- Teacher educators are encouraged to attend conferences, seminars and workshops to enrich their knowledge and gain exposure, by sponsoring the registration fees.
- The promotional policies as stipulated by UGC regulations are followed and teacher educators are encouraged to go up the ladder.
- Management has taken policy decision to encourage and improve research culture among the teacher educators of the college.
- Work shop, seminars and conferences are organised in the college, by the college at the State level , National level and International level encouraging the teacher educators not only to participate but also to gain ability and experience to organise the same.

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

- Services of the staff of the college rendered to the community through the college is given recognition.
- Staff members are encouraged to take up assignments which will develop the individual staff members to climb up the ladder.
- Individual staff members are encouraged (made obligatory / mandatory) to present / publish atleast one research paper annually.
- Management has taken a policy decision to offer cash award of Rs.20,000/- (Rs.5000/- each) for four members of teaching faculty who publish research articles in national journals with ISSN every academic year. Infact for the publication during the academic year 2012 – 2013, the award is given during 2013 – 2014. Two staff members bagged the award and was given during the 90th anniversary celebrations of the college.

2.5 Evaluation Process and Reforms

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

- Student teachers should be provided with a conducive environment where the objective of the course and mission is fulfilled to step forward towards achieving the vision of the Institution.
- To this effect, indirectly the management and directly the teacher educators who are responsible for effective implementation of the process, should identify the obstacles / barriers that may happen and also probe into the cause of these stumbling blocks.
- Effective steps taken to nip it in the bud.
- Periodic feedback from the students on the different activities / Course of the programme.
- The student teachers of the college are divided into small groups of 10-12 under one staff who is the advisor (who is not their subject teacher) and they meet over tea once a month to share and discuss the happenings during the previous month both positive and negative aspects mostly on a Friday.
- The follow up of this is taken up during the following staff devotions that we have on Mondays.
- Steps are discussed to enrich and continue the positive aspects and to improve / eradicate the negative situation.
- The institution has good spacious well ventilated rooms which provide a good ambience for favourable learning to take place.
- The environment is eco friendly and pleasing. Students are encouraged to preserve the environment.
- Two big halls for core course classes and ten separate rooms for the ten special courses are available. There are Laboratories cum lecture rooms for languages and science subjects. There is a separate laboratory for mathematics. Language laboratories are available with updated software for enriching spoken English and Tamil.

- Each classroom is provided with OHP and computer facility with internet connection.
- LCD facility is available in most of the rooms and provision is made for common use also.
- Smart boards are also made available for demonstration lessons.
- M.Ed. class room is equipped with LCD apart from five computers with internet connectivity.
- All the teacher educators in the 10 departments are fully qualified as per UGC requirement in the approved post including Education, Librarian and physical directress, except in the Tamil Department.
- Six of the sixteen staff members including Principal are Ph.Ds and two staff members have submitted the Ph.D. thesis, two are yet to submit, five staff members have registered for Ph.D. of which three are NET qualified.

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

- Various assessment / evaluation processes are used for assessing student learning and it is left to the individual teacher educator to decide to use in different combination.
- The various assessment process normally used are tests – short test, long test, objective type test, announced tests, Assignment, Seminar, Project, Practical work, Model exams.
- The Pattern of continuous comprehensive evaluation (CCE) is followed.
- Teacher Educators plan out the evaluation for the internal assessment in the different courses in consultation with the student teachers so that the tests do not overlap.
- The sum total of their performance reduced to 40 is the internal component earned by the student teacher in each course.

- The model exam is conducted for every course before each semester exam and 25% of the marks attained is included for internal assessment before reducing to 40.
- 60% of the marks – the external component – is earned by the student teacher in every course. This external component is attained through the final semester examination which is for 100 marks written for 3 hours in turn reduced to 60.
- An internal part comprising of Objective Type items is introduced for 20% marks in the external examination. The Objective Type items are selected by the respective teacher educator handling the course from the question bank generated (enriched periodically) for each course and the correction is also done internally. The external part for 80% which is purely descriptive, items are set by external examiners and also evaluated by them.

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

- The marks attained in the evaluation by every student teacher is made known to them and also their attainment in the internal component out of 40 is made known to the student teacher and they sign in the internal marks register for every course thus making the whole process transparent.
- Since every component towards CCE is made known to the student teachers in every course, they are alert about their performance and guided towards improvement.
- Individual and Special attention is given by the teacher educators to the extremes in the group – gifted and backward.
- The common mistakes are highlighted and corrective measures are taken.
- Peer group tutoring is encouraged.
- Remedial coaching is offered.

- Students' performance is taken into consideration for curriculum transaction by duly modifying the methodology, type and pattern of test in continuous evaluation if necessary.

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

- The student teachers are encouraged to use technology in seminar presentation and effective use of technology is assessed.
Technology is used in:
 - the preparation of Objective Type question papers.
 - the preparation of mark sheets for semester exams.
 - the preparation of question papers for model exam.
- Question papers for semester exam are made ready in the examination unit for all the courses and programme.
- Tabulation of marks and preparation of consolidated mark sheets.
- Preparation of individual mark sheet for each semester including the practical examination mark sheet.
- Student teachers are trained to use computers effectively in preparation of - students' attendance, student's mark sheet – simple statistical calculation, graphical representation of performance and preparing the question paper for the achievement test during teaching practice.
- The statistical calculations for the marks obtained in achievement test is used in their test and measurement file.
- Suitable Software are used in the examination unit to make the processing of examination marks easier, quicker and accurate so that the mark sheets including pass certificate are processed and got ready at one stroke.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

- The very inclusion of core paper on 'Methods of Teaching and Learning' taught by the method of team teaching is an innovative and unique feature in our college.
- Making every student proficient in ICT and ECS (effective communication skills) through small group training. The student teachers are enabled to make an effective use of computer as future teacher, including creating a mail Id for each of them.
- Inclusion of internal component for 20% (objective type questions prepared and evaluated internally) in the external examination.
- Use of LCD and Smart Board during practice teaching.
- Inclusion of concept map and reflective log in the lesson plan preparation
- Various methods are used and adopted – group discussion, seminar, brainstorming and peer tutoring.
- use of Teaching Assessment Scale (TAS) prepared by the teacher educators for assessing the teaching skills of the student teachers.

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

- Student Teachers are exposed to the different methods of teaching through the core paper on methods of teaching and learning.
- As a result they are able to identify and adopt a non traditional method / innovative method to teach a concept in their subject.
- Inclusion of internal component in the external examination enhances the integrity of teacher educator and also add to the objectivity of the examination process.
- Exposure to ICT enables the student teachers to prepare good teaching aid using technology.
- Providing ECS enhances the student teachers communicative skill.

- Use of technology by the teacher educators encourages the student teachers to voluntarily use technology in their presentation.

Additional Information to be provided by Institutions opting for Re-accreditation / Re- assessment

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?*

- In the light of several students joining the college as first generation learners with rural background, the system of video recording the micro-teaching practice of the student-teacher and replaying the same to the candidate may be adopted for effective training of the student to become a good teacher.
- The effort made by Geography department for integrating theory with practice in observing and documenting the temperature and rainfall needs to be enlarged for the observation of many other parameters.

2. *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.*

- As per the suggestions given by the NAAC peer team, the college has realised that there are first generation learners with rural background. Hence the teacher educators have taken steps to video record the various teaching skills practiced by the Student Teachers at the time of micro teaching. In turn the student teachers are able to observe their own teaching and have adopted SWOT analysis to improve their teaching.
- In addition to the observation of temperature, rainfall and humidity, the students collect other parameters like speed of the wind, cloud cover, sun rise and sun set for each day in Chennai and present the weather report using the symbols in order to integrate theory with practice meaningfully.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

- Teacher educators are encouraged to take up research, present and publish papers in education related journals.
- It is insisted that each teacher educator should present atleast one paper annually.
- They are also encouraged to pursue research leading to doctoral degree
- Teacher educators with doctoral degree are encouraged to take up guideship
- The management had taken a policy decision by giving an award of Rs.20,000/- every year (Rs.5000/- each for four staff members) towards research publication in a national journal with ISSN. Two Teacher Educators have received an award of Rs.5000/- each for 2012 – 2013.
- Each teacher educator is entrusted with the responsibility of guiding research scholars leading to M.Ed degrees.
- Teacher educators with guideship, take up guiding the research scholars leading to M.Phil. / Ph.D. degrees.
- Teacher educators are encouraged to submit minor / major project proposals to UGC and other Agencies.

(Appendix 3.1.1)

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

- At the graduate level, each student teacher, Action Research is taken up by each Student, during teaching practice in their subject related aspect.
- The student teacher is also required to take up a case study and arrive at the inference.

- At the post graduate level, each student is required to take up a research on the topic of their interest and encouraged to take up a topic of current problem which demands a solution.
- Similar situation is encouraged at the M.Phil and Ph.D levels.
- The main thrust areas of research are health, value related topic, psychological aspects, current issues, environment etc.
- College Research Journal (Beyond Horizon) is published with ISSN biannually.

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

- Every graduate / post graduate student teacher at the B.Ed. level is required to take up Action Research in the topic of their own discipline during their teaching practice.
- The theoretical knowledge of action research is exposed to the student teachers in one of the core papers – Evaluation, Elements of Statistics and Research.
- They attain the knowledge of the steps involved in action research and they are guided by the teacher educator.
- Student teachers were able to identify the problems in the classroom situation – formulate the remedial steps identifying the cause for the problem – take remedial measure to solve the problem.
- Pre test, post test method is used to see the improvement in achievement.

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

- Teacher Educators are encouraged to enrich their experience by attending and organising conference / seminar / workshop and the related information is enclosed.

(Appendix 3.1.4)

3.2 Research and Publication Output

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

Instructional materials are used by the institution for enhancing quality of teaching.

- Language Laboratory software
- Study skill software
- Programmed learning material
- Laboratory material – manual / direction, teaching aids.
- Psychology experiments equipment
- Preparation of modules, models, CD, Power point, Charts, teaching aids, improvised teaching aids on different concepts in the various subjects.
- use of smart boards
- Interactive CDs
- Tools developed by the student teachers in the post graduate course, with the guidance of teacher educators.

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

Since the college is a 90 years old institution, we have good collection of books / tradition / and the modern / recent literature which helps in developing good instructional material. The materials and facilities made available are

- Literature
- Encyclopedia
- Computers
- Text books
- Interactive CD
- Language Laboratories
- Laboratory equipments, demonstration classes for preparing teaching aids.
- Internet connection, to browse, download information.
- Psychological tools.

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

Every year student teachers are encouraged to prepare materials to be used in OHP and LCD.

- Student teachers are provided with the knowledge and use of interactive CD.
- Every student teacher is expected to prepare an A.V. lesson to teach a concept in their subject of specialisation using LCD. (major subject)
- Teacher educators use technology to deliver subject matter to the students.
- Preparing invitation cards / programme cards
- Collection of Hymns – CD to be used during worship in the chapel.
- developing mail id for each student teacher.

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

a. Organized by the Institution / training provided to the staff

- Retreat for teacher educators - ideas to prepare materials for value educators.
- Workshop on syllabus revision
- Workshop on generating MCQ for special and core subjects.
- Workshop on research methodology – gain guidance to venture on new avenues for research.
- Seminar on Right to Education – gain input about the concept with practical experience in different place / situations.
- SPSS – training programme for staff and students - develop mind map towards steps to use SPSS
- International conference - collection of research articles presented.

b. Attended by the staff

Staff attended various workshops and training programmes for development of materials.

(Appendix 3.2.4)

c. Training provided to the staff

The above mentioned in (a) and (b) are aimed towards training the staff.

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

Teacher Educators are encourage to publish papers / articles in journal to enhance research culture and the list of the same is enclosed.

(Appendix 3.2.5)

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

- Gold Star Award was received on 4th May 2001
- John Ambulance award was received on 27th December 2003.
- Award given by the management for more than 20 years of service in the college.
- Cash Award for Research Publications.

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

- Proposal was submitted to UGC and the proposal for the minor project (Interdisciplinary) is approved with a financial assistance; to be carried out during 2014 – 15.
- The minor research activities conducted towards publication is enclosed.

(Appendix 3.2.7)

3.3 Consultancy

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

- The Teacher educators of our college provide consultancy services. Apart from these, the institution provides accommodation / venue for consultancy services to various organisations like Karunaya University, TNOU counselling for admission, RMSA – workshop for training the trainers.

- Teacher Educators are members on the U.G. Board of the Tamil Nadu Teacher Education University and Madras University for framing curriculum.
- Teacher Educators are members on the P.G. Board of the Tamil Nadu Teacher Education University for framing the curriculum
- Principal – member of the Academic council of the Tamil Nadu Teacher Education University; IASE – Saidapet; YMCA College of Physical Education and TNOU.
- Principal – member of the Governing Board of Meston College of Education
- Principal - Member of the Assessment committee for the affiliation of Ph.D. programme (full time) to Ramakrishna College of Education, Coimbatore and to Lady Willingdon, IASE, Chennai - 5.
- Teacher educators served on the committee for grant of affiliation / extension of affiliation to self financing colleges of education affiliated to Tamil Nadu Teacher Education University.
- Principal served on the NAAC peer team as member and member coordinator to assess colleges of education and physical education
- Teacher educators provide consultancy services to the B.Ed. students of TNOU through distance education and our institution is one of the study centres for the B.Ed. programme of TNOU.
- Staff members serve as member of the Editorial committee of the Research Journal of the other Colleges.
- Teacher educators are invited to serve as resource persons, judges, chief guest for different occasions in various colleges and in schools.
- Principal served as Viva Voce examiner for the award of Ph.D. (Education) to the candidates of Madras University.

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

Yes, since they are competent they are vested with these responsibilities by the concerned authorities in the different organisation and the Institution encourages the Teacher Educators to render such services availing On Duty privilege.

- The Institution is an autonomous college for the past twenty five years.
- Teacher Educators are question paper setters, Evaluators and Board members for passing the results not only in the different autonomous colleges but also in the Tamil Nadu Teacher Education University.
- Teacher Educators also serve as examiners for the practical examination in the different colleges. (Autonomous and self financed colleges.)
- Teacher Educators serve as chair persons for the national and international conferences in other colleges of education on invitation.
- Teacher Educators serve as judges for the competitions conducted in various fields in schools and colleges.
- Teacher Educators are invited as guest speakers on different topics by the different institutions.
- Teacher educators are invited as resource persons for conferences and workshops and also in the orientation programme organised for the freshly recruited lecturers in Arts and Science Colleges.
- Experts in generation of Question bank for Staff Selection Commission.
- Principal – Question Paper Setter and Evaluator for SET exam, Bharathiar University.
- Principal served as Viva Voce examiner for the award of Ph.D. (Education) to the candidates of Madras University.

(Appendix 3.3.2, 3.3.2 a)

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

The revenue is for the expertise of the individual staff members and each of them are individually benefitted monetarily.

- In the areas of common commitment on the Institution as a whole, all the stake holders are benefitted as per the prescribed norms of the organisation.
- X batch of students of TNOU currently undergo the B.Ed. programme in our college as it is a study centre for the B.Ed. distance education programme.

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

The meagre revenue generated is used for maintenance purpose.

3.4 Extension Activities

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

- The Institution extends service to the community in all possible ways. It is coordinated and channelized by the Department Of Extension services which is full-fledged and active in the college with approved staff members exclusively for the purpose.
- The Extension services department extends their activities mainly to the teachers who are in service. They organise workshops and seminars
- They plan out their activities throughout the year suitable to the convenience of the teachers who are inservice in the schools at different levels based on their need and requirement.
- The Extension Services Department also coordinates the service to the community that could be rendered by the teacher educators and student teachers of the college.

- The Student teachers of the college divide into smaller groups. Each group with a teacher educators' guidance after college hours every Monday visit the different social service centres like – Adult literacy centre at Sastri Nagar, Opportunity school for slow learners, Y.W.C.A. Girls' Town, Nava Jeevan Centre (Y.W.C.A), Visiting the Aged (Y.W.C.A), Helping the Blind Students – Lotus Hostel, Mylapore, ICOSA and YRC.
- On Saturdays one group of students (on rotation) with a staff member visit the Irulipet Village near Karanodai, which is 25 km from the city to render services to the children and women of the area on various topics.
- Seminars, workshops and conferences are organised in collaboration with the various organisations like Tamil Nadu Teacher Education University (TNTEU), National Coalition for Education (NCE), International Association for promotion of Christian Higher Education (IAPCHEA), Colleges and Universities of the Anglican communion (CUAC), All India Association for Christian Higher Education (AIACHE) and VITAL at the State, National and International level.

(Appendix 3.4.1)

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

- The main aim of this service rendered by the Institution is towards providing service experience for the student teachers who are future teachers.
- They need to understand and experience the reality - the common and also varied backgrounds from which children come to the school for learning.
- Experience and understand the Psychology of children, from poor economic background, broken homes, single parent, orphanages and without proper facilities.

- This enables the student teachers of the college to render services to the needy, inculcate in them service mind which is essential for teachers.
- To be empathetic when they encounter children with disabilities.
- During assembly programme, guest lectures are organised with doctors and lawyers as resource persons in matters relating to women's health, legal rights etc.,
- Free eye check up for students and staff – Vasan Eye Camp.
- First Aid Education in collaboration St. John's Ambulance Association.
- Family Life Education by experts from outside.
- Feed back is got from the various organisations to review the services rendered and to better the performance to suit their requirement. (service learning)
- Institution - school net working is mainly for the Model school and the Laboratory school attached to the college.

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

Our student teachers are already engaged in community services in eleven social service centres. This will be expanded further modifying the activities in the same centres and also would like to extend our services to other centres and organisations where our services are needed.

- The College has as a future plan to provide training in sewing, candle making, preparation of phenol and other related services to the maintenance staff of the college and to the deserving mothers of Bentinck school children (Model School). The student teachers who show interest in the above activities would be taught first which they would render to the community.
- Adult literacy programme would be introduced to the maintenance staff of the college in the college premises. A group of student teachers would be responsible for this programme under Community Orientation.

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

- Our Institution is a College of Education and the programme offered by the college is just for one year.
- With this short span, the projects undertaken are continuous in nature and hence they are continued every year to the beneficiaries in the various organisations with the current batch of student teachers.
- Each batch of student teachers are provided with such service learning experience and it is a great input that our institution could provide to the community through our student teachers and who are future teachers.

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

- The student teachers are first provided with the knowledge of the various centres which are available to render their services, the requirements in the various centres, the inmates of the centres, the nature of service they may need to render and the qualification (specifically if any required).
- Then they are asked to make a choice to render their services.
- The student teachers are made to reflect on their experiences encountered with the inmates in the various organisation.
- Recall their experience and feelings during their service.
- Identify the specific services rendered for the benefit of the others.
- Imbibe the social reality they need to face when they are to serve as teachers in the outside world.
- Student teachers realize what the community expects from them.
- Student teachers realise and experience what the children / students / parents look upon from them.
- Student teachers realise and understand the great responsibility that they need to undertake in their profession as teachers – sacrificial love and relentless service.

- Social and Citizenship values are developed through Bharat Scouts and Guides Camp, Youth Red Cross and Rangers, Celebrating Human Rights Day, Environment Day, UN Day, World Food Day, International Women's Day, Aids Awareness, Independence Day and Republic Day.

3.5 Collaborations

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

Institution has collaboration with national level organisations, ultimately aiming towards the benefit of stake holders at large through the various activities organised through the different programme offered.

- | | | |
|----|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | All India Association of Educational Research (AIAER) | <ul style="list-style-type: none"> - Collaborate to conduct workshops and seminars. - Establishment of “Teacher Education Resource Centre”. |
| 2. | National Coalition for Education (NCE), Delhi | <ul style="list-style-type: none"> - Conducted a State Level Seminar on ‘Right to Education Act 2009’ Implementation in the State of Tamil Nadu funded by the organisation. |
| 3. | All India Association for Christian Higher Education (AIACHE), Delhi | <ul style="list-style-type: none"> - Organised seminars and workshops and conferences in collaboration with the organisation - Principal is an Executive Board member of the organisation |
| 4 | St. John Ambulance Association | <ul style="list-style-type: none"> - Coordinate and conduct First Aid classes for the student teachers and they award the certificates to the students of the college. |
| 5. | Statistics Department (MCC) | <ul style="list-style-type: none"> - Organised training programme for M.Ed., M.Phil and Ph.D students |

- on SPSS
6. Learning Links Foundation
 - Learning Links Foundation is the Education wing of Intel. In collaboration with Learning Links Foundation, the college provides two short term courses to the students of B.Ed and M.Ed programme, viz ICT (Information Communication Technology) and ECS (Effective Communication Skills) on Technology and Communication Skills.
 7. NKT College of Education
 - Inter Collegiate supportive course for the Post Graduate Programme.
 8. Evangelical Teacher Fellowship, (ETF), Hyderabad.
 - To conduct retreat for teachers.
 9. Tamil Nadu Teacher Education University (TNTEU)
 - It is the affiliating University since its inception in 2008. Our College had organised Principals' meet of the colleges affiliated to the University in Chennai region.
 - In Collaboration with the University, our college conducted a seminar on 'Research in Education' for the teacher educators of the affiliating colleges in Chennai region.
 - Our College Serves as one of the centres for TNTEU to conduct B.Ed and M.Ed degree examination 2013.
 - The Zonal Level Sports and Cultural meet 2014 of the TNTEU was organised by our college on 23.03.2014.

10. Tamilnadu Open University (TNOU) - TNOU had identified our college as one of the study centres for conducting the B.Ed programme through distance mode. It is a two year programme. X Batch of students have joined the programme in January 2013.

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

- The institution has collaboration with few organisations at the International level which elevates the level and standard of the Institution. The experience provides a good exposure, widening the knowledge and deepening the understanding of different cultures and paved the way for mutual sharing enabling better linkage with our institution.
- The faculty of the organisations / colleges abroad visited our college and it was mutual sharing of ideas, experiences and expertise.

- Colleges and Universities of the Anglican communion (CUAC)
- Our institution is a member college of the organisation.
 - Principal of the college gets an opportunity to attend the triennial conference for Principals, organised by CUAC. Last triennial conference was in USA on the 'theme' "Sustainability – A new context for higher Education" Principal attended the conference and presented a paper on "Role of Teachers in Sustaining Values". It was published in the International Journal of CUAC.

- This enhances contacts & mutual sharing and understanding. The Chairperson and General Secretary of the organisation in turn came to our college during their visit to India. This paved way for mutual understanding sharing of expertise among CUAC member colleges. A team of 15 from Kittel Arts College, Dharward visited our college in March, 2013 and we had a mutual sharing of experience and practices.

- A meeting of the principals of member colleges in India was organised and hosted in our college.

Concordia College, New York

- The principal of our college had an opportunity to visit Concordia college, New York and meet the Principal and the faculty of the Department of Education.

They in turn visited our college in July 2012. The faculty of both the colleges had the sharing of curriculum to probe into the possibility of exchange programme. They had started the P.G programme in Special Education in 2012 – 2013

IAPCHEA

- International Association for promotion of Christian Higher Education (IAPCHEA) is an International organisation with which our institution has a good collaboration, being a member college.

The principal attended the “conference of the principals of Christian Colleges in India” conducted in Colombo, Srilanka.

The Principal was selected to represent India

for its International conference held in Darwin, Australia to participate in the scholarly symposium organised jointly by IAPCHEA and NICE as part of 'Educating for Tough times, the International Transforming Education' and presented a paper on 'Contribution of Christian Institutions in India to Teacher Education'. The College Organised an International conference assisted by IAPCHEA on "Towards Excellence in Education" in August 2012.

UBCSEA

- United Board for Christian Higher Education in Asia is an International organisation which encourages projects on current issues to be undertaken by its member colleges. Our College has undertaken projects sanctioned by the organisation.

University of the South, Sewanee,
Atlanta, USA

- College has contacts with the University of the South, Sewanee, Atlanta, USA. Principal visited the University and the staff of the Computer Science department visited our college, with the initiatives taken by the University of the South, Sewanee, the college has submitted project proposal towards OSI (Obama Singh Initiatives).

- An International link has been established between the students of the department of Education, University of the South, Sewanee, USA and the Students of St.Chrisopher's College of Education to share their experience in

teaching and in community service
through mail and blogs.

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

a. Curriculum Development

- The link with the National and International level organisation provide for wide exposure, knowledge of the curriculum which the other institutions follow (Concordia, New York and NICE, Australia) in the P.G. programme to probe in to the possibility of any exchange programme / International programme.

• Teaching

- The methods of teaching that we do not normally use – more of student centred – self study – wide reading – wider use of technology – more of field work are made known and teacher educators try to adapt the best of it to our situation.

• Practice Teaching

- Students abroad under take teaching even nearer to home towns and for a longer duration since the programme is for a longer duration. The graduates abroad teach only the primary level. Here, in India, at present the graduates can teach even from sixth standard. More of practical situation and group learning is involved abroad but here we mostly try to individualize learning.

• Research

- The research oriented projects abroad are inbuilt and it becomes handy and it forms a part and parcel of any course. Here we need and consider some minimal level to undertake the same. At least the approach and the lot we do can be renamed to give a research orientation.

• Consultancy

- The exchange of ideas and mutual understanding has paved way for sharing of experience and expertise through mail and blog which promotes better sharing of culture and relationships which paves way for

international understanding and promotion of good practices to learn and follow from each other.

- **Extension**

- Students have a chance to share their feelings and experiences and are motivated to serve the community in a competitive way as they compare and see what they do, they visualise what they can do? And how better? The horizon of services and vision expands and deepens to be more realistic and practical.

- **Publication**

- The experience they gain as they visit, the sharing of reality with pictures enables publicity and better bondage. The standard presentation is published as article.

- **Student Placement**

- Student get the view of the prevalent situation in the National and International scenario.
- The wider opportunity that is available which will better suit their choice is made known.
- Students are encouraged to take up job in other places and even abroad and our college provides necessary information and details of the programme the student teacher underwent during her course to enable placement world over.

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

The Institution has its impact on the community through direct or indirect linkages

- By preparing and training the student teachers effectively who will inturn serve the community at large.
- The student teachers are responsible for the future of the country since the destiny of the nation is shaped in the class rooms.
- The college coordinates with the school sector to provide with an effective and enriched teaching practice during their internship for the

student teachers. There is mutual benefit since the student teachers are part of the school and part take in all the activities and programme of the school. This helps the student teachers with a good pre service experience during the programme.

- The student teachers are also provided with opportunity to service learning by experiencing and rendering service at the different social service organisations by visiting the inmates in small groups every Monday after college hours. They experience reality at the different centres which is a sample of the community they need to face in the outside world. Their mind is tried to set towards service to community and they learn to understand that teaching is relentless service to the community.
- This experience should result in a positive outcome since it will have a ripple effect since teachers are believed to affect generations.

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

The IQAC meet as often as it is felt necessary and required. It is mainly need based.

- The teacher educators felt the need for having a common yardstick to assess the student teachers during their practice teaching and this resulted in the preparation of Teaching Assessment Scale. This scale is commonly accepted by the teacher educators and is agreed to be used to assess every student teacher in all the subjects. This copy was provided to every student teacher to enable the teacher educator / mentor to assess individual's teaching skills uniformly.
- A meet of the H.M / senior teacher who is incharge for internship programme in the different schools is organised by the college to have a better coordination of the teacher educator incharge of the school with the school authorities.
- Every school chosen for providing internship is coordinated through one teacher educator. They have a good rapport with the school teachers

who are incharge for this internship programme and they coordinate for a smooth and effective happening of this internship programme.

3.5.6 *How does the faculty collaborate with school and other Institutes - College or university faculty?*

- The institution provides a lot of opportunities for teacher educators to have a good rapport to collaborate with school, other colleges and university faculty.
- The institution arranges for a meet of the teachers of the schools chosen for internship and the respective teacher educators who coordinate with the different schools.
- They mutually decide on the number of students, the subjects, programme of the school during internship and coordinate the activity.
- Teacher educators also collaborate with the faculty of the other colleges as we organise seminar / workshop / conference which are academic oriented.
- The faculty also under take university assignments during which they meet the faculty members of other colleges for mutual concern and sharing.
- When the workshop / seminar / conference are organised / attended by the teacher educators; there is mutual sharing and coordination for the success of the programme.
- Our college teacher educators were members of the organising committee during the International conference organised by the Tamil Nadu Teacher Education University in June 2013 on the Theme 'Generation Y Learners - Approaches and Strategies'.

3.6 Best Practices in Research, Consultancy and Extension

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

Research

- The Opportunities are provided by the institution to enable faculty to initiate and involve in research related activities like FDP, providing leave on duty, enabling to attend seminars and conferences.

- The initiative of the Management with the financial award every year to four faculty members for their research publication at national level journal with ISSN.
- Encouraging students to undertake need based research on current issues.
- A biennial Research Journal 'Beyond Horizon' is published by college to expose, enhance and enrich research culture in the college.

Consultancy

- The institution being an autonomous college for the past 25 years provides a good service for other upcoming institutions.
- Religious Studies, Home Budgeting, Journalism and Mass Communication, Video Photography, Health and Nutrition, Office Automation, Desktop Publishing / Web Designing, Environmental Education, Maintenance of Archives, Spoken English, Spoken Tamil, Financial Accounting, Practical Mathematics, Computer Education and SPSS are the Certificate Courses offered by the college.
- The new upcoming colleges of education have visited the institution to get input and ideas on the infrastructural facilities, details of the practices, and expert guidance. Students of other colleges also come to our college for Institutional visit.
- The faculty members are invited as experts for curriculum revision, as guest speakers, resource persons and members of the Editorial Board of research Journals.
- The institution organises intercollegiate classes.

Extension Activities

Our Institution is one of the few colleges where the extension department is alive and active. Financial provision is made for the activities of the department. It is a full time non vocational department.

- The ongoing service learning at the different social service centres.
- The activities of the department of Extension services in the college provide training for teachers inservice.

- The coordination of the school needs – teachers requirement in the school – arrange for placement of the students during the month of March, April every year and even throughout the year as and when they require.
- The Extension Services Department also gets the feedback of the different extension activities provided, study and analyse the same for rendering better services to the stakeholders.

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

Research

- The initiative taken by the management to award a sum of Rs.20,000/- (@ Rs.5000/- each) for four members of staff for research publication in any National Journal with ISSN.

Consultancy

- The intercollegiate link programme at the P.G level is an unique feature where the students of P.G. Programme of our college attend the course in N.K.T College of Education for the I semester and the P.G students of the N.K.T college attend the course on ‘Human Rights’ in our college during the II semester. Thus the students are benefitted by the consultancy services provided.
- Inter Collegiate classes at the P.G level programme along with another Autonomous college requires meticulous coordination of the programme/activities in the two colleges – which results in better coordination, mutual understanding, sharing of expertise and resources. This is a very unique feature of both the institutions which is not prevalent in other colleges.

Extension Activities

- The very existence of the department which is very vibrant and active is a unique feature which is available in only two or three colleges. It is the

full fledged department with exclusive staff to meet the needs of the teachers in service and it turn serves the community at large.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. *What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?*

- The college needs to be always vibrant with research activities. Hence there is a need for the faculty to get minor or major research project grants from all the available funding agencies both within the country and outside.
- The college may effort to establish International linkages in the field of Teacher Education either for research or for exchange programs.
- In spite of the efforts made by the college, the entire faculty has not been able to get Ph.D qualification. It is desirable that the remaining faculty get Ph.D qualification at an early period.
- The faculty members should try to collaborate in research with other established Institutes of Education and University departments.

2 *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.*

- The college has started travelling on the path of research as many of our staff members have published research articles in Journals and Books.
- The college had established a resource centre for research scholars in collaboration with All India Association for Educational Research (AIAER) in year 2011. This resource centre is a receptacle of Journals, research tools and dissertation reports for the benefit of research scholars of ours and other institutions.

- The management of our college has instituted a cash award of Rs.5000/- for publishing research articles in Journals at National Level for the college faculty.
- ‘Beyond Horizon’ – A research Journal of St. Christopher’s College of Education was launched in March 2013
- Apart from the above, as regular feature of research, activities have been carried at M.Ed., M.Phil and Ph.D levels. At B.Ed level, student teachers take up ‘Action Research’ at practice teaching schools.
- International linkage with University of the South Sewanee, US was initiated and is in progress.
- Six faculty members are doctorates, two faculty member have submitted Ph.D thesis and expecting the Viva-voce, two are yet to submit and five have registered for Ph.D
- Our college had arranged a training programme on research methodology for teacher educators in collaboration with Tamil Nadu Teacher Education University and our faculty members served as resource persons along with other experts. Faculty are encouraged to carryout research leading to paper presentation during the conferences organised by other institutions.
- An interdisciplinary minor research project proposal is considered for acceptance by UGC with a financial allocation of Rs.2.45 lakhs. This will be executed during 2014-15.

(Appendix 3.6.3)

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 *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.

I. Infrastructure facilities available with appropriate covered area in Sq. Feet. for Academic activities.

(a) Class Rooms

Ground Floor

Class rooms – Maths room	1	-	569.79 sft.
Geography room	1	-	462.25 sft.

First Floor

Class rooms – D.El.Ed.	1	-	400.50 sft.
D.El.Ed.	1	-	666.50 sft.
M.Ed Room 1		-	559.00 sft.
History Room	1	-	470.21 sft.
Commerce & Accountancy	} 1	-	229.06 sft.

(b) Laboratories

Ground Floor

Biological Science Lab cum Lecture	-	666.50 sft.
Physical Science Lab cum Lecture	-	1064.25 sft.
Psychology Lab	-	569.75 sft.
Tamil Language Lab	-	690.69 sft.
English Language Lab	-	690.69 sft.

First Floor

Mathematics Lab	-	486.61
Chemistry Lab	-	935.25 sft.
Computer Lab	-	470.21 sft.

(c) Library

<u>Ground Floor</u>	-	3580.69 sft.
(Reference Room, Computer Room, Xerox Room)		

<u>First Floor</u>	-	2537.44 sft.
(Research Room, Guidance and Counselling Room, 10 study cubicles included)		

(d) Others like :

<u>Ground Floor</u>			
Entrance Hall	1	-	267.75 sft.
Extension Service } Department }		-	569.75. sft.
Staff Council Room	1	-	397.75 sft.
Annex		-	677.25 sft.
(Including Special Computer Room & Wash Room)			
Office	1	-	440.75 sft.
Visitor's Room	1	-	182.75 sft.
Principal's Room	1	-	279.50 sft.
Store Room	1	-	215.00 sft.
Indoor Stage	1	-	784.00 sft.
Open Air Stage	1	-	732.00 sft.
Assembly Hall	1	-	4160.00 sft.
General Staff Room	1	-	819.00 sft.
Staff Room	1	-	365.50 sft.
Examination Unit – Controller Room }		-	569.79 sft.

Examination Computer Unit	1	-	130.00 sft.
Examination Unit Grill Room	1	-	86.00 sft.
Conference Room	1	-	591.25 sft.
Rest Rooms	12 Nos.		
	5 Nos.	-	96.00 sft. each
	1	-	29.00 sft.
	4	-	34.71 sft. each
	1	-	40.00 sft.
	1	-	87.50 sft.

First Floor

A.V. Room	1	-	1265.36 sft.
Lecture Hall	1	-	1118.06 sft.
Store Room	1	-	229.06 sft.
Reading Room	1	-	486.61 sft.
Periodical Room	1	-	267.75 sft.
Staff Room	2	-	400.50 sft. each

(e) Home Science Block

Laboratory		-	234.50 sft.
Kitchen		-	252.00 sft.
Store		-	84.00 sft.
Other Rooms		-	140.00 sft.
Equipment Room	1	-	129.00 sft.
Equipment Room	1	-	140.00 sft.
Staff Room	1	-	164.00 sft.
Stair Room	1	-	84.00 sft.
Lobbies	3	-	175.00 sft. each
Veranda	1	-	112.00 sft.
Rest Room	1	-	30.00 sft.

(f) **Other facilities**

Play Grounds

Throw Ball Court	2	-	60' x 40' sft. each
Tennikoit Court	2	-	40' x 20' sft. each
Net Ball Court	1	-	100' x 50' sft.
Badminton Court	1	-	80' x 40' sft.
Volley Ball	1	-	59.4 x 29.73 sft.
Indoor Sports facility		-	6000 sft.
Gym Room	1	-	778 sft.
Chapel	1	-	2700 sft.
Nursery Block	1	-	6300 sft.
Canteen			
(Common to the School and the College)			

(g) **Total (Building) covered area in sq.ft.** - **83,456.72 sft.**

(h) **Total Land Area owned by the college in its name**

5 acres (for college only) – Around 10 acres of land along with the practicing School of the College)

II. Amount Invested for developing infrastructure (building)

Details	Extension of Existing Women's Hostel Rs.	Indoor Sports Training Facility Rs.
UGC	60,00,000/-	40,00,000/-
Management	57,00,000/-	87,00,000/-

III. Master plan of the Institution

(Appendix C (v))

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

The Institution has a perspective long plan and short term projects to fulfill the objectives of the Institution. The Institution initiates all steps to fulfill the plans through various initiatives:

- Generating Funds by sending project proposals and utilized the available opportunities.
- Since the college comes under section 2(f) and 12(B); not only regular development grants but also grants through Merged Schemes are availed by the college by submitting proposals as per stipulated guide lines.
- The project grant for developing infrastructure facilities (buildings) is made available through UGC by submitting timely proposals with meticulous planning and transaction of finance.
- The UGC sanctioned building projects – one already completed (in July 2013) is Extension of Women’s Hostel – the other initiated and nearing completion: Indoor Sports Training Centre – are the projects which gives a good face lift to the infrastructure of the Institution.
- This provides facility for good study facility and better dining facility since attached to the Hostel.
- The indoor sports training Centre would enrich the health and the sports activities for the future teachers. A good Gym is also made available for the use by the students.
- Library utilized for reference work and for the enhancement of knowledge.
- Department library books enable them to have hand on information on the specific subject.

- English lab and Tamil lab for better articulation of student teachers of English and Tamil special subjects and also the others who take Spoken English as Certificate Course
- Conference room for holding conferences to enrich the knowledge of teacher educators.
- Extension Services Department for quality service to the teachers inservice in school.
- Psychology room holding psychology experiment gadgets to make the student teachers invaluable in handling their own students.
- Biology Lab and Physical Science Lab are used by the Biology and Physical Science Students.
- The student teachers make use of Home Science , Mathematics, and Computer Laboratories.
- A.V Room to manipulate the use of A.V equipment by the teacher educators and student teachers.
- Model school for practice teaching
- Nursery school which is the laboratory school, is used to gain knowledge in pre-primary education.
- Chapel for worship
- Hostel to enhance discipline and regularity
- Technology- our eighty two systems are made available for the student teachers and teacher educators to unravel the mystery of I.T

4.1.3 *List the infrastructure facilities available for co-curricular activities and Extra Curricular activities including games and sports.*

The Co-curricular and Extra Curricular activities made available to the student teachers are as follows;

Co Curricular

- Assembly programme – General and Departments wise
- Quiz programme – Department wise
- Camp activities

- Field Trip
- SUPW classes (B.Ed.)
- Tutorial classes (B.Ed.)
- Use of SPSS for Analysis (M.Ed.)
- Value Education classes
- Youth Red Cross
- Physical Education classes
- Social Service at different centres like
 - YWCA Girls' Town.
 - Nava Jeevan Centre.
 - Opportunity School for the Mentally Challenged.
 - Adult Literacy Centre, Sastri Nagar.
 - Home for the Aged.
 - Ranger Team of Bharat Scouts and Guides.
 - Youth Red Cross.
 - Inter Church Service Association.
 - Lotus Hostel for Blind students, Mylapore.
 - Adult Literacy and Community Service Centre at College.

Extra-curricular Activities

- House parties.
- First Aid Classes.
- Family Life Education Classes.
- Project Sports, District Level Sports, Zonal Level Sports and State Level Sports
- District Level Culturals, Zonal Level Culturals and State Level Culturals.
- NET-Coaching classes for Post graduate students.
- College Choir.
- Circle of King's Daughters.
- Student Christian Movement.
- Observing Important days like Human Rights Day, Women's Day, Bharathiar Day, UN Day, World Food Day, Science day.

- Intercollegiate Extempore Elocution Competition.
- Intercollegiate Chess Competition.
- Short Story Writing Competition.
- Participation in competitions conducted by various Colleges, Universities and NGOs
- Display of exhibits in the exhibition conducted by State Government.
- Talent's Day – Intercollegiate competition

Tea with Advisory Programme

Advisory meetings once in a
month

Special Programme

- College Day
- College Convocation
- Inauguration
- Orientation
- Valediction

- Adequate spacious Halls, rooms, ground facilities are available in the college to carry out the above mentioned various facets of activities of the college.
- Institution has linkage with other organisations which permits the students for service learning.
- Separate place for worship (chapel) is available in the college for quiet meditation which enables the student teachers to hear the word of God through servants of God.
- In addition the Institution uses community resources like – St. John Ambulance Association for First Aid – Experts for Family Life Education and Talk on General topics.
- Spacious ground is available for games and sports activities. A good Gymnasium is made available for the benefit of the students.
- Good Dining Hall, Study Hall, Lecture Halls, Spacious and Rich Library, well ventilated class rooms with computer facilities are available for each department.

- A spacious indoor sports training Centre is also on the progress, nearing completion.

Infrastructure

Assembly Hall

Utilized for the Activities (Co-Curricular)

- i) Guest Lectures
- ii) Team teaching
- iii) Departmental Assembly Programmes
- iv) Culturals (House Parties)
- v) Talents Day
- vi) Extempore Competitions
- vii) Functions
- viii) First Aid classes
- ix) Family Life Education classes

- Green Room

- for dressing and make over at the time of cultural and enactment

Extra Curricular

- Open Ground

- i) Games Classes
- ii) Celebrations of Independence day and Republic day.
- iii) Conducting Project Sports.
- iv) Volley ball and Throw ball court
- v) College Day, Christmas and Valedictory functions

- Gym Room

- i) Gym equipments for health.

- Chapel

- i) Place of worship
- ii) Special services
- iii) Morning worship
- iv) Choir practices.

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

The institution provides and lends itself for sharing of infrastructure facilities being made available for other institutions, by meticulous planning.

- Model school attached to the college enables for practice teaching and good realistic sharing and linkage.
- The Laboratory school serves the purpose specifically for the students with preprimary – Elective subject.
- The institution provides facilities for other organisation – Government and NGO to organise programme for the benefit of the community at large – National Coalition for Education (NCE), Karunya University, Tamil Nadu Open University (TNOU): Counseling and B.Ed admissions
- Tamil Nadu Teacher Education University (TNTEU): Seminars for Principals and Region wise teacher educators and examination centre.
- The Institution serves as Teacher Education Resource Centre in collaboration with (All India Association for Educational Research (AIAER)).
- One of the study centre for Tamil Nadu Open University (TNOU) Two Year B.Ed. study programme.

4.1.5 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 Institution comprises of various blocks; the college Block, Hostel Block, Nursery Block, Hostel Extension Block, Indoor Sports Training Centre.
- All the Halls and rooms are spacious and well ventilated with good and proper facility.
- Separate Gym facility is available with modern equipment.
- Chapel serves as a place of meditation and rejuvenation of spiritual strength.

- Quiet, spacious, well ventilated library for reference and concentrated work.
- Library provides reading materials for healthy life style.
- Spacious ground facilities for play and physical activity to maintain health and to refresh.
- Proper restroom / wash rooms facilities are available for men and women.
- A reasonable level canteen is available on the campus.
- Health centre is available for students to have medical checkup. The college doctor visits twice a week. Medical checkup is done on admission to every student who joins the institution.

4.1.6 Is there any hostel facility for students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes. Hostel facility is available for students who opt to stay in the campus.

Hostel (Women only)

Hostel Block I

Ground Floor

Single Room	20 Nos.	-	98.40 sft. each
	2	-	164.00 sft. each
	2	-	260.69 sft. each
	1	-	155.00 sft. each
Staff Lounge (for all staff)	1	-	671.50 sft.
Sitting Bay	1	-	65.00 sft.
Sitting Bay	4	-	77.00 sft. each
Staff Kitchen	1	-	93.00 sft.
Main Kitchen	1	-	383.63 sft.
Store Room	1	-	60.34 sft.
Bulk Store	1	-	208.00 sft.
Grinder	1	-	49.00 sft.

Dining	1	-	730.00 sft.
Dining(Day Students)	1	-	1050.00 sft.
Hall		-	252.56 sft.
Entrance Lobby	1	-	357.50 sft.
Open Courtyard	1	-	182.25 sft.
Entrance Verandah	1	-	312.50 sft.
Open Wash Area	1	-	135.00 sft.

First Floor 1 – 29

Rooms	3	-	98.40 sft. each
	2	-	164.00 sft. each
	2	-	260.69 sft. each
	8	-	305.04 sft. each
	1	-	377.71 sft.
	3	-	170.00 stf. each
	1	-	200.00 sft.
Sitting Bay	4	-	77.00 sft. each
Sitting Bay	1	-	65.00 sft.
Reading and Aids Preparation Rooms	}	-	816.50 sft.
Single Rooms	4 nos.	-	695.35 sft. each

Extension of Hostel (Annexe)

Ground Floor	4	-	1831.72 sft.
First Floor	4	-	1831.72 sft.
Toilets	45 Nos.		
	25	-	96.00 sft. each
	20	-	87.50 sft. each

Extension of Existing Women's Hostel

Ground Floor

Dining Hall & Single Rooms with attached Bath and Toilet	}	5	-	3200 sft.
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First Floor

Study Hall, Store Room and 2 Toilets	}	-	3200 sft.
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Hostel Block – II

Ground Floor

Rooms	5	-	360.00 sft. each
Kitchen	1	-	215.63 sft.
Store	1	-	125.00 sft.
Bulk Store	1	-	200.00 sft.
Hand Wash	1	-	120.00 sft.
Store Hall	1	-	720.00 sft.
Store	1	-	287.50 sft.

First Floor

Rooms	5	-	360.00 sft. each
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Hostel Block – III

Ground Floor

Arts & Crafts

Room with Toilets	1	-	1356.25 sft.
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First Floor

GYM	-	-	1356.25 sft.
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Other facilities

Play Grounds

Throw Ball Court	2	-	60' x 40' stf. each
Tennikoit Court	2	-	40' x 20' sft. each
Net Ball Court	1	-	100' x 50' sft.
Badminton Court	1	-	80' x 40' sft.
Volley Ball	1	-	59.4 x 29.73 sft.
Indoor Sports training Centre	-	-	6000 sft.
Laboratory School	-	-	6300 sft.

Laboratory School dining Hall	-	778 sft.
Adult Literacy and Community Centre	} -	825 sft.

Medical facilities available:

The Institute has arrangements with a local Medical Officer to visit the Institute twice a week or as and when required.

Recreational facilities including indoor & outdoor games:

The Institute has recreational facilities including indoor & outdoor games.

4.2 Maintenance of Infrastructure

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

The Budget allocation is given in bold numbers and utilised amount in Roman numerals.

Particulars	08-09 Rs.	09-10 Rs.	10-11 Rs.	11-12 Rs.	12-13 Rs.
Buildings	3,00,000 2,95,754	5,50,000 5,44,704	10,00,000 10,69,975	27,00,000 27,09,329	9,00,000 9,17,659
Laboratories	25,000 24,748	30,000 30,309	60,000 60,386	50,000 51,000	12,000 12,675
Furniture	70,000 72,182	15,000 14,850	15,000 18,847	5,000 5,909	5,000 8,587

Equipments	40,000 41,306	20,000 18,100	1,50,000 1,57,630	20,000 18,750	25,000 26,550
Computers	40,000 39,000	40,000 39,000	50,000 52,500	45,000 46,802	45,000 45,600
Transport/Vehicle	1,50,000 1,60,648	1,50,000 1,53,704	2,25,000 2,23,235	1,50,000 1,68,058	2,25,000 2,28,399

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

- The available infrastructure is carefully maintained and enriched to pass on to future generation. The different Building Blocks are need based and stands for its own purpose and utility.

Building

The two lecture Halls are used for conducting core course classes in two separate groups of 80 each / English and Tamil medium. The student teachers divide into small groups for the elective course and the special courses. The two special courses are provided in three groups A,B,C of different combination for the sake of utility and purpose and to accommodate the different groups in individual rooms that are available. The A.V. room is used for having the audio - visual classes.

Co-curricular and extracurricular activities are planned and organised in the various rooms. The open hall with stage is utilized for guest lectures, Assembly Sessions, Quiz Sessions, SUPW classes - whole group programme / activity.

Laboratories

The various laboratories are functional and made use of to the maximum extent for the benefit of the students – to prepare teaching aids, do experiments and demonstration.

Language laboratories to enhance language skills – communication skills – computers are made use of for the statistical analysis also.

Furniture

- Sufficient seating facilities are available in the different rooms with comfortable table – chair / side arm chairs.
- Good and enough display Boards and Chalk Boards are available.
- Good, sufficient and secure storage facilities are available in every department.

Equipment

Standard technological equipments are available to enrich and enhance teaching skills in every department, - OHP with screen, LCD Projectors, Smart Boards, computers with internet facilities – laboratory equipments in all the laboratories – adequate games equipment are available at the disposal and maximum use by the staff and students.

Computers:

Proportionate to the number of student teachers in every department, computer facility is made available. Apart from these the college has nearly 12 computers in each of the laboratories – Computer Education, English Language Laboratory, Tamil Language Laboratory and Library totally around 82 computers are available in the college and maintained in working condition.

Transport / Vehicle:

A Swaraj Mazda Van (25 Seater) is available to cater to multipurpose activities.

Otherwise nearly two thirds of the total strength of students stay in the hostel. They make use of the vehicle during service learning activity in a little far off place.

The infrastructure available is put to maximum use by sharing of the facilities to conduct various activities by the government, University and NGOs for the benefit of the students and community at large.

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

Environmental Issue

- Maintenance of Infrastructure is a great responsibility vested on administration and management.
- Proper planning is first made to maintain the buildings by periodic cleaning, white washing and repairing
- The furniture upkeep is inspected and periodically polished / painted / repaired.
- Maintain an eco friendly atmosphere by planting / preserving trees / plants and garden.
- Effort is being taken to take care of water logging in rainy days.
- Rain Water harvest is planned to enrich ground water resources.
- Proposal is there for using solar power.

4.3 Library as a Learning Resource

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

- The College has a qualified librarian and also a management librarian assisted by a technical staff and support staff to maintain the library and make it functional.
- The library is equipped with necessary infrastructure and equipment facilities
- The main are Librarian's Room, circulation counter, entrance check, computer room, reference room with attached rest room, enough space for storing the books in cupboard both in the ground floor and upstairs subject/category wise, an equipment room, counselling room and research centre.
- Separate facility is there for storing teaching equipment and also back number journal room.
- Computer service with regulated internet facility.

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

The following library resources are available to the staff and students:-

Library books	-	029100
Title of the Books	-	6900
Reference books	-	3000
Journals:		
National	-	40
International	-	20
Encyclopedias	-	25
News Papers Tamil & English	-	07
CD ROMs	-	42
Computers with internet access	-	82
Software related to Library	}	-
Management services		
Full text e-journals & e-books (subscribed through N-LIST)	}	-
		778

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

There is a library committee which meets at least twice in an academic session.

- Library committee performs the role of advising the library on its growth and development. It also acts as an interface between the library and management and between the user groups for ensuring smooth functioning of the library operations.
- It develops a general programme of library services based on the requirements of different category of users and also to frame, review and approve library rules.
- It works out to formulate guidelines for developing library resources for reading, references and projects.
- Library committee meets to recommend suitable budgetary provisions for the library resources.

The Student Library Committee also helps in:

- Arranging the books in the different cupboards.
- Choice of books as needed for study hours.
- Issue of equipment during teaching practice department wise.

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

Yes, the library is computerized. We have automated the library installing Autolib Library management software. Through which;

- We have created database and update it regularly. This database includes records of all the resources in the library which includes books, periodicals, thesis and websites.
- Designed all types of counter transactions such as issue, return, renewal, reminders, overdue receipt, reports of all transactions , no due certificate etc.
- OPAC service is also enabled which allows to search various types of resources based on important fields. It is designed and customized in a user friendly way.
- We also have digitized serial control – creation and maintenance of journal master, bound volumes; Previous Years Final Semester Exam Question papers of the institution and the Model and University Examination Question papers downloaded from TNTEU websites; cataloguing of digital resources like e – article and web resources on education.
- We have also computerized the Gate Register system using Bar Code Technology which is combined with the students’ ID card.

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

Yes, the college library has computer, internet, and reprographic facilities. There are ten computers for the readers with net gear mode internet facility. Students and staff can make use of it during library working hours. Students are also provided with reprographic facility on nominal cost.

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

Yes, we have subscribed INFLIBNET project titled 'National Library and Information Services Infrastructure for Scholarly Content (N-LIST)'. We have registered with N-LIST programme enrolling all the staff and departments and have obtained login Id and Pass word to make use of the e-resources subscribed by the N-LIST programme. We have also planned to register all Research scholars individually in the subsequent years.

(Appendix 4.3.6)

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

The Library remains open about 285 working days in an academic year from 9:00 AM to 5:00 PM. Library services are open on all working days from Monday to Saturday.

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

New arrivals are displayed in the showcase and the latest issues of journals are kept on display rack.

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

The Institute has book-bank facility. The books are issued to poor & meritorious students free of cost for the whole session after depositing a very nominal fee on account of caution money.

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

The Institute offers special facilities for visually and physically challenged students. There was a visually challenged student teacher in the year 2012-2013, we had facilitated her with reference materials by providing the syllabus oriented Audio CDs in the department.

4.4 ICT as learning Resource

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

Adequate ICT facilities are available in the Institution and they are put to optimum use.

- The ICT facilities available in the Institution at present are acquired in a phased manner through meticulous planning and need of the Institution.
- Totally there are 82 Computers made available in different locations and departments.
- The Institution also has Computer Education Lab, Language (English and Tamil) Laboratories where we have 12 computers each to enhance group work and statistical analysis.
- In addition each department is provided with enough number of computers proportionate to the strength (major) of the student teachers.
- Higher Version of computers are procured / up graded computers are made available with suitable and necessary software.
- Continuous internet connectivity is made available through BSNL (offered through Central Government Scheme) and internet access is enabled in the computers in each department.
- Other Audio visual facilities like OHP is made available in each class room and LCD facility in most of the rooms.
- Smart board classes are also made available for demonstration and use with adequate software.
- Interactive CDs on various concepts in the different subjects are also procured for use by the students to enrich teaching learning.
- Optimum use of the available resources is ensured by monitoring and also maintaining a usage register.
- Each student teacher is expected to plan, prepare and take a lesson using LCD during internship to teach a concept in the respective special course (major subject)

- Student teachers are given assignments which requires search in the websites and use of internet.
- Seminars by student teachers are encouraged using ICT.

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

With the advancement in science and technology, every student teacher – who is a future teacher should be proficient in good use of technology.

- To enable ICT skills the college offers a short term course on computer skills to every student teacher.
- It is offered through Learning Links Foundation, Education wing of Intel.
- Students with Computer Application (major) or till ancillary level are given computer education as one special course.
- Students with computer science major at the P.G level are given Computer Education as two special courses.
- The students are made proficient in the computer skill that are essential for a teacher like : MS – Word, Excel, and Power Point.
- M.Ed. students are trained to use SPSS to analyse data and to draw inferences.

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

Effective curriculum transaction is the essence of the course. With the advancement in science and technology, media is a powerful source of information. So the children in the class rooms are exposed to good source of information. The student teachers are made alert about this.

- This motivates the student teachers to update themselves of the available ICT facilities, acquire good knowledge and put it in to practice effectively even during the course of the programme.

- The teacher educators plan out various activities of the curriculum transaction and execute the same which will enable the student teachers to have an optimum use of ICT resources.
- It is included as component in the continuous internal assessment of each course.
- Teacher educators also make use of technology for curriculum transaction by adopting different methods.
- Student teachers make a good use of computers in their library transaction.
- E-Journals, INFLIBNET are made available for effective and enriched transaction of curriculum.

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

The short term course on ICT and ECS are initiated even at the beginning of the course, which will be of much use to every student teacher during their internship.

- With the knowledge provided during this course the student teachers go ahead with confidence in preparing technology based teaching aids.
- The student teachers are expected to browse the net to acquire additional information in order to motivate the students in the classroom and incorporate it while developing the lesson plan.
- They are encouraged to make use of different teaching aids to encourage and motivate the students.
- The Audio visual lesson is a compulsory aspect during teaching practice and student teachers are to prepare a good lesson plan and deliver the same using LCD projector.
- In this process, student teachers are expected to prepare story board – place it in slide form – enrich it using pictures from internet – and enhance it with suitable animation – leading to effective presentation of an Audio visual lesson.

- During the course of internship the student teachers are expected to plan for an achievement test in the portion of the subject taught by them in the course of teaching practice.
- Every student teacher prepares a question paper using MS-Word based on the blue print (approved by the teacher educators) - Take copies of the Question paper – administer the test – tabulate the marks and expected to do the statistical calculation using excel – which will form part of the test and measurement which is an item in the practical aspect.
- Thus in the course of the training programme each student teacher is trained and equipped with the necessary ICT skills that are essential for a successful future teacher.

4.5 Other Facilities

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

The Infrastructural facilities that are available in the college owes a lot to the dedicated founders of our institution and also to the principals who had sustained and developed on it.

The development on the infrastructure and the added technology facilities are results of meticulous planning and implementation through proper budgeting of finance.

- The Institution serves as a study centre for TNOU - Two year B.Ed. distance education programme. Also our College teacher educators take the classes and are the resource persons for the conduct of the programme. The available infrastructure is used by those student teachers.
- The Institution also provides the TNOU, School of Education to conduct counselling to select students for their B.Ed. distance Education programme.

- The Extension services department of our college conduct need based programme throughout the year for the benefit of the teachers who are in-service. The programmes are carefully planned identifying the requirements of the teachers in the different levels – Middle school, Secondary and Higher Secondary levels and in the different subjects.
- The Institution also offers service learning activities to the student teachers in the various Social Service Centres which ultimately is a benefit to the community at large.
- The Institution caters to the benefit of our model school.
- Our Institution is identified by All India Association for Educational Research (AIAER) as a Teacher Education Resource Centre making available nearly 200 foreign journals for the benefit of the research scholars.
- Educationists have also contributed in the form books on various topics and titles relating to education which is enriching.
- Educationists have also contributed with Research tools and Doctoral theses which could be used for reference.

4.5.2 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?

Audio Visual facilities are made available and enriched every year in each department and for common usage.

- Each department is equipped with OHP and screen which could enhance transaction.
- Each department has computer facility with internet connection depending on the number of students which enables both student teachers and teacher educators to independently use them for enriching the learning activity.
- Smart boards are made available for shared usage.

- Other Audio Visual equipments like 16mm sound projector, slide projector, film strip projector are demonstrated and practiced by every student teacher during AV classes.
- Necessary software as per requirement are made available.
- Interactive CD is made available subject wise in the different departments for demonstration and use during teaching practice.
- Each department has a CD player for enriching the activities of the student teachers.
- LCD is made available for demonstration and shared usage during teaching practice and demonstration classes. Student teachers are trained to prepare power point presentation for their Audio Visual Lesson during their internship.

4.5.3 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 laboratory facilities are made available for effective transaction of teaching learning process. There are exclusive laboratory facility for some subjects.
- Language Laboratory both English and Tamil is put to effective usage. Suitable software are available. Many student teachers opt for Spoken English Certificate Course during the second semester and are benefitted by that.
- The computers in the language laboratories and in the Computer Education Laboratory are also made use for providing ICT courses in small groups for the student teachers as short term course during the 1st Semester.
- Psychology experiments are demonstrated and also carried out in small groups during the tutorial classes to the student teachers. The teacher educators demonstrate the experiments (minimum of Six) with the student teachers as subjects and they are also made to understand the

theory behind the experiments and the inference and application of each experiment in the practical classroom / life situation.

- Mathematics – an abstract subject is made concrete to the extent possible using the apparatus and instruments in the Laboratory. Student teachers prepare and use similar teaching aids during internship.
- In the Home Science Laboratory - they experiment and demonstrate the use of latest household equipments.
- The other department laboratories are used both as class rooms and laboratories for enriched and effective transaction.
- Every year there is annual checking with the maintenance of stock registers. The requirements identified are met and put to effective use.
- Equipments including consumables are purchased and replaced or serviced.
- Facilities are enhanced to keep pace with the changing trend and requirement.

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

The institution has excellent infrastructure facilities.

- Each department in the Institution has separate classrooms for regular and effective teaching learning transaction.
- Apart from these there are two halls available for the core course classes in two groups and for first aid classes.
- The institution also has a spacious, well ventilated multipurpose hall with LCD facility where the students of the different programme (B.Ed., M.Ed., D.El.Ed.) of the Institution can gather for common activities like – Assembly programme, Quiz Programme, Guest Lectures, Extra Curricular activities like – Family life education and House Parties.
- Open air stage is available for community related activities and programme.

- Halls are also used to conduct workshops, conferences and seminars, music and dance classes and also indoor sports activities and SUPW classes.
- The Choir group of our college won the second place in the intercollegiate singing competition (at the state level) conducted by Aachi Masala. They won a cash award of Rs.25,000/- and a trophy for the college.
- The Institution has a 25 Seater Van which is for multipurpose – mostly used by the Laboratory school and for service learning activities and the college project in the rural area.
- There is a common place – Chapel – for quiet meditation for people of all religion where the individual can have a good spiritual enrichment.
- Hall for Adult literacy and serving learning.
- Gym Room

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

The various departments in the Institution has well ventilated spacious classroom conducive for effective teaching – learning process.

- Each class room is facilitated with OHP to be used as teaching and learning aid.
- Many class rooms are also provided with LCD facility and a few with smart boards.
- Each department / class room has good display boards.
- Every department has computer facility with internet connection to enrich learning.
- There is future plan to equip every class room with LCD facility and smart boards.
- Each department has necessary software – interactive CDs – to enrich learning, apart from Audio CD Player.

4.6 Best Practices in Infrastructure and Learning Resources

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

The institution provides ample opportunities and facilities for the teacher educators to have diversity in instruction and use of technology.

- The coordinated use of technology is a unique feature.
- The teacher educators coordinate the team teaching programme to teach the core paper on 'Methods of Teaching and Learning'. It is a well coordinated effort made available which provides to evince the best in every teacher educator and for the student teacher in imparting the various teaching methods of different subjects.
- During observation classes, teacher educators demonstrate different methods and use of technology.

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

It is the innovative initiative taken by the institution which has contributed to the growth of the institution.

- Use of Technology for the teachers and by the teacher – the student teachers are expected to have the activities relating to these in the form of a CD – for which weightage is given in the major subject by the teacher educator.
- Each student teacher is trained to prepare Power Point Presentation for taking the Audio Visual Lesson during teaching practice.
- Student teachers are given Web based assignments.
- The short term courses on ICT and ECS in small groups.
- Demonstration in use of smart boards.
- The Post Graduate students are expected to enter the data and trained to do the analysis for their research individually using SPSS Software.
- The Post graduate students are expected to complete internship to the extent of one credit with the B.Ed. class students of our college in the

respective major (specialization) subject methodology with the guidance of teacher educators.

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

Best Practices

- The inclusion of the core paper on “Methods of Teaching and Learning” is a unique and innovative effort. It is an additional core course uniquely introduced for the benefit of the student teachers of our college.
- The method of Team Teaching used to deliver this core paper.
- The Inter Collegiate class in the P.G. programme – sharing of expertise and resources.
- The recently completed spacious dining hall and study hall exclusively for the resident students of the college.
- The upcoming indoor sports training facility is a unique feature which is made available only in our institution among the colleges of education.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The evaluative observations made under Infrastructure and Learning Resources in the previous assessment report did not bear any negative remark as they satisfied the peer team. The institution has still made an effort to make the Infrastructure and Learning Resources invaluable through periodic inspection and addition.

2. *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?*

The institution has added up infrastructure and Learning Resources facilities through upgrading the Information Technology available already with the LCD and Smart Class.

Suitable software like interactive CDs are made available subject wise.

- e - books and journals made available
- Separate Study Hall made available exclusively for the resident students.

The infrastructure is expanded further with an Extension of Hostel and building up of Indoor Sports training centre.

Criterion V: Student Support and Progression

5.1 Student Progression

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

The student teachers are admitted as per the requirement for the programme

- Orientation Programme is arranged for the student teachers on entry into the Institution.
- Student teachers expectations in this College is found out and analysed even during the orientation programme.
- In each course, the teacher educators ascertain the student teacher's entry level i.e., the depth in the knowledge and understanding of the content.
- Based on the Student teacher's major subject, the first special course subject is allocated.
- The second special course is offered based on the allied subject in their degree course / English / Tamil – if they had studied from English medium / Tamil as they fit in.

- The entry level minimal qualification is as per the regulations stipulated by the University and the procedure for admission is as per government norms.
- Our College being a minority Institution 50% of the students are admitted through Counselling and 50% under the Management Quota.
- Even under the management quota, preference is being given to Christian Students and selected according to their rank order in each subject (major).
- The Students are expected to be minimum graduate / Post graduate in the subject.
- Based on the major subject, special course is allocated and methodology for teaching that subject is taught.
- Based on the Student teacher's special course, they are allocated for teaching during internship.
- Graduate students should teach two subjects at the secondary level and post graduate students should teach one subject – subject of specialization – at the higher secondary level.

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

The institution strives to enrich the environment and thus motivates the student teachers to have an excellent ambience conducive for performance enhancement.

- Each department has a well ventilated, spacious, comfortably furnished class room.
- Each department has electronic facilities with wall mounted screen to practice teaching learning efficiently.
- Student teachers and teacher educators use the facilities effectively.
- Each department is provided with computer facility with internet connection and interactive CDS in their respective subjects.
- Student teachers prepare their own teaching aids using computers – in the different departments and use them during their internship. This

creates a sense of satisfaction in the students and the development in the ability of the students' performance is explicit.

- The continuous internal assessment – i.e. the continuous comprehensive evaluation gives feedback to the students regarding their performance which results in the steady progress of the majority of the student teachers.
- The serene atmosphere in the college, the discipline that is maintained.
- enforcing the regular attendance of the student teachers, the value education classes, every day morning devotion, paves the way for allowed development.
- the college provides a rich environment which is intellectually stimulating and aesthetically pleasing. Students have considerable freedom and responsibility for self discipline.

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

The Institution being a Women's College details given below shows the dropout rate after admission in the last five years and the possible reason.

Year	Number of Dropouts	
	B.Ed.	M.Ed.
2008-2009	1	1
2009-2010	2	Nil
2010-2011	Nil	Nil
2011-2012	6	2
2012-2013	3	Nil

Mostly due to inevitable personal / health reason there are a few dropouts and during every year. The Institution strives hard to sustain them. The Institution helps

and guides them to continue the next year (II Semester) and encourages them to complete the Course.

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

Possible additional services are provided for the benefit of the students enabling them to be competent and equipped to face the competitive world.

- Teacher Eligibility Test (TET) coaching is provided for all the students in the B.Ed. Programme.
- National Eligibility Test (NET) coaching is provided for the Post Graduate Students.
- Apart from these the student teachers are offered short term courses on ICT skills and Effective Communication skills by collaborating with NGO which enriches every individual student teacher and creates in them the confidence to face interview during placement in the College campus / Outside.
- Twelve student teachers of D.El.Ed., have cleared TET Examination and many of the B.Eds had cleared TRB and placed in Government Education institutions all over Tamil Nadu. Three of our students have cleared NET exam.

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

Almost all the students are placed immediately after they finish the courses and some of them, even before they complete the course, they are given placement.

- Effort is being taken by the College to Co-ordinate with the schools and have placement in the campus through the Extension Services Department.
- Students are also permitted to appear for interview in the various schools as per their choice even during the months of March and April.

- Students are encouraged to join the P.G. Programme (M.Ed., M.Phil., Ph.D., Research) in the College.
- Graduate Students after finishing B.Ed. Programme make a choice to complete their Post Graduation in their major subject.

Percentage of Students details in the last Three Years

	2010-2011	2011-2012	2012-2013
Further Studies	12	18	Expected
Teaching Career	88	82	

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

The promising students have come back to the college to consult their teachers / refer books / Library to enhance their competency.

- The student teachers after graduation come and visit the college for guidance towards preparing good teaching aids for competitions at the Zonal and State Levels.
- Come during inservice programme to attend the courses / workshop offered by the institution through the extension services department in the various subjects and general concepts like value building, environment enrichment etc.,
- The institution trains them in the use of electronic devices and provides demonstrations with the facilities available in the college.
- The Institution guides the schools to procure good teaching aids / electronic gadgets / software and charts / books / websites.
- The post graduate students and research scholars benefit out of our enriched resource in our college library and Teacher Education Resource Centre.

- Expertise of the teacher educators are also made available for guiding the M.Phil., students of different universities through distance education in their dissertation and also research scholars leading to Ph.D., degree.
- Students in the other fields of Training – Nursing College – visit our Institution for Institutional visit and observation.

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

Yes. The Institution provides placement services to the students of the college through its extension services department.

- The college has a full-fledged extension services department which is active and vibrant.
- It takes care of the teachers who are in service by organising workshops and seminars to enable the teachers who are in service to keep pace with the current trends in the teaching learning process.
- It caters to the students of the college (pre service) by providing input on various relevant topics which are necessary for future teachers.
- It creates a match between the requirement of the school and the available trained graduates of the college by planning systematic placement programme.
- It serves as a liaison between the requirement school and the graduate trained teachers of the college even after they finish the course.

(Appendix 5.1.7, 5.1.7 a)

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

The Institution faced some difficulty in the process. When the Extension Services Department coordinated with the schools for placement there were some practical difficulties.

- The suitable dates may not be available as per the requirement of the school.

- The timing for conducting placement.
- Some students were not confident in their communication (English) skills since placement was for matriculation schools; for which the college took the initiative during the last two years to conduct short term courses on communication skills to improve their communication skills and gain confidence to face interview during placement.
- Paucity of trained post graduates teachers in the respective subjects.
- Paucity of trained graduates / post graduate teachers to teach in English Medium.
- Trained teachers were not sometimes happy with the Salary offered.
- Student Teachers do not prefer schools of other district and state.
- They have a choice of the school on their own.
- Some of the above difficulties were minimized by providing counselling to the graduate trainees, reallocation of dates and time.

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

Yes. But not a formal arrangement. It depends on the individual student teachers' ability and credentials. Even while planning internship, the institution identifies the requirement of the school and accordingly helps the school during internship teaching.

- The student teachers are divided for internship based on their ability – strength in the content area – communication skill – ability to control the class – handle coeducation class – levels that the trainees can teach – medium for teaching – background of the trainees during their schooling.
- Though there is no formal tie up – the methods and the precaution taken by the college enable the student trainees for a better fit even during internship – which results in the placement of the student trainees in the respective schools that they underwent internship.

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

Since the Extension Service Department is a full-fledged department, there is a coordinator, Junior Assistant and Office Assistant for the department to effectively execute the service.

- It is a non vocational department and hence can initiate the programme right from the beginning of the academic year when the teachers may be a little free – i.e. before starting of their classes in full swing.
- They try to co-ordinate with Governmental and NGO and to provide service.
- The organisations also sometimes fund the programme.
- The institution takes care of the programme expenses.
- The communications received by the Principal of the College from the various schools mentioning their teacher requirement are carefully passed on to this department for effective action and follow up.
- Since each student teacher is facilitated to create an e-mail; they are accessed easily or through their mobile contact number also the history of each student is made available in the college.

5.2 Student Support

5.2.1 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?

The curricular, co-curricular and extracurricular programmes are planned by the various team of teacher educators who are incharge of the different activities during the academic year. The calendar for the year is prepared by two staff incharge and they inplant the dates for various activities, in a spaced manner depending on the reopening date for the academic year for the B.Ed. and M.Ed. programme.

Curricular Programme

The curricular activities are planned and executed as stipulated in the calendar by coordinating with the model school. The student teachers begin with the

orientation to the programme followed by Micro Teaching, observation and Macro Teaching after giving proper input and equipping them for the same.

The internship (Macro Teaching) is planned ahead of time duly requesting the schools to permit the student teachers and also by conducting a meeting with them in the college. The teacher educators are put in charge to coordinate with the different schools and allocate the student teachers for internship.

The internship starts after providing a good theoretical input to the students. Simultaneously the progress of the student teachers in the different courses are continuously evaluated as planned by the individual teacher educators by coordinating with the students, so that they do not have more than one test any day. A common model examination is conducted before the final examination and 25% of the model exam mark in each course is included towards continuous internal assessment. The total mark arrived is reduced to 40 for internal assessment. The remaining 60 is arrived through the final semester examination. Sufficient time is given for the student teachers and the practical examination is conducted mostly by the end of February every year during which every student teacher has to teach her major subject to the real class students.

Since the students are continuously evaluated and the performance made known to them, the student teachers are motivated and strive for improvement / better performance. This paves way for a healthy competition among the students and provides a feed back for the teacher educators.

Autonomy has given us the liberty to define and redefine the teaching learning concepts/process according to learner's philosophy and latest technological development. Accordingly each department has restructured the existing academic activities as per the needs of the hour and the requirement.

- The Computer Science department has revolutionized the curriculum to be learner centered incorporating the latest technology available and the inviting areas of concern.

- Information Communication Technology has been incorporated in all departments. Pre-Service teachers are exposed to ICT embedded environment.
- Being a pedagogical institution, we deem it as our prime concern to contribute towards the specific methods for our pre-service teachers. In that venture we have redefined the merits of certain methods, those that had been in practice for specific subjects, have been now infused into different subjects.
- Since the universal peace vests on the future citizens, we feel it our responsibility to provide the base and pedals of societal peace by inculcating peace values (by incorporating peace education in all the papers) in our students who in turn will be able to channelise and infuse the same in their future students.
- Remedial teaching is also a part of curriculum and is better explained as a “project” sponsored by UGC.
- To help the students have a better understanding of concepts at the root level, we have an extensive collection of objective type question bank which was evolved out of the expertise of the experienced experts and is updated periodically.

Since the institution is recognized under section 2(f) and 12(B) of UGC Act, as a College teaching up to PG level, a grant of Rs.4 lakhs has been allocated by UGC as PG grant for the first time in September 2010 (under XI- Plan) to strengthen the department.

The strength of 1 unit of M.Ed. has been increased to 35 students from 2010-2011 and all the students are encouraged to undertake dissertation at the P.G. level.

Being a single faculty institution, provision has been made to train teachers in all the subjects at the upper primary and secondary school level since graduates are appointed from VI to X standards at the school levels and Post Graduates at the higher secondary level in schools. We have Commerce and Home Science exclusively for higher secondary classes apart from PGs in Tamil, English, Mathematics, Physical

Sciences(Physics and Chemistry), Biological Sciences(Botany & Zoology), History, Geography, and Computer Education.

Inclusion of Paper II for P.Gs is a pioneer feature, introduced as early as 1992. Providing specialisation in the relevant concepts in the practical part is a unique aspect for the P.G students in the subjects which gives additional input and depth of information in the subject and is an innovative feature.

Another special feature in our curriculum is the inclusion of additional core paper “Methods of Teaching and learning”. Here all the students are exposed to the various methods of teaching the different subjects. Team teaching methodology is followed. So specialists in the subjects (all the 10 special courses) expose the student teachers of the methods in the different subjects. Apart from this in the theory part in Core paper, relevant component is introduced in the Practical part as well in the II Semester.

Students are required to analyse the IX and XI std concepts for the methods suitable for teaching it. Apart from this they are encouraged to explore the possibility of adapting a new method that has not been in use for teaching the concept in the subject and try out the same with peers. A detailed related document is also prepared and practised and 100 marks have been included in the practical component. Students have appreciated this aspect which is again an innovative aspect which has been possible because of autonomy.

Apart from these, the concepts of peace education has been introduced and wherever it is possible, it is integrated with the concepts in the units of both the core and the special courses. Students have expressed that they require an additional input in these concepts. These are the new courses started in the emerging areas.

In addition, Practical components for the Core Courses on Educational Challenges and Psychology for 25 marks each, have also been introduced in the Practicals from 2010-2011, reducing the practical component for ‘Methods of teaching and Learning’ as 50. We wish to highlight that all the theory courses involve the practical component also in one form or the other which is a unique aspect introduced because of autonomy.

In the academic year 2013-2014, internship was introduced for Post Graduates students, number of working days was made 220, number of hours per credit is 20 and changes have been made in the credit system.

Appendix (5.2.1)

Co-Curricular Programme

The students are provided with a copy of the calendar even on the orientation day and hence they are exposed to the various requirements to be fulfilled for effective completion of each course and the entire programme. The programme activities are organized mostly as per the calendar without much deviation.

The activities are duly informed ahead of time through information on the notice board to both staff and students. The feedback of the week's activities is shared among the staff on Mondays – during staff devotion every week. Also there is an informal meet of the student teachers with their respective advisor once a month when they give the feedback / share their difficulties and due steps are taken to eradicate the same.

The Co-curricular activities which the students are expected to involve and thereby get an enriched exposure is listed in 4.1.3.

Suitable and relevant certificate courses are introduced for the benefit of the student teachers. The soft skills of the students are taken care of by introducing two short term courses ICT and ECS from 2011-12. All the teacher trainees are introduced to the knowledge of Information Technology (i.e. Short term course in ICT) based on which they are expected to prepare a suitable power point presentation for their A.V. demonstration lesson. During the second semester they have to choose one among the various certificate courses that are offered based on the requirement for each certificate course.

Semester I

- Short term courses
 - Information Communication Technology (ICT)
 - Effective Communication Skills (ECS)

Semester II

- Certificate courses
 - Religious Studies
 - Home Budgeting
 - Journalism and Mass Communication
 - Video Photography
 - Health and Nutrition
 - Desktop Publishing / Web Designing
 - Environmental Education
 - Maintenance of Archives
 - Spoken English
 - Spoken Tamil
 - Financial Accounting
 - Practical Mathematics

Extra-curricular Activities

The Institution provides a wide variety of extracurricular activities in which the student teachers can part take, enrich and bring out their talents for all-round development.

This enables student teachers to inculcate a sportive spirit and healthy competition. It enriches student teachers' talents, exposure and provides a platform to stage their talents. The extra-curricular activities provided in the college is listed in 4.1.3.

From 2010-11, the College initiated to introduce and organize an innovative intercollegiate competition integrating the academic knowledge and skills and abilities of the teacher trainees as Talent's Day. Programme was conducted in all the 10 departments and Physical Education(B.Ed. level) and the P.G department(M.Ed. level) which is an innovative effort.

Following are the items chosen by the different departments

during the month of March or April every year for the past 4 years.

April 2011

- Music in language teaching (**English & Tamil Dept.**)
- Mathematical Models(**Mathematics Department**)
- Fashion Parade – ‘ Unicellular organism’ (**Biological Sc. Dept**)
- Mime – Environmental Protection (**Phy. Sc & Home Sc. Dept**)
- Locating places on Map(**History & Geography Dept**)
- Compose song with Computer Themes (**Computer Edn. Dept.**)
- Mime – ‘Globalisation’ (**Commerce and Accountancy Department**)
- Chess (**Physical Education Department**)
- Education Quiz (**M.Ed. Department**)

April 2012

- Skit : Fairy Tale -(**English Department.**)
- Fashion Show – ‘A character from Literature’ (**Tamil Dept.**)
- Mathematicians Ramp walk (**Mathematics Department**)
- Vegetable and fruit carving (**Biological Sc. Dept**)
- Advertisement for ‘Eco Friendly Products’ (**Phy. Sc & Home Sc. Dept**)
- Mime- Integration and International Understanding
(**History & Geography Dept**)
- Skit – Computers in Medical Field (**Computer Edn. Dept.**)
- Mime – Evils of Advertisement (**Commerce and Accountancy Department**)
- Chess (**Physical Education Department**)
- Education Quiz (**M.Ed. Department**)

April 2013

- Tragedies of Shakespeare – Enactment (**English Department.**)
- Literary Scene Enactment (**Tamil Dept.**)
- Power Point Presentation (**Mathematics Department**)

- Mime – ‘Vegetable for vitality’ (**Biological Sc. Dept**)
- Role Play on ‘Water Conservation’ (**Phy. Sc & Home Sc. Dept**)
- Skit on ‘Peace’ (**History & Geography Dept**)
- Choreography on ‘Satellite Communication’ (**Computer Edn. Dept.**)
- Street Play on ‘Significance of Insurance’ (**Commerce and Accountancy Department**)
- Chess (**Physical Education Department**)
- Face painting on ‘EDU – TECH’ (**M.Ed. Department**)

April 2014

- Enactment of Climax of any one of Bernard Shaw’s Play (**English Department.**)
 - gg;Nfw;W fw;wy; - caph;f;Nfhsk; (**Tamil Dept.**)
 - Paper Collage – Mathematics in Everyday Life (**Mathematics Department**)
 - Tableau on Protecting the Environment (**Biological Sc. Dept**)
 - Power Point Presentation on Environment Protection (**Phy. Sc & Home Sc. Dept**)
 - Role Play – Indian Freedom Fighters (**History & Geography Dept**)
 - Mime on E-Learning (**Computer Edn. Dept.**)
 - Quiz on Indian Entrepreneurs and Companies (**Commerce and Accountancy Department**)
 - Chess (**Physical Education Department**)
 - Collage – Current Issues (**M.Ed. Department**)
- For the various curricular, co-curricular, extracurricular activities feedback is assessed both periodically and at the end of the programme. For some of the activities, feedback is felt with immediate effect.
- Continuous comprehensive evaluation based on which continuous internal assessment is made, provides for immediate feedback on curriculum transaction.

- Normally, based on the feedback, slight modifications are made if necessary as suggested by the Planning and Evaluation committee for the subsequent year, duly approved by the Board of Studies and Academic Council.
- The Co-curricular activities are initiated and if required for the programme, addition, omission and modification is made suitably to enrich the programme.
- The participation in some of the extracurricular activities is left to the choice of the student teachers and their abilities and skills. Each year student teachers come out with innovative ideas for every item.

All these measures taken periodically and annually enable effective implementation of the programme towards fulfilling of the objectives.

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

There is no specific allocation of students or quota for blind students. The other physically challenged students are treated on par with other student teachers. They are expected to fulfill the curricular requirements like other students.

But during 2012-2013, a blind student opted our college and joined through counselling. The student managed skillfully, wrote the exams with the help of scribe and with the good co-operation and care of the class mates and extra effort by the teacher educators, was able to successfully complete the course.

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

On admission, after orientation, the student teachers are divided into small groups under one teacher educator (not the same subject) and thus the advisory system is initiated. This meeting with the advisor over tea is planned once a month (mostly on a Friday) and as marked in the calendar. So the student teachers freely bring out their difficulties, short comings, requirements etc., which is brought out during staff devotion on Monday morning. Joint effort and suggestions are made to rectify / eradicate the same.

Through this, the teacher educator gets to know about the small group of students under her care and there is healthy sharing of experiences and caring by the teacher educator.

The student teachers are required to inform their advisor, in case of taking leave or being absent, thereby, the student teachers are closely and carefully monitored.

At each and every stage the teacher educators function as mentors to their own department student teachers and provide them the necessary guidance.

Apart from this, during internship each student teacher is attached with a mentor (the subject teacher of the school) who monitors and guides and gives also an input to the teacher educators when they come on rounds to observe the student teachers. Their remarks and suggestions are also considered for the betterment of the student teacher's performance, but assessment and assignment of mark is done only by the teacher educators of the college for the sake of uniform evaluation of every student teacher in the subject.

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

The Institution undertakes various direct and indirect measures to enhance and support effectiveness of faculty in teaching and mentoring of students.

- Effectiveness of the faculty in teaching is assessed based on the performance of their students to some extent.
- Staff are encouraged to attend seminars and conferences to update and sharing of information.
- Conferences and workshops are arranged in the Institution for their effective functioning.
- Staff are motivated to undertake research based projects and to present papers and publish in Journals.
- Provision is made to procure good and current books in their subjects to update current trends in teaching methods.

- The teacher educators are involved in the various activities of the college which enable them to understand and experience the various facets of the student teachers.
- Introduction of objective type items in the external components leads to depth in knowledge and understanding in the student teachers.

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

Yes. The Institution has its website. It is “www.scced.com”. It is updated as and when it is required. It contains information regarding Vision and Mission of the College Admission, Examination, Hostel, Alumni and Contact details, Founder of the college, Brief History, College song, College prayer, College Hymn, Staff details, Courses offered, Milestones, Student Support Services, Library-Rules and Regulations and Educational Links. The college is trying to include also the admission details in future.

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

Not all the student teachers are of the same level. They are a heterogeneous group. So there is room for students who are weak and slow achievers. The initial level is assessed by entry behaviour tests. The student teachers who are consistently of low performance are identified. Various specific and special measures are being taken to improve the student teachers.

Special attention is provided by giving assignments, providing peer group assistance, helping them out with question – answer drilling, extra coaching and assignment. Remedial course is provided for low achievers. UGC has also made specific provision for mentoring slow learners and is under-taken as a project under merged scheme.

(Appendix 5.2.6)

5.2.7 What specific teaching strategies are adopted for teaching

Individual analysis and hence attention is given to the extent possible to the student teachers.

a) Advanced learners

- Based on their communication skills they are posted in good schools thus training them to face challenging students in the class.
- Advanced Learners are encouraged to do independent work to enhance creativity
- They are encouraged to lead in preparation of Power Point Presentation for the Audio Visual Lessons.
- Advanced Learners are given challenging topics to handle during seminar classes.
- Advanced Learners are given the responsibility in peer tutoring.
- Advanced Learners' other talents are identified and channelised
- They are counselled for doing P.G Course.
- Advanced Learners are encouraged to part take in competitions
- Advanced Learners are insisted to prepare innovative teaching aids.
- Advanced Learners are encouraged to be role models.

(b) Slow Learners

- On identifying them, they are studied to identify the general / specific backwardness in studies, activities and teaching.
- When they are generally backward, they are encouraged to pay more attention to all the subjects.
- All the teacher educators jointly together take care in their respective subjects.
- When there is specific backwardness, the students are encouraged to pay more attention and time to that specific subject or aspect.
- They are given more assignments and small tests to better their performance.
- Encouraged to avoid other distractions.

- Identifying their level of communication, posted suitably for their internship to encourage them to face the students and be successful.
- Remedial coaching is given.

(c) Post Graduate Students

- Internship for the B.Ed. class students.

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

- Guidance and counselling services are provided to the student teachers in various forms - both directly and indirectly.
- The service is provided by every teacher educator to the student teachers who are in their advisory group. They approach them without any inhibition since they are not their subject teachers.
- For finance related problems they approach the Bursar through their advisors.
- For any difficulties / permission / taking leave they are guided to approach their advisors.
- Each subject teacher takes care of this service on the academic side.
- Besides these, family life education classes are organized for the benefit of the student teachers during which experts like doctors, counsellors are invited when the students can approach them and get guidance / clarify their doubts.
- The Principal also meets the student teachers atleast once a week to discuss on the happenings and feel the pulse about the ongoing activities.
- Student teachers with deviant behaviour are given counselling and on careful monitoring and follow up, they are enabled to complete the course.

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

- The student teachers are divided into small groups under each teacher educator and once a month the groups meet over tea.
- They are encouraged to freely come out with their difficulties / grievances / drawbacks and also the positive aspects which could be continued.
- Mostly, the resident students come out with their difficulties in the hostel – about food, sometimes water flow – etc.
- Some of the issues that the students came out with and the step taken to address them.
- About food in the hostel – the food committee was encouraged to modify the menu suitably.
- Drinking water - Water plant is installed to provide Good drinking water
- School planning and Management
 - elective was wanted for all the students
 - Included as units in core paper
- Students wanted a change of leader - Re election during the second Semester (just once it happened)
- Student teachers wanted their Office bearer badges (2012-2013) - To be Provided from the next year (2013 – 2014)
- Students preferred the Objective type items included in the external component - Continued for the subsequent years.

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

Students are monitored for their progress in various ways.

- Regular late coming hinders their progress, frequent absenteeism also hampers their growth. Students are checked for late coming and the late comers should get the slip from the staff incharge and regular

latecomers are identified (only day scholars) and advised even to the extent of joining the hostel.

- Some of the deviant behaviour of the students could be identified, the parents are informed about the ward and corrective measures are taken at the right time and this resulted in better progress of the student.
- Since the system has inbuilt continuous comprehensive evaluation pattern; the teacher educators are able to monitor the progress and the student teachers are made known as to where they stand and where and why is the drawback.
- The final internal mark of every student in each course of the programme is made known to the student teachers, they check and sign in the register.
- Special attention is given to the students who have draw backs and encouraged for betterment by providing special attention, retest in the case of poor performance / absenteeism (for genuine reasons)
- During their internship the student teachers are provided with the knowledge of their performance using the Teaching Assessment Scale(TAS) for every period of their teaching.

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

- Sufficient and necessary input both on theoretical aspect and the practical part is provided for every student teacher in each of their special courses.
- They are exposed to the theoretical aspect of micro teaching, teaching skills, link lesson, objectives, writing of objectives – General Instructional Objectives and Specific Learning Objectives, the lesson plan format the various aspects involved in it – blue print – writing the items for a test – appropriate preparation and use of teaching aids.

- They are simultaneously enabled to practice the different skills involved in teaching during micro teaching – concentrating on the specific skills required for the different subjects and the related components.
- They are also exposed to the demonstration class and they are expected to be present in the demonstration class as non participant observer and take note of the minute skills involved and the flow in the process of teaching. The demonstration classes are provided by the teacher educators in the different subjects and also the experienced teachers of our model school.
- They are also exposed to a model lesson on teaching using Audio Visual Aids by the teacher educators.
- As a result of these, the student teachers are to an extent assessed and accordingly posted to the different schools for their internship.
- The teacher educators go on rounds to the different schools and thus plan out to monitor their subject student teachers atleast once a week depending on the strength in the different special courses.
- The student teachers are uniformly assessed using the Teaching Assessment Scale and thus the students are given feedback by the teacher educators and also the mentors in the schools.
- Every Saturday, the student teachers are expected to come to the college, meet the respective teacher educators with their reflective log prepared for each lesson of their teaching; based on which they are guided and encouraged for improvement.
- The student teachers also get ready with their lesson plans and teaching aids for the subsequent week.
- Towards the end, each student teacher assesses their teaching by conducting a test to the school students in the portion taught by them and the students' papers are evaluated by student teachers and the performance is studied using statistical analysis and this forms a test and measurement file which every student teacher is expected to submit for their practical examination.

- Every student teacher is expected to undergo the internship for a duration of 40 days.
- For the practical examination, every student teacher is expected to perform their teaching skill in an actual class room situation (school students and not peers) in the presence of external examiner (major subject) who would be a specialist in the subject.
- During this process the external examiners assess the marks given by the teacher educators to every student teacher and if necessary they modify the same.

5.3 Student Activities

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

- i) *List of 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 Contribution of alumni to the growth and development of the institution.*

Yes. The Institution has an Alumni Association

i) **Current office bearers**

- | | | | |
|----|-------------------------------|---|----------------|
| 1. | Dr. Mrs. Rachel Jebaraj | : | Principal |
| 2. | Dr. Mrs. Lily Stuart | : | President |
| 3. | Mrs. Regina Joel | : | Vice Principal |
| 4. | Mrs. Punitha Chelliah | : | Secretary |
| 5. | Dr. Mrs. Nithila Devakarunyam | : | Treasurer |
| | (Teacher Educators) | | |
| 6. | Dr. Mrs. Jeyanthi Melba | : | Bursar |
| 7. | Mrs. Jebamalar | : | Member |
| 8. | Mrs. Anita Bakkiavathy | : | Member |
| 9. | Mrs. Esther Leelavathi | : | Member |

ii) **Year of last election** (Election is once in five years)

2011

iii) **Alumni Association Activities – last two years. (2011-2012 and 2012-2013)**

Annual Activity

- Gold medal for the Best Student of the year in the B.Ed programme.
- Silver medal for the toppers in each course in the final examination during the college convocation.
- Financial assistance for rural development project.
- Scholarship for students in the B.Ed programme
- Scholarship for the old students of the college in the M.Ed programme
- The college magazine OFFERO publication
- Annual meet of the Alumni during the college day celebrations
- Annual enrollment (Life members) of the students of the college.
- **Other than the annual activity;** 2012 – 2013 being the 90th year of the inception of our college, year-long Celebrations / Activities were planned out by the faculty of the college.
- Special OFFERO – 90th year along with activities album
- Generate funds towards 90th year Building projects (Partially funded by UGC)
- Provide furniture (Dinning) in the Extension of Women’s Hostel building.
- Organised special meet reunion (90 year) of the old students of the college with special thanks giving service on March 9, 2013.

iv) **Following are some of the college Alumni in high position in teaching line:**

- | | |
|--------------------------|---------------------------------------------------------------------------|
| Mrs. Felix | - Former Principal, Doveton Corrie School, Chennai. |
| Dr. Mrs. Cynthia Pandian | - Former Vice- Chancellor, Mononmaniam Sundaranar University, Tamil Nadu. |
| Dr. Miss. Adella Paul | -Former Principal, Meston College; IT College, Lucknow; and now |

	Executive Board Member of our College.
Mrs. Cynthia Ignatius	- Former Principal, St. Mathias Hr. Sec. School, Chennai.
Mrs. Sneha Dawson	- Former Principal, Doveton Corrie School, Chennai.
Dr. Evangelin Arul Selvi	- College of Education, Saudi Arabia.
Mrs. Rachel	- Teacher, USA.
Mrs. Alice Josaiah	- Former Assistant Head Mistress, Govt. Aided School, Thindivanam,
Mr. J.D Koilpillai	- Former Education Officer, Corp. of Chennai. Now Executive Board Member of the College.
Dr. Mrs. Premila Chandrasekaran	- Former Principal of our College.
Dr. Mrs. Vimala E. Punitha Kumar	- Former Principal of our College
Dr. Mrs. Lily Stuart	- Principal of Nazareth College of Education, Chennai.
Mrs. Betty	- Principal, Sathya Matric. Hr. Sec. School, Chennai.
Mrs. Marian Usha	- Head Mistress, Bentinck Girls Higher Secondary School, Chennai

v) Details on Contribution

- The Alumni occupying prominent positions serve as a great reputation and publicity for the popularity of the 90 year old institution which stand on the belief of the Founder Principal Miss. K. Nora Broackway that service rendered to children is service rendered to God.
- Instituted Gold medal in the name of the former principal, Miss. S. Balreddy for the Best student in the B.Ed. programme; thus encouraging growth on the academic aspects.
- Award of silver medals for the toppers in each department motivates the academic growth of the student teachers.

- Scholarship given to the deserving students at the graduate and post graduate levels helps the growth and development of the student teachers.
- 'OFFERO' publication of college magazine encourages creativity of the student teachers and helps in popularizing the institution.
- Contribution of the old students in promoting the projects undertaken by the college helps in the development of the college.
- The old students working as teachers in the different schools help in the better linkage with the college which enables smooth planning of internship.

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

- Extra curricular activities are given equal importance for the student teachers of the college and ample opportunities are given / made available for them to show case their talents.

The annual extracurricular activities for the student teachers in the programme:

House Parties, First Aid classes, Family Life Education, NET Coaching for Post Graduate students, Physical Education classes and project sports, social service activities at various centres, Ranger Team of Bharat Scouts and Guides, Youth Red Cross, College Choir, Circle of Kings daughters, Students Christian Movement, Observing important days – Human Rights Day, International Women's Day, Bharathiar Day, UN day, World Food Day, Science Day; Intercollegiate Extempore Elocution competitions, Intercollegiate chess competition, Short Story writing competition, Participation in competitions conducted by various Colleges and Universities, Display of exhibits in the exhibition conducted by State Government, Talent's Day – Intercollegiate Competition.

For House Parties the whole group of student teachers in the college, after admission, is divided into four houses – Alice, Ethel, Nora, Vera – the names of women who had contributed their mite to make a mark in the development of the college. Student teachers of each house, guided by the group of staff members in the house, present an

hour entertainment programme bringing out their skills and talents along with high tea. So there will be four house parties in a year. The Student teachers are also encouraged to participate in district and zonal level culturals.

First Aid Classes are conducted with the experts from St. John Ambulance Association and the certificate is issued by the Association.

Family Life Education classes are organized by inviting experts from suitable field for the students to have exposure in different related topics.

NET and TET Coaching are planned for the benefit of the student teachers to challenge the competitive exams and be successful.

Twice a week student teachers have the Physical Education Classes in small group and whole class together to make them relax and physically fit culminating in Project Sports where in they are exposed as how to conduct sports in the Institution, District and Zonal Levels. Social Service Activities are the extended activities offered at the different centres which provide opportunities for Service Learning.

Service Learning

The mission of the college is linked with the thought that a teacher's devoted service to children is service to God. It is firmly hoped that learning experiences provided in this college will inculcate integrity, dependability and willingness to serve with concern for others without recompense.

Teaching is a noble profession which requires in the teacher social consciousness and concern for the less privileged. These lessons can be learnt not from printed pages but from real life situations. The college considers it as its responsibility to instill in the hearts and minds of the teachers-to-be, their responsibility towards the society. It is this context of developing an environment which fosters an attitude of service that required the initiation of the process of Service Learning.

Objectives of the service learning practices are

- i. To enable the student-teachers to know the needs of socially less privileged people.

- ii. To enable the student-teachers to understand their role in alleviating the condition of the socially disadvantaged.
- iii. To provide opportunities for the student-teachers to serve the society in the various service centres.
- iv. To enable the student-teachers to develop an attitude of service.

The practice involves identifying various service centres. Presently the practice is carried out in 9 service centres the names of which are listed below:

1. YWCA Girls' Town
2. Nava Jeevan Centre
3. Opportunity School for the Mentally Challenged
4. Adult Literacy Centre, Sasthri Nagar
5. Home for the Aged
6. Ranger Team of Bharat Scouts and Guides
7. Youth Red Cross
8. Inter Church Service Association
9. Lotus Hostel for Blind students, Mylapore

Students opt for any one service centre and visit the centre every Monday evening. One staff member accompanies the students to the respective service centre. Each centre offers a different scope for service.

1. YWCA Girls' Town

Nearly 70 orphan students studying from Std.1 to Std.12 stay in this centre. Our students help them in their studies especially in English and Mathematics. During Christmas time the inmates of the center are entertained by our students through skit, dance and songs.

2. Nava Jeevan Centre

This centre houses mentally disturbed individuals who have successfully undergone treatment. Their families do not want to have them at home as their presence is considered a disgrace. The aim of this center is to convince their family

members to take them back home. Our students lend a patient ear, console them, play with them and pray with them.

3. Opportunity School for the Mentally Challenged

Students from all the departments visit the opportunity school and help the slow learners in their school subjects along with their teachers once a week.

4. Adult Literacy Centre

Our students help the adults in the centre in reading, writing their mother tongue and English. Individual attention is given in helping them translate their literacy into profitable life activities.

5. Home for the Aged in YWCA

Our B.Ed. students help the aged in writing letters, making beds, ironing and folding clothes. They also spend their time listening to them as many of them need someone to listen to them.

6. Ranger Team of Bharat Scouts and Guides

Students in the Ranger Team of Bharat Scouts and Guides are exposed to the knowledge and adherence of laws and rules of the Guides movement. Talents of the students are utilized for community service in line with the traditions of the guide movement.

7. Youth Red Cross

The activities of the Youth Red Cross members of our college include preparing and displaying bulletin materials regarding safety measures, youth red cross activities and so on.

8. ICOSA (Inter Church Service Association)

ICOSA is our recent addition to our service centers. Physically challenged persons are housed here and trained in Computer Courses and job skills. Students from our English Department help them with Spoken English which would enable them to face interviews.

9. Lotus Hostel for Blind students, Mylapore

Service to the Blind students of this centre is the latest inclusion. The inmates of the Hostel are blind women students doing their graduation in the different colleges in the city. Our students help them out in reading to listen, to write in Braille language and also assist in writing assignments etc.

Rural Project – Irulipet village

Apart from these a suitable place for our College rural project was identified for the children and women of Irulipet village, Karanodai. A group of students with a staff member visit the village once a week (on Saturdays) to render their service. The programme is coordinated through the Extension Services Department and the Women Studies Centre of our college.

Every year the Institution develops social and citizenship values and skills among the B.Ed., M.Ed., D.El.Ed. students by celebrating Independence Day, Republic Day, Human Rights Day, UN Day, World Food Day, Bharathiar Day, International Women's Day, World AIDS Day and World Consumer Day.

After the NSS unit was withdrawn by the University of Madras from all the Colleges of Education in the year 1999-2000, the college started Basic Guide Captain Course for the student teachers. A camp is held for 7 days under the guidance of Tamil Nadu Bharat Scouts and Guides Unit leaders every year.

Vanagaram :

The D.El.Ed. students take coaching classes for under privileged school students especially for I –VIII standard at Vanagaram on request by the 'New life development', a social work wing under ACA church on Saturdays. There were two coaching centres at Vanagaram. Our students divide among themselves and coach the weak students enthusiastically.

Being a Christian Minority Institution, programme are organized which enables student teachers to develop values based on Christian lines like – college choir, circle of King's daughters, student Christian Movement.

Observing important National Days makes the student teachers realize the importance of these days and spirit of brotherhood providing enriched knowledge.

Short Story Writing (in Tamil) competition enhances their creativity and imaginative power.

Inter Collegiate competitions are held to enable the students to bring out the hidden talents, widen their ideas and enrich them enhance creativity, remove inhibition, shyness and fear - thus paving way for holistic personality which is an essential ingredient for a future teacher to face the world.

Achievements of students during last three years 2011-2012, 2012-2013 and 2013-2014

During 2011-2012

. Dhivya of the B.Ed. class won the Third Prize in the Intercollegiate Poster drawing Competition on 'Gender equality' towards state level seminar on 'Empowerment of Indian Women: Challenges and Solutions' organized by Meston College of Education on November 30, 2011. Our students participated in the Sarada Fiesta, 2012 held at Sri Sarada College of Education, Salem on 2nd February, 2012. R. Nandhini won the Second prize in Solo singing, T. Thendral won the Third prize in Rangoli and S. Dhivya won the Third prize in Pencil sketch. Our college had the privilege of exhibiting working and participatory teaching aids of all the departments including education from 16th to 24th February, 2012 at the Trade Fair held by Tamil Nadu Tourism Department.

Two of our students Gowthami and Saranya B. participated at the State level Teaching Aids Competition conducted by Stella Matutina College of Education, Chennai and won the First Prize. Zonal sports meet of TNTEU was held on 2nd April 2012. A. Maheswari of B.Ed class won the 2nd place in 400 mts dash and Rachel Glory, Pondy Meena, A. Maheswari and T. Sangeetha won the 2nd place in 4x100 mts relay.

During 2012-2013

Students of our College participated in the programme 'Vilaiyadu Vaagaisoodu' and 'Magalir Mattum' which was televised the following Sunday on

Makkal TV. Our students participated in the Talents' Day Competitions organised by us and won the following prizes:

TAMIL LITERARY SCENE ENACTMENT COMPETITION

- II Prize -
1. Gayathri. R
 2. Kerlin Getseyal.Y
 3. Saraswathi. S
 4. Saranya. E
 5. Sudha. K

TRAGEDIES OF SHAKESPEAR : ENACTMENT COMPETITION

- I Prize -
1. Jenefa Grace. S
 2. Esther Jeba Sneha. C
 3. Nivethitha. C
 4. Kerchiyal. L
 5. Abishag. R
 6. Jothi Chinthiya.S

MATHEMATICS POWER POINT PRESENTATION COMPETITION

- II Prize – Shared by
1. Zehra Tanzeel
 2. Arul Papitha. G

ROLE PLAY ON WATER CONSERVATION (P.Sc, B.Sc & H.Sc. Dept.) COMPETITION

- I Prize -
1. Nithya. R
 2. Vaishnavi. D
 3. Shobana. T

CHOREOGRAPHY ON SATELLITE COMMUNICATION (C. Sc. Dept.) COMPETITION

- II Prize -
1. Abisha Sherlin. S
 2. Evangelin Maragatham. S
 3. Praveena Ranjitham. R
 4. Rajeswari. R
 5. Sofia Ebenezer. T
 6. Sonia Sheeba Rani. M

SKIT ON PEACE (His. & Geo. Dept.) COMPETITION

- I Prize -
1. Mallika. M
 2. Anandha Kumari. A
 3. Gomathy. G
 4. Kokila. R
 5. Emi Jeba Suganthi. P

STREET PLAY ON SIGNIFICANCE OF INSURANCE (Commerce & Accountancy Dept) COMPETITION

- II Prize -
1. Bharathi. K
 2. Jenifa Florence. P
 3. Jasmine Jahan. S
 4. Mythili.A
 5. Sathya. S
 6. Revathi. J.M

EDU – TECH : FACE PAINTING (M.Ed. Dept) COMPETITION

- II Prize -
1. Manjula. M
 2. Nithya. R

During 2013-2014

Our students participated in the Talents' Day Competitions organized by us and won the following prizes.

TABLEAU ON PROTECTING THE ENVIRONMENT

- I Prize -
1. Esther Sharon Chelliah
 2. Kanchana Devi
 3. Prasanna Prema Kumari
 4. Jenifer Priya
 5. Grace Christina
 6. Jayanthi
 7. Devi
 8. Divya.L

ROLE PLAY ON INDIAN FREEDOM FIGHTERS

- I Prize -
1. Stella. K

MIME ON E-LEARNING

- I Prize -
1. Selvamary. M
 2. Subathra. M
 3. Jini. R
 4. Sahaya Salomi
 5. Manjusha
 6. Esther Judith

BUSINESS QUIZ ON INDIAN ENTREPRENEURS AND COMPANIES

- I Prize -
1. Kalaivani. P
 2. Agatha Judith Caroline. G
 3. Nisha. D

ENACTMENT OF CLIMAX OF ANY ONE OF BERNARD SHAW'S PLAY

- II Prize -
1. Yuvashree. S
 2. Iynisha. G
 3. Esther Jeba Priya. V
 4. Abika Adline Praisya. M.B
 5. Suganya. S
 6. Merlin M.S. Shalini
 7. Nandhini. H
 8. Mercy. J.B
 9. Lincy. B
 10. Bency. B

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

Student teachers are encouraged to bring out originality and creative work in all possible ways.

Student teachers are expected to display the bulletin board with presentable material which could be shared with others. They are also encouraged to display collection of information; in the form of cut outs, charts etc. Each Post Graduate student in the graduate programme has an opportunity for collection of materials like this which forms a part of their practical component. They also contribute articles to college magazine 'OFFERO'

(Appendix 5.3.3)

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

Every year after the admission process is over; when all the students are in for the programme – after giving sufficient time for them to understand each other to some extent, election is conducted for college council. They serve as a good link between the student community on the one side and the faculty and administration on the other side.

Students' Role in the functioning of the College

St. Christopher's College of Education fosters leadership among the students. They are trained to assume responsibilities and discharge them with efficiency and sincerity. Every year the students elect their leaders. The following is the list of the various positions, and the duties involved.

Class Monitress

She is the College Pupil Leader. She monitors the attendance marking and the behaviour of the peers in common halls. She is a member of the Equipment Committee and carries messages from the Principal to the students on academic issues.

Student President and Vice-President

They assist the Warden (Principal) and the Deputy Warden in the upkeep of the hostel. They are also responsible for drawing out the weekend and holiday lists of the resident students. They are part of the Food Committee and are responsible for the conduct of the evening worship service.

General Secretary

She is responsible for the conduct of the Assembly Programme and for recording the minutes of the same.

Day Student Representative

She is in charge of ensuring that the needs of the Day Students are met. The maintenance of the Day Student Centre is also her responsibility.

Floor Representatives

Each floor representative supervises the responsible use of the facilities like fan and light. Preparing the dhobi list and dispatching dhobi money are her responsibilities. Any repair required is communicated to the office through her.

Food Committee

The members of the Food Committee along with the President and the Vice President prepare the menu for the residents. They are in charge of the cleanliness of the dining hall and the seating of the students at the various tables.

Library Committee

Along with the Librarian and the Department staff, the members of the Library Committee are responsible for the orderly arrangement of books in the various cupboards. Each subject is represented by one student in the Library Committee.

Games Committee

Members of the Games Committee along with the Physical Directress assume responsibilities towards the conduct of Project Sports. Preparing the field with necessary equipment and marking attendance during the physical education classes is also the responsibility of the Games Committee members.

Chapel Committee

Members of the Chapel Committee assume the responsibilities related to the chapel services. Laying the mats, placing hymn books and Bibles, cleanliness of the chapel and the garden around it are their responsibilities. Conduct of special services like Christmas service and Inauguration of Social service is also the responsibility of the Chapel Committee. They work with the Principal, Vice Principal and three Staff members who make up the Chapel Committee.

Choir

Choir members lead the worship and singing during the Chapel services. They also represent the college in the various singing competitions. In Dec.2010, Our college choir won the 2nd place in the 'Sing the Season' programme conducted by 'Aachi masala' and they were awarded a trophy and cash prize of Rs.25,000/-.

Postage Secretary

She is responsible for collecting the post from the office everyday and delivering it to the resident students.

(Appendix 5.3.4)

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

Academic Council

All the faculty members are the members of the Academic Council. They participate in the discussions regarding the modification or change of syllabi with the other members and give suggestions. They share their ideas and views with others. Students are also represented in the Academic Council.

Students have expressed their opinion on the functioning of Autonomy in the College. A majority of students have favourable attitude towards Autonomous system. They appreciated the variety of activities organized by the college, the methods of teaching and evaluation to bring about improvement in the quality of teaching and learning. Students have benefited greatly by the Co-curricular activities and Extra-curricular activities namely Social service, SUPW, First Aid, Family life Education. They seemed to have enjoyed the Assembly sessions and House Parties and were benefited by the Advisory meetings. They strongly favoured semester system and continuous Internal Assessment. They also expressed that they are satisfied with the internal assessment system and agree for the ratio internal : external to 40 : 60. They realized the values of autonomy such as the development of all round personality, good study habits, exposure to latest innovations and techniques of teaching.

They accept the fact that the staff members are taking extra efforts to teach and train them to become good teachers with good values.

In general all of them felt that it was a privilege to undergo Teacher training in St. Christopher's College of Education as it trained them in their profession as well as for life.

Since ours is a single faculty college, We have one board of studies for all the Special and General courses. We meet together with the outside experts in education once a year.

The Board of studies have external experts including expert nominated by the University.

The details of the same year wise from 2008-2009 are shown below:

Year	University Nominee	External Experts
2008-2009	Dr.N.Muthaiah Dr.Radha Mohan (Aca. Council) Dr.(Mrs)S.Vasanthi (Aca. Council) Dr.K.Mythili (Aca. Council) Miss. Reeba Anna Mathew (Student Representative)	Dr.P.S.Balasubramanian Dr.D.Raja Ganesan Dr.(Mrs) Rani Kandasamy Dr.(Mrs.)Andal Raghavan Dr.D.Kumaran
2009-2010 (till Nov-2010)	Dr.N.Muthaiah Dr.Radha Mohan (Aca. Council) Dr.(Mrs)S.Vasanthi (Aca. Council) Dr.K.Mythili (Aca. Council) Miss. V. Lovely Prasanya (Student Representative) Mrs. Simran Mann (Student Representative)	Dr.P.S.Balasubramanian Dr.D.Raja Ganesan Dr.(Mrs) Rani Kandasamy Dr.(Mrs.)Andal Raghavan Dr.D.Kumaran
2010-2011	Dr. R. Babu Dr.V. Chandrasekaran (Aca. Council) Dr. R. Bharathi Manoharan (Aca. Council) Dr. K. Mohanasundaram (Aca. Council) Mrs. Hebziba M.	Dr.P.S.Balasubramanian Dr.Radha Mohan Dr.(Mrs) Rani Kandasamy Dr.(Mrs.)Andal Raghavan Dr.D.Kumaran

	(Student Representative)	
2011-2012	Dr. R. Babu Dr. R. Bharathi Manoharan (Aca. Council) Dr. V. Chandrasekaran (Aca. Council) Dr. K. Mohanasundaram (Aca. Council) Mrs. Shahila Alias Eswari P.S. (Student Representative)	Dr.P.S.Balasubramanian Dr.Radha Mohan Dr.(Mrs.)Andal Raghavan Dr.D.Kumaran
2012-2013	Dr. R. Babu Dr. R. Bharathi Manoharan (Aca. Council) Dr. V. Chandrasekaran (Aca. Council) Dr. K. Mohanasundaram (Aca. Council) Mrs. Georjeena. S (Student Representative)	Dr. P.S. Balasubramanian Dr. Radha Mohan Dr. (Mr) Andal Raghavan Dr. D. Kumaran
2013 – 2014	Dr. Sivasakthi Rajammal Dr. R. Krishna Kumart (Aca. Council) Dr. S. Vasanthi (Aca. Council) Dr. G. Subromonian (Aca. Council) Mrs. M. Parimala (Student Representative)	Dr. P.S. Balasubramanian Dr. Radha Mohan Dr. D. Kumaran Dr.(Mrs.)Andal Raghavan

5.3.6 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?

The institution has feedback mechanism to get the feedback from its stakeholders.

Feedback of the programme offered is received from students, self appraisal from teacher educators, practice teaching schools and service learning centres. Feedback / evaluation is also received from the participants of conference / workshop organised by the institution.

The feedback received is analysed and consolidated and appropriate action could be taken duly informing the concerned individuals. It is also discussed with the experts in the different committees for their suggestions for improvement / remedial action

For example: Improvement / modification was brought out in the curriculum.

5.4 Best Practices in Student Support and Progression

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

These are many good practices followed for the benefit of the student teachers.

- The NET and TET Coaching provided for the Post Graduate student teachers and to all the student teachers respectively to enable them for better job opportunities.
- The Talents Day which is an intercollegiate competition merging the academic concept with the skills and talents, department wise simultaneously taking place encouraging the student teachers to showcase their talents.
- Concept mapping and reflective log included in lesson plans for practice teaching.

(Appendix 5.4.1, 5.4.1 a)

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

- a. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?*

The evaluative observations made under Student Support and Progression bore no negative remarks in the previous assessment report, as they were sufficient. Still the institution has made an enormous effort to increase the same with providing NET and TET coaching for student teachers.

- b. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?*

Quality of the student support and progression have been maintained with the enhancement measures taken in the form of varied coaching after class hours in the evenings (NET & TET coaching). Effort has been taken to tap out talents through new Talents Day competitions.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

- 6.1.1 What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?*

St. Christopher's College of Education was started with a class of 12 L.T. students in 1923 and it has now grown into a large institution with Diploma in Teacher Education, Bachelor of Education, Master of Education, Master of Philosophy in Education, Doctor of Philosophy in Education, Nursery School, the Department of Extension Services and Women's studies Centre.

Through the past 90 years, the growth of the College has been steady. It has moved along a road of expansion, reorganisation and innovation. In this institution the rich traditions are being maintained and at the same time, there has been the

forward looking attitude and the breaking of new ground, in accordance with the rapidly changing educational system.

St. Christopher's College of Education trains student teachers to acquire knowledge of the method of teaching their subjects, understand the professional techniques to develop teaching skills and apply the acquired knowledge in day to day life situations.

The students are also trained, to inculcate in them, communal, ethical, social, aesthetic, moral and spiritual values.

The College continues to provide a rich environment which is intellectually stimulating and aesthetically pleasing. The hostels provide a wholesome atmosphere for living and learning. As educators we try to utilise all possible opportunities, to inculcate a proper sense of values through the curriculum and also develop an understanding of the critical factors affecting us today.

The life of a student is a busy, wholesome one filled with new and varied things to do. The most important aspect of on-campus life is the opportunity it offers to develop self-discipline, inter-personal relationships and a sense of community responsibility, along with academic work. As staff, we endeavour to inculcate in our students the habit of honesty and hard work.

The college has aimed to prepare the students for leadership as responsible citizens, living with full consciousness of the multiple needs of communities, to inculcate discipline, to encourage growth in the Christian faith and to equip women to meet the challenges they face in being women teachers of tomorrow. Thus the College has a threefold function of teaching, research and extension work.

The work of the institution has progressed smoothly. Staff co-operation, staff-student relations and administrative support have been good. The college established good rapport with the community. The students by their good conduct and hard work have helped to maintain the standards of the institution.

Members of the Management, the Principal, the Teaching and Non-teaching staff, Students and Members of Alumni Association work together to achieve the vision and mission of our institution. The College receives grants from the UGC and the State government to support the implementation of the mission. The fee we collect

from students and the support of the Alumni Association are also helpful in achieving the goals. The evaluation and guidance we receive from the Management is encouraging in striving towards the goals planned. The attainment of goals has been evaluated at the end of the year by students, staff and the Management and necessary action is taken towards better attainment of Goals.

The values attained by the student teachers disseminate into the community at large as they take up their profession as teachers.

6.1.2 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?

The Mission statement of the Institution is “To Train Women graduates form Arts and Science Colleges to serve God and the Nation in their profession as teachers” which includes the Goals and objectives which are:

The women students

- Acquire knowledge in the method of teaching each special course.
- Understand the teaching concepts in each special course.
- Apply the acquired knowledge in real life situations.
- Develop related teaching skills
- Identify the values in teaching concepts in the special course.
- Integrate values along with teaching concepts
- enhance a liking for one's own subject
- develop an attitude towards teaching
- inculcate a concern for pupils.
- imbibe good habits like – neatness, cleanliness, accuracy
- adherence to truth and integrity
- to become responsible citizen
- to have patriotic spirit
- to instil in them communal, ethical, cultural, aesthetic, social, moral and spiritual values.
- to maintain the standard and tradition of the institution
- to be instrument of peace

- to be physically fit, emotionally matured, mentally sound, socially desirable, morally and spiritually good.

6.1.3 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 trust placed on the Integrity of the head of Institution by the management enhances the commitment of the leader – the head of the Institution.
- The head of the Institution – the leader – serves as a role model – handles also the classes (Teaching) at the Post Graduate level.
- There is proper and timely dissemination of information.

Commitment

- The commitment of the management towards effective functioning of the institution is made real through various committees like:
 - The Association
 - The Executive Board
 - The Governing Body
 - Working Committee
 - The Autonomy Finance Committee
 - The Board of Studies
 - The Academic council
 - The Planning and evaluation committee
 - IQAC

Composition and Functions of the Committees

- Association is the Apex Body of the Management and it approves the recommendations of the Executive Board - shall appoint the Principal, Executive Board and the Academic Council.

Governing Body

The Governing Body constitutes five members from the management, two teachers of the college, one educationist, one UGC nominee, one State Government nominee, one University nominee and the Principal of the college.

Subject to the existing provision in the bye-laws of the college and rules laid down by the state government, the Governing Body of the college has powers to:

- Fix the fee and other charges payable by the students of the college on the recommendations of the finance committee.
- Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.
- Approve institution of new programmes of study leading to degrees and diplomas.
- Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development, and fulfil the objectives for which the college has been declared as autonomous.

Academic Council

Academic council constitutes the Principal(Chairman), All the Heads of Departments in the College, three University nominees and three Experts from outside and a student representative.

The Academic Council has powers to:

- Scrutinise and approve the proposals with or without modifications of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it will have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so.
- Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.

- Recommend to the Governing Body proposals for institutions of new programmes of study.
- Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same.
- Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it.
- Perform such other functions as may be assigned by the Governing Body.

Board of Studies

The Board of Studies constitutes the Head of the institution(Chairman), the entire faculty, three experts in Education from outside, one expert nominated by the Vice-Chancellor and a student representative.

The Board of studies performs the following functions:

- Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement of consideration and approval of the Academic Council.
- Suggest methodologies for innovative teaching and evaluation techniques.
- Suggest panel of names to the Academic Council for appointment of examiners and
- Coordinate research, teaching extension and other academic activities in the college.

Finance Committee

The Principal (Chairman), One person nominated by the Governing Body of the college for a period of two years, one senior most teacher of the college nominated in rotation by the Principal for two years are the members of the finance committee.

The committee considers ,

- Budget estimates relating to the grant received/receivable from UGC and income from fees etc. collected for the activities to undertake the scheme of autonomy and
- Audited accounts for the above.

Leadership role and Involvement

The leadership and the involvement is evinced by:

- Initiatives taken
- Set a role model
- Encourage every staff for the identified abilities and skills
- Sharing of responsibility
- Care for the welfare
- Communicate clearly the expectation from every staff
- Openness in the curriculum related matters for expert suggestion
- Involving the staff in decision making
- Dissemination of information relating to the benefit of the staff – teaching and non teaching.
- Care in prompt dispersal of the salary / any financial benefit
- Involve in every activity undertaken by the college through joint effort towards success of the programme.
- Clear direction as to what, when and why for the different initiatives.
- Encourage toward upward advancement in the academic ability
- Encourage staff to register for / complete Ph.D
- Motivate the staff with Ph.D to get guide ship.
- Direct the staff to undertake projects
- Guide the staff towards completion of research.
- Plan ahead of time.
- Avoid hasty decisions / last minute preparation
- Effective time management
- Treat equally without any bias.
- Assign responsibility identifying individuals' ability
- Equal distribution of work load.

- Wider knowledge on curriculum
- Suggest ways to enrich / modify / enhance curriculum to suit the present trend
- Initiate innovative activity
- Constructive criticism for the good of the individual and the Institution.
- Interaction with staff and students
- Receptivity and open mindedness
- Willingness to adapt / correct / change for better
- willingness to serve and sacrifice
- Initiatives for growth and development of the individual and the Institution

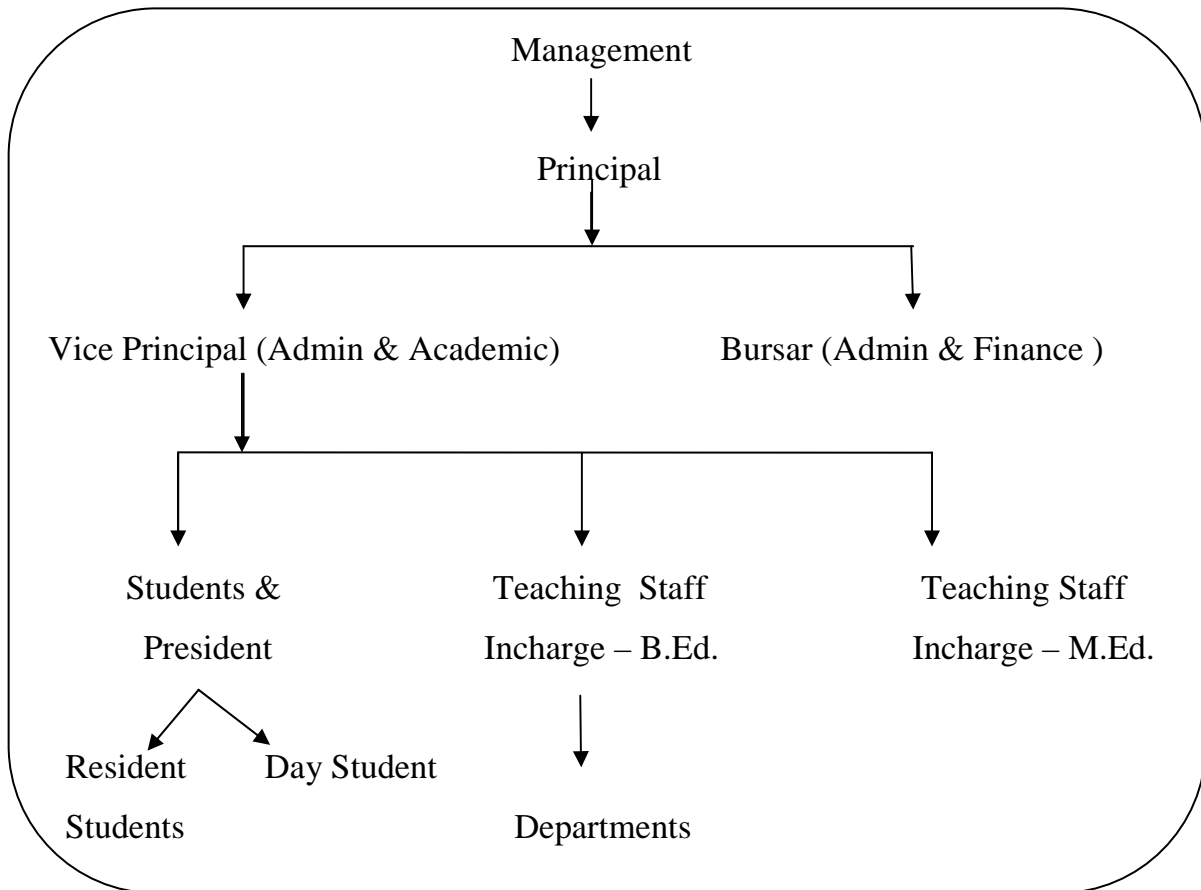
These steps by the top management ensures effective and efficient transaction of teaching and learning which is the main objective of the programme.

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

The Head of the Institution is entrusted with the task of assigning responsibilities to the staff, which should be effectively and meticulously carried out to attain the objective.

- Plan the work to be executed in the course of an academic year.
- The skill / ability / potential of individual staff.
- Reasonable and appropriate allocation of work / responsibility.
- Plan out ahead of time and communicate to the concerned individual ahead of time through written communication
- The responsibilities may be displayed on the staff notice board ahead of time or sent through circular when it is urgent.
- Consult the staff if necessary before finalising the work allocation.

The management follows the system of line organisation in dissemination of responsibilities and the needed information to the passed on to the different categories of academic and administrative purposes.



6.1.5 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 head of the Institution is a liaison between the staff and the management.

- The representative of the staff meet the management committee members during meetings of the Governing Body.
- The activities and functioning of the institution is reported in the General Body meeting by the head of the institution when the staff representatives would be present.
- Valid suggestions for improvement would be noted.
- Feedback from the staff and students discussed during the planning and Evaluation meet / Internal Quality Assurance Cell(IQAC) / Board of Studies / Academic Council for better suggestions / improvement to face challenges.

- Occasion made available when the Management Committee members meet the staff for informal discussion.
- The decision of the management is made known to the staff by the head of the institution for their response and feedback.
Example: Code of conduct and service rules; cash award to enhance research culture among staff.
- Progress of the college is presented during the college day – a public function.

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

Some of the situations identified to be barriers:

- Changing trend in the behaviour of the present generation of students.
- Paucity of students' aptitude toward teaching
- Downward trend in values.
- Inattentiveness in studies, lack of seriousness and commitment.
- General backwardness in some students.
- Lack of good communication skills.

Address Barriers

The following are some of the actions taken to overcome the barriers:

- Make them realize that teaching is a noble profession where the teacher is looked upon with great responsibility.
- Check the entry behaviour and address their needs.
- Inculcate value integrated with teaching
- Proper counselling and guidance and motivation
- Extra effort and individual attention
- Provide coaching and attention to enhance communication skills.
Example: short term course provided.

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

- The Institution's effectiveness solely depends on the efficiency and commitment of the staff members.
- Staff should feel the belongingness of the institution for better and effective functioning.
- Appreciate the staff for special effort.
- Recognise for specific achievement.
- Motivation through incentives.
- Encouraging them to participate actively in seminars and conferences.
- Giving awards.
- Provide necessary facilities.
- Encourage optimum use of the available facility.
- Motivate staff to take pride in servicing in this institution of reputation.

6.1.8 *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:

- Initiate towards change / revision of curriculum atleast once in three years.
- Motivate to integrate values in teaching the different subjects.
- Organise workshop on curriculum revision with expert guidance
- Provide guidance on evaluative procedures.
- Encourage suggestions to modify / bring about innovative changes.
- Permit to assess the effect of the change
- Providing enough time to bring about the change
- Stepwise guidance to carry out transaction.
- Incorporate constructive suggestions suitably.
- Encourage / motivate to bring about change / modification to keep pace with the advancement in science and technology.

- To keep pace with the changes in the school curriculum and methods of teaching expected.

Administration

- Disseminate information
- Proper and timely communication
- Change to be effected from grass root level
- Creating proper link towards progress
- Enabling upward movement of staff in their profession
- Procuring the benefits due to them from the Government / organisation.
- Even distribution of work load.
- Enhancing and motivating good performance.
- Proper and timely disbursement of salary and other benefits.
- Encourage good coordination among staff.
- Sharing of responsibilities.
- Care and concern for one another without compartmentalisation.
- Provide an environment which is conducive for optimum turnout
- Proper allocation and distribution of work / responsibilities.
- Periodic checking of the functioning by supervision.

Resources

- Identifying the individual departmental requirements / needs.
- Individual attention to meet the necessities.
- Proportionate allocation of funds.
- Maintenance of the existing resources.
- Enriching to meet the present requirements.
- Allocation to procure books and journals and E – Resources.
- Equip with proper storage facilities.
- Purchase of necessary equipment.
- Ensure optimum use of available resources.
- Replacement whenever necessary
- Maintenance and repairs.
- Supply of consumable item.

- Maintain registers for stock / books / equipment.
- Periodic Checking.

6.2 Organizational Arrangements

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

The Institution is an autonomous, government aided, single faculty college of education.

Being an autonomous college for the past 25 years, as per the requirement; the college has constituted the Board of Studies, Academic Council, Governing Body and Autonomy Finance Committee as follows.

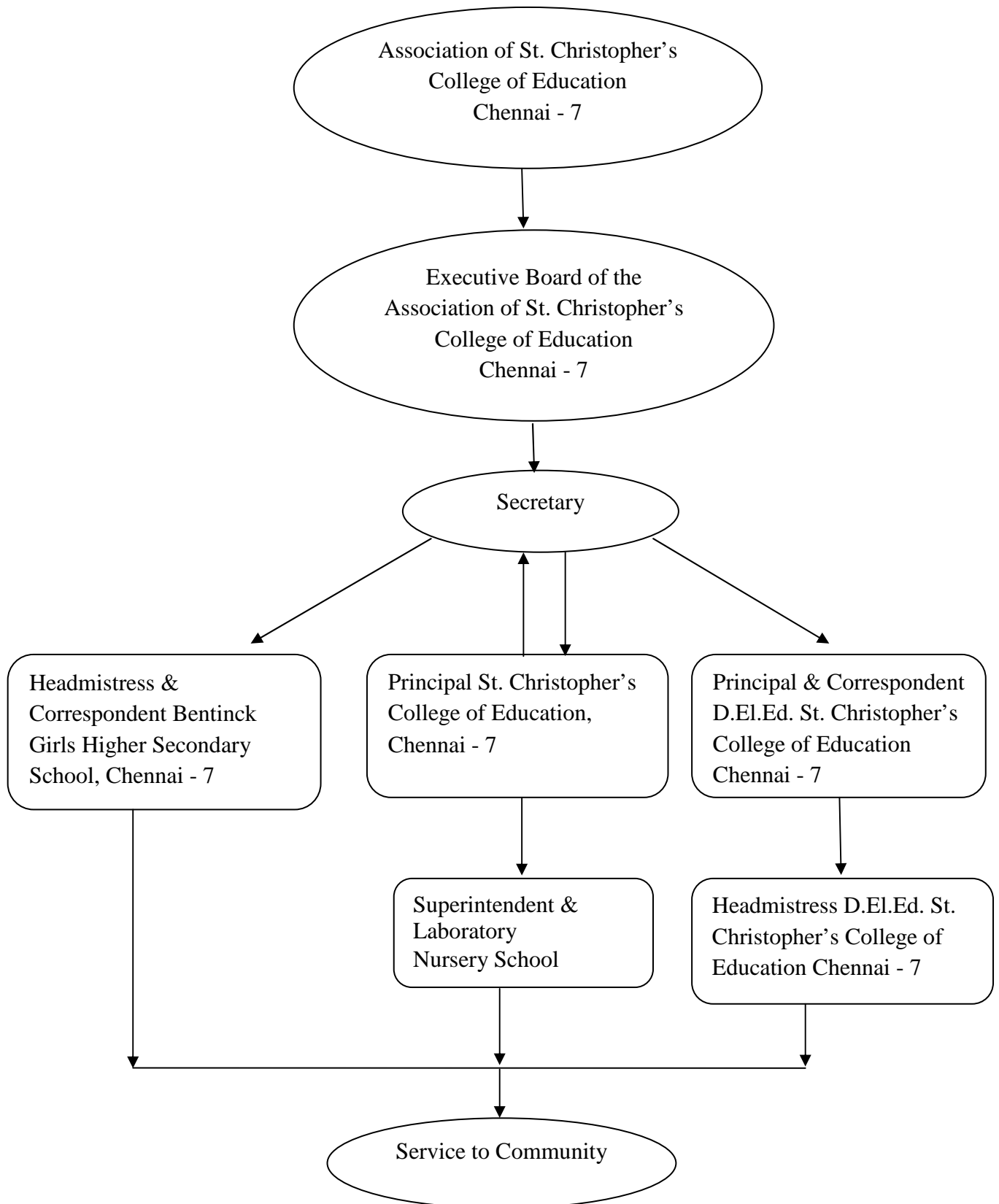
Committee	Meeting date during 2013 - 2014	Decisions made
Board of Studies	September 6 th , 2013	No. of working days Recommendations for B.Ed. Modification of Credits & Courses
Academic Council	September 6 th 2013	Results of B.Ed., M.Ed. & M.Phil Recommendations for Board of Studies No. of working days increased to 220 from 190 as per TNTEU Modification in the credits for B.Ed. & M.Ed. Courses Evaluation marking Internal-40 and External-60 Principals Report A. Progress 2012-2013 B. Plan for the 2013-2014 C. Based on the Recommendation on the studies Plan for the year 2012-2013 was resolved
Governing Body	16/09/2013 11/03/2014	The Committee proved the statement of Accounts and appreciated and encouraged the activities of the college. The Committee Approved the budget and Appreciated the activities of the college.

Autonomy Finance Committee	20/11/2013 06/03/2014	Statement of Accounts – approved by the Committee. Budget was passed.
Planning & Evaluation Committee	September 2 nd , 2013	Results announced Student & Staff Evaluation Progress of 2012 & 2013 Plan 2013 – 14 Suggestions of Planning & Evaluation Committee
Executive Board	20/11/2013 06/03/2014	The statement of account for the year 2011 – 2012 was approved. The budget was approved for 2014-2015.

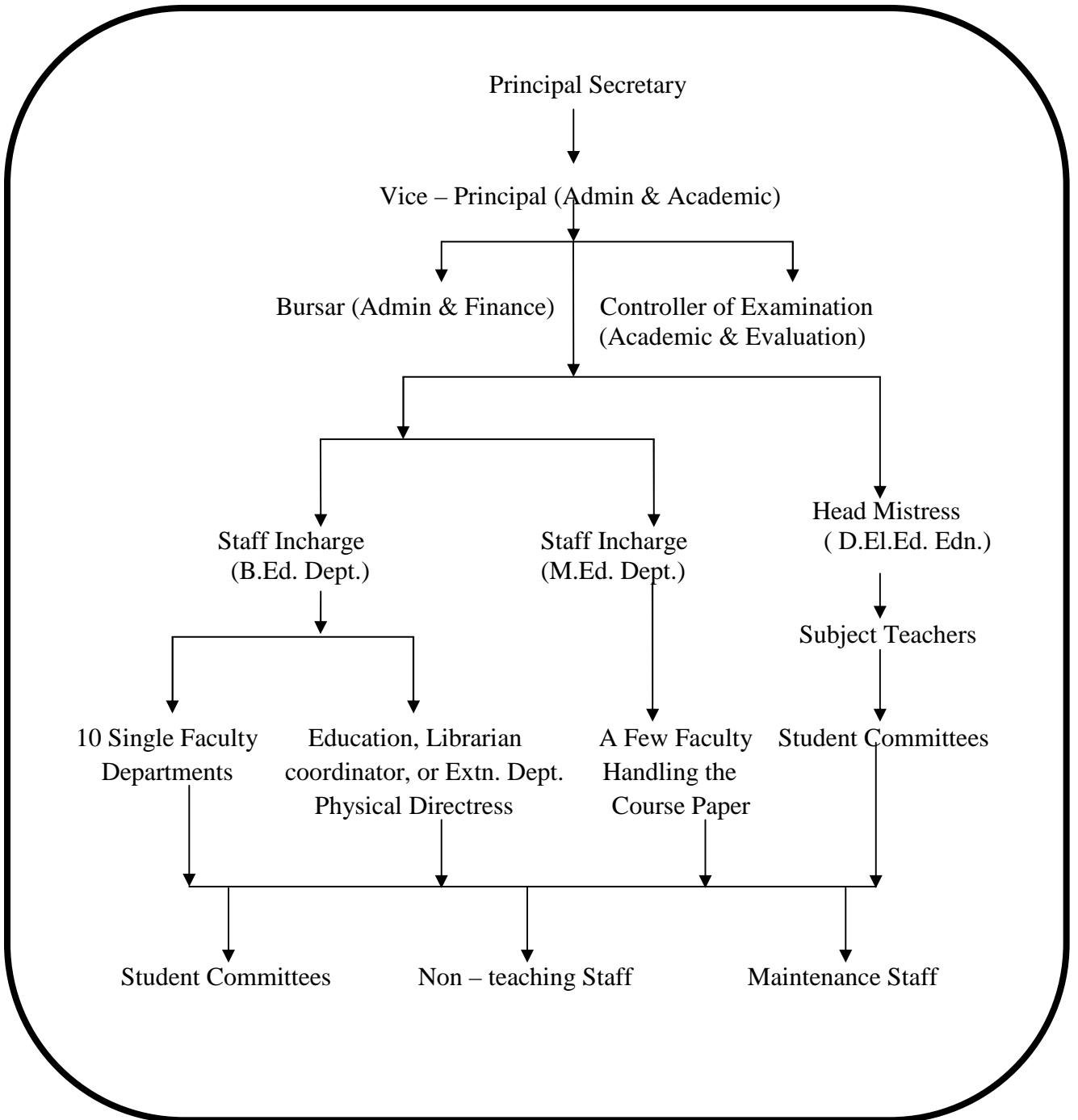
Students are also involved in organisation of the Institution. There are various student committees, the activities of which help in organising the programme of the college.

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

The Structure explains the details of the academic and administrative bodies of the institution.



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



There are totally 20 staff members responsible for the effective functioning of the various programme in our college – B.Ed; M.Ed; M.Phil; Ph.D; D.El.Ed. Being single faculty college, the staff responsibilities connected with the general functioning of the college is planned and informed to the Teacher Educators even before the beginning of the Academic year, in order to enable them to plan for the execution of the same.

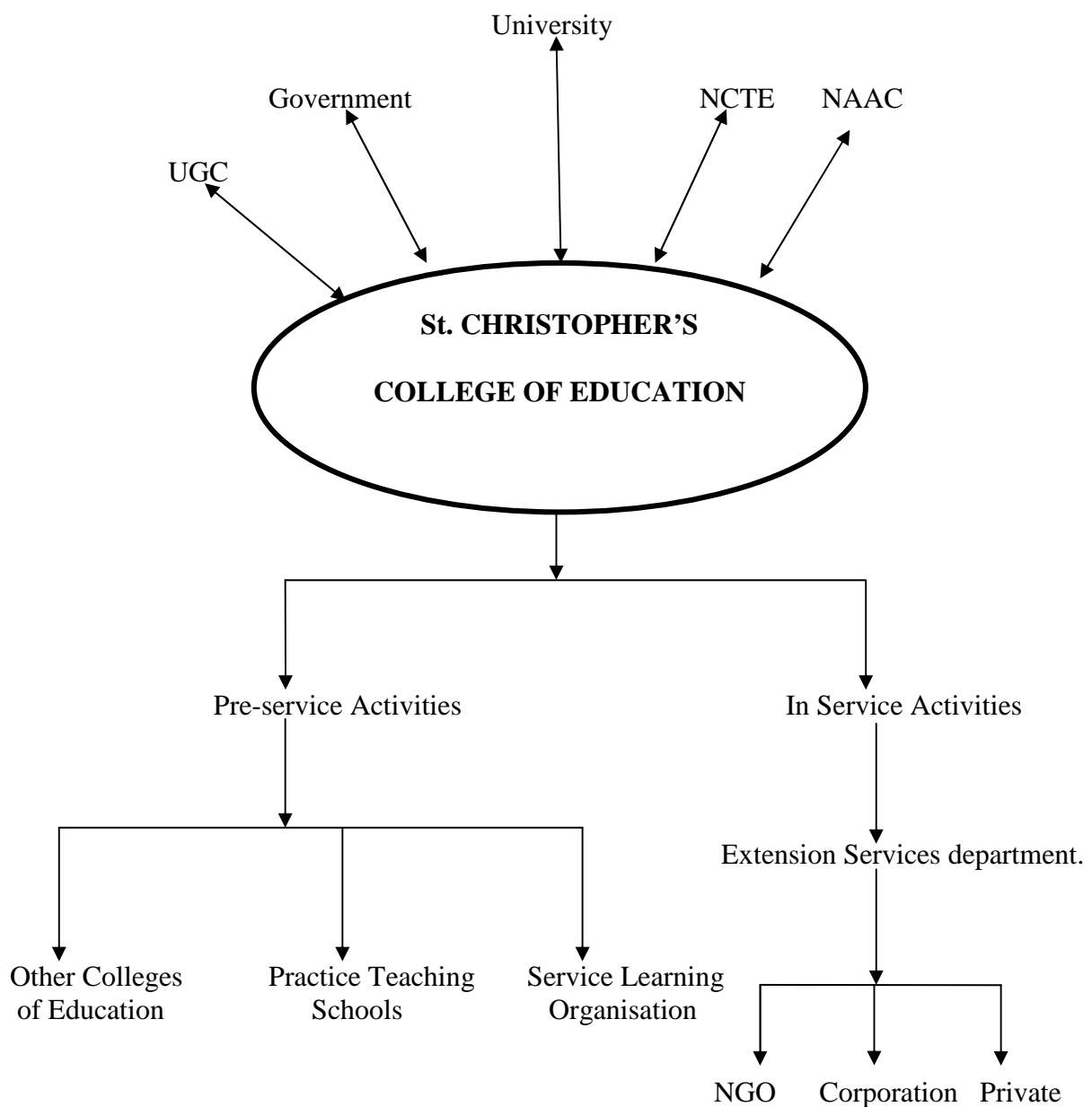
For every activity that comes up; right from the beginning of the academic year; staff responsibilities are decided by the Principal and duly informed to the staff members. The responsibilities allocated to the staff are evenly distributed and in rotation; enabling all the staff to be aware of all the responsibilities.

Ex: For any programme organised in the college; all possible work to be executed is planned out and the staff members are allocated for the various work involved in the programme. They, in consultation with the Principal get a clear picture of the exact work to be executed and take it up.

Thus any programme is planned, organised and executed with the coordinated effort of the staff – Teaching and non teaching by decentralising the activities for effective functioning.

(Appendix 6.2.3)

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



The UGC, State Government, University, NCTE are the organisations from which the college of Education has its guidelines and regulations to follow.

- Our College of Education provides not only preservice programme, but also caters to the teachers who are in service, coordinated through the extension services department.

For effective functioning of the preservice activities, the college coordinates with the practice teaching schools, service learning organisations and other Colleges of Education.

Other Colleges of Education

The college coordinates with the other colleges of education for sharing and coordination of parallel activities. The college specifically coordinates with the programme of the college (NKT college of Education, Triplicane, Chennai – 5) with which the P.G students have the supportive course (Inter Collegiate classes).

Practice Teaching Schools

Since the Internship is an important activity in the B.Ed programme; the college coordinates ahead of time with the practice teaching schools for internship.

The college coordinates with the model school for demonstration / observation sessions which are provided by the teacher educators and the school teachers with the students of the model school.

Service learning organisations

Since teaching profession is a service rendered to the community; the student teachers are trained even during the course of the programme to render service in various organisations to gain the experience of the world in reality that they need to face and offer their services. So this activity is planned by coordinating with these organisations.

Feedback is also received from these organisations for future betterment.

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

Yes.

- The Institution welcomes in various forms to arrive / generate the feedback of the programme offered by the college for constructive criticism which will enable the institution to take appropriate measure for improvement towards better attainment of objectives.
- Apart from using the NAAC suggested format; the institution also uses its own form to get the feedback from all the stake holders – students,

staff, practice teaching schools, service teaching centres, direct contact of the staff with parents, teachers of practice teaching schools, informal but periodic feedback from students during the meet with the advisors once a month; also grievances if any dropped in the grievance boxes.

- The input/data received and the information obtained is summarized and discussed during IQAC with the teacher educators. Along with their suggestions is placed before the planning and evaluation committee; with their recommendations; decisions are made and placed before BOS and Academic council for approval.
- Thus careful and systematic measures are being taken for improvement in the performance.

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

In the B.Ed programme; the P.G students have a single special course but the graduate students have two special courses (other than languages) based on their major and allied subjects.

The success of every graduate student demands a proper coordination between the departments. Being a single faculty department; each teacher educator is expected to be with integrity and act with concern and responsibility for the sake of the benefit / well being / success of every student teacher.

The Head of the institution carefully monitors the effective coordination between the departments – in sharing the students for effective academic activity / co – curricular activity; plan in a coordinated way that the turn out from the student teachers is maximum for mutual benefit – carefully tap out the abilities of the students to be innovative and creative in their outlook and performance.

The various responsibilities that are to be taken up is allocated in different combination of staff as far as possible which demands cooperation and coordination for the success of the programme and better performance. Hence the teacher educators coordinate well for the growth and development of the Institution as a whole which is the ultimate aim of every individual staff of the institution.

6.3 Strategy Development and Deployment

6.3.1 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 management has formulated various committees to monitor and advise in effective functioning, progress and development of the college.

The various committees like working (Finance) committee, Appointments committee, Advisory committee have specific functions; ultimately report the same to the higher body viz the Executive Board.

Working (Finance) committee – probe into the finance matters of the Institution; the income and expenditure, budget allocation and audited statement and give advice and guidance.

Appointments committee – responsible for selection of suitable staff – Teaching and non teaching; as per the specific qualification requirement; conduct the interview and select suitable candidate for appointment as staff in the college.

Advisory committee helps in setting sight deviation ‘if any; in administration; pay anomalies, and other functioning activities of the institution.

The Management (Executive Board) also formulates sub committees (if necessary) to solve /look into any specific matter to coordinate / probe into / settle which enables smooth functioning of the institution.

The full progress of the college is presented to the Governing Board (which meets twice a year) in which state Government nominee, UGC nominee, University nominee, staff representatives, subject experts will be present.

Thus the Institution has an in built / well coordinated MIS (Management Information System) to integrate information on academic and administrative aspects of the institution.

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

The Institution has a well planed structure of human resources that are required for effective functioning of the institution.

The College being a government aided college; the salary grant is the aid received from the state government for both teaching and non teaching staff. So as per the government regulations and orders the necessary staff members are stipulated and the posts are sanctioned by the Government based on which the Government pays the salary to the staff.

Accordingly there are 14 teaching staff for the college and 18 non teaching posts sanctioned by the government. D.El.Ed. 2 teaching staff.

Any human resources that are required other than the ones sanctioned by the government are to be approved by the management, since they are to be paid by the management - for better management and maintenance / preservation of good infrastructure / provide good ambience / environment, the institution requires more staff, mostly the maintenance level staff to fulfill the essential requirements of the institution for effective functioning.

The Institution being a 90 years old college under section 2(F) and 12(B) of UGC Act; the college becomes eligible for development grant from UGC.

The development grants are allocated and sanctioned by UGC strictly under stipulated heads and any diversion of funds is not permitted.

Also the Institution being an autonomous college for the past 25 years; the eligible grant for single faculty college is also provided to the college by UGC and they are also to be spent under stipulated heads without any deviation.

The rest of the expenditure is to be met by the management and met through the nominal fees collected from the students under specific heads and spent towards the same.

The allocation of funds is under stipulated specific heads which caters to the present needs and trends. Hence allocation of financial resources for the Institution is properly guided which sustains changes and present trends.

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

As highlighted in 6.3.2; the human and financial resources provided for the institution is guided by the different agencies like government and UGC. The

remaining that are required to fulfill the mission towards attainment of goals is decided with the guidance of the management.

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

The structure of academic plan for the Institution is suitably modified / enriched / enhanced according to the requirement and present trends and expectations of the Institutions.

The academic plan is got ready and brought out clearly and specifically in the college calendar even before the commencement of the programme and finalised once the reopening date is announced.

The calendar for the year is made available and distributed to the students even on the orientation day and it is also explained to the students, since is planned and tailor made for this Institution.

The activities mentioned in the calendar mainly the coordinated activities like observation, macro teaching (internship), camp activities are finalised in coordination and discussion with our model school teachers (calendar which is common for all the schools as per government stipulations) and the respective organisations which would help the institution in the conduct of the various activities.

It is the faculty – teacher educators who are incharge for finalising the college calendar – prepare and finalise it along with the non teaching and administrative staff of the college; ultimately finalized by the Principal of the college.

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

- In the organisational structure of the institution; the employees in every level are made to understand their role, the nature of job and the work to be executed / officiated as an employee of the institution in the stipulated level.

- Any modification / addition / alterations / substitutions duly informed then and there to the respective staff of the institution for information and execution, so that the work will not suffer.
- Any programme / activity in the college like conference etc.- all the staff are involved teaching, non teaching, maintenance staff are duly informed of their role for execution and effective action, for the success of the programme.
- They feel satisfied since they are given due recognition and appreciation for the effective execution of their part in the success of the programme as they own it.
- Mostly the staff – teaching and non teaching are involved even at the planning stage and allocation of responsibilities.
- Since they are involved even during planning; naturally and psychologically they involve themselves voluntarily and cheerfully in the execution and attain a sense of satisfaction on completion of the task.

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

The Institutions activities and programme are planned aiming forward achieving the mission towards the goal.

- The success of every activity / programme thus planned is a progress made toward the goal. The evaluation is made at the end / completion of every activity and reflected recalling every step of action executed towards better performance in the subsequent time.
 - Better initiatives are planned for good coordination and greater achievement towards the goal.
 - This is done for every activity; which on completion during the full year contributes toward the progress made in achieving the goal.
- This is cyclic process towards progress.

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

The Institution aiming for progress will not have goals which are static.

- With the laps of time, with the advancement all around, naturally our aim should be for a higher level.
- This ensures an upward trend and motivates and encourages the staff to aim higher targets suitable for the changing trend that is demanding.
- Ours being a college of education which prepares future teachers; the process during the training programme should produce an employable individual suitable to fit in the demands of the day – face the new challenges – tackle the Y generation learners – armed fully with the necessary knowledge and information – with the open mindedness for continuous learning – admitting their short comings – acknowledging the needed guidance provided at the apt time.
- This trend that is set in equips them with an armour to defend / shield themselves to sustain inspite of the challenges they need to face, overcoming all the hurdles / obstacles in their way to progress / achievement.

6.4 Human Resource Management

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

The Institution is a government aided college and the salary grants received from the government as per UGC norms.

- As per the stipulated norms in the regulations; the staff must fulfill the requirement of orientation and refresher courses within stipulated time for career advancement.
- The Head of the institution also continuously remind the staff to identify the suitable time during which the teacher educators can undergo the course
- Each individual teacher educator is also responsible for fulfilling the requirement for career advancement.

- Apart from the career requirement which in professional growth the Head of the institution is concerned with the individual teacher educators academic growth and hence encourages / make it a must that every teacher educator should present atleast one paper in a academic year.
- The teacher educators are encouraged to take up responsibilities as resource persons / judges / experts in other organisations.
- They also take up different roles when the institution organises seminars and conference.
- The teacher educators are encouraged and they had availed UGC's FDP for completing their research leading to Ph.D degree; though the college is a single faculty college, provision was made for the substitute teachers suitably coordinating with UGC for substitute staff salary.

6.4.2 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?

Staff of the institution – teacher educators are made known of their performance in various ways.

- There are immediate feedback made available on the performance in undertaking different responsibilities when the institution undertakes conducting any programme – since the staff together with the Principal would discuss the various aspects and facets of the programme – the drawbacks identified – in planning / effectiveness of execution / expected and actual outcome / the extent to which responsibilities were undertaken by every individual staff member – mainly towards better planning / effective execution / higher or better outcome resulting at one more step towards the goal.
- The annual performance of the staff members are assessed at the end of the year.

- naturally the performance of teaching faculty reflects on the students performance atleast to some extent – hence the examination results.
- The department staff takes pride when the topper in the college is from her department – the gold medalist – which also indirectly reflects the different aspects of the performance for which the different teacher educators would have also contributed.
- The teaching assessment of the individual teacher educators is assessed using the self appraisal form designed by the institution and also the NAAC format.
- The teacher educators performance competency is also assessed using the comprehensive evaluation by the students – both in the format given by the institution and also the NAAC format.
- The peer assessment – in execution of responsibilities in different combinations of the staff members – during any programme / activity is immediately felt.
- Part of the academic related effectiveness of the teacher educators, as evinced through the student performance and presentation during the practical exams; is brought out by the peer evaluators (ie teacher educators who are the respective subject experts from other colleges)– external examiners.
- The whole activity is coordinated through the chairman of the Practical Board who brings out as their suggestions for the betterment of the students and benefit of the staff and the Institution.
- In the research aspects the effect of performance is immediately made obvious / evident.
- It is made known by the number of papers presented by the individual – the inclination for paper presentation – and the effort taken by the individual staff member
- The teacher educator’s initiative to undertake research leading to the award of M.Phil. / Ph.D. degrees.

- The interest of the staff in promoting research by undertaking guideship responsibility, which will also contribute to their upward progress in the academic aspect.
- The effort and initiatives taken by the teacher educators in guiding their research scholars at the P.G level – the choice of the topic – the guidance given to the scholar for completing their research.
- The quest towards research aspect resulting in research related performance / action.
- Comprehensive evaluation by students and self appraisal.
Relating to service learning.
- The teacher educators should motivate the student teachers towards service learning – ie voluntarily undertake responsibility and guide the student teachers.
- The student teachers’ psychology and mindset is essentially reformed when they undertake this responsibility at the different centres for service learning.
- They have an added advantage since teaching profession is a service to community contributing ultimately to the growth of the nation – nation building.
- The feedback is got from the different service learning centres for better performance in the subsequent year.
- Feedback is got from the schools when the students have their internship programme.
- Extension services department undertakes all these responsibilities.
- The above evaluation is studied, analysed and the summarized, outcome given by many individuals is taken up with care and concern, discussed during staff council and IQAC meeting to think and propose of suitable remedial measure which will be presented to planning and evaluation committee.
- The experts in the committee analyse the situation and come forth with constructive criticism / suggestion for remediation / improvement.

- This would be placed before the Academic Council for approval, through the Board of Studies, and final decision for approval by the Governing Body before execution.

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

There are a few possible measures made available by the institution for the welfare of the staff and faculty of the college.

- Faculty are permitted / encouraged to avail FDP by UGC to complete their research projects leading to Ph.D. degree.
- That is the staff are assisted to avail leave with salary to complete their Ph.D.
- Substitute staff members are appointed availing the possible salary grant from UGC
- Staff are encouraged to attend seminars / conferences / workshops to present papers / serve as chair persons to enrich their credentials.
- staff are encouraged to gain experience by accepting responsibilities as evaluators and examiners.
- staff are enriched of the basic / necessary requirements of an institution / administrative aspects when they serve as member of the committee for any inspection.
- staff avail loan facility from organisations.
- Interest free loans are made available for the management – Teaching and Non Teaching staff
- There is an equal contribution by the management toward P.F contribution of management staff duly credited every month.
- staff retreat is conducted at the beginning of the year for introspection, better performance decisions and spiritual growth.
- staff are encouraged and appreciated for the good work done / executed.
- Cash award given by the management for research publication.
- Recognition given for the service rendered to the institution.

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

Yes. The Institution had taken good initiatives to provide for the development of the staff.

- Workshop on Meta teaching – framing objectives
- Leadership Seminar
- Conduct of conferences provides exposure and develops the skill and experience to organise with confidence.
- Question bank workshop
- Opportunity as resource persons in the extension department for in service learning.
- Seminar on ‘Teaching Teachers’.
- Workshop on curriculum revision
- Workshop on using statistical packages – hands on experience and interpretation of outcomes.
- Seminar to orient on new methods of teaching ABL / ALM
- Seminar for non teaching staff
- Computer usage / Tally for office staff
- encourage the non teaching staff to attend the seminars conducted exclusively for them in other colleges.

6.4.5 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.)?

Since the college is a minority Institution; the requirement of the faculty in the approved vacancies is made by the management through its Appointments Committee as per the prescribed qualification for the faculty (by UGC) to the various posts. The Appointments Committee makes the selection after advertising in papers and conducting the interview for the eligible qualified candidates.

For the candidate selected to the post, documents are sent to the (affiliating university) for qualification approval and with that, papers are sent to the Regional Joint Director for appointment approval for the candidate. For the faculty in the approved posts; the UGC salary is given through the grant received from the Government. Service conditions for these staff are also as per government guidelines.

The number of staff is as per the requirement of NCTE norms.

But since we require additional staff; they are appointed as per management guidelines for salary and service rules.

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

Appointment of Part time / adhoc faculty are need based.

Management has appointed a choir master who comes just twice a week and a dance teacher who comes once a week for the benefit of the students and the Institution. Naturally their work hours and salary are different – as per management norms.

Otherwise in the place of the faculty who avail FDP (UGC) facility; substitute faculty is appointed as per UGC norms and guidelines and the salary is granted by UGC for the substitute faculty according to the work load.

6.4.7 *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 well being of the institution is based on the professional development of the faculty and the Institution takes care for their professional development.

The faculties are encouraged to go higher up in the professional aspect by encouraging them to enrich in every possible aspect. They are encouraged to qualify for professional upgradation by attending orientation and refresher courses in due time by relieving them on duty as per UGC / University / Government guidelines.

Faculties are encouraged to avail FDP to qualify for Ph.D and substitutes suitably appointed and paid.

Research culture of faculty is enhanced by giving cash award (by the management) for research publication in National Level Journals with ISSN. Budget allocation is made anticipating the aspect.

Staff are encouraged to enrich their experience and exposure by attending seminars / conferences / workshops / serve as resource persons / judges / guest speakers.

Faculties are also encouraged to be members of subject related organisations and Associations aiming towards professional growth and contribution.

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

The Institution has good infrastructure facility. The teacher educators are provided with comfortable facility where they can concentrate and work in the computer and net connection. Adequate Library facility is made available. There is a common staff room where they can relax and discuss and share with other faculty – meet their visitors. The facilities are well maintained with their guidance and cooperation.

The department has spacious, ventilated individual room for teaching learning transaction to take place effectively.

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

The Institution has provided good mechanism for stake holders to get the necessary information.

The college website provides adequate information with all the necessary details about the college. It is comprehensive and is updated periodically. There is provision for individual's enquiry to get more / required information.

The College plans out the academic activities well in advance before the reopening of the college. Once the reopening date is announced; the dates of the

various activities are finalised and a copy of the calendar (hand book) is made available to all its stake holders on reopening of the college. The activities are carried out mostly as planned in the calendar.

The students can represent their needs / requirements through the staff, advisor incharge and residents – through wardens, the leaders can also represent to the Principal: Apart from these; grievance / complaint box is also made available to make it anonymous.

But care is taken to seek remedy and take necessary steps to meet the requirements to the extent possible.

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

The work load for faculty as per government norms and requirements is followed.

The work is evenly distributed to the extent possible. Though the strength of the students in department is as prescribed by the government (percentage); it is sometimes made heavy because of the second special course chosen / allocated to the students. Accordingly to the extent possible work load is carefully monitored and evenly distributed including teaching, research guidance, assessment and others.

This gives sufficient space / time for faculty to enrich themselves.

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

The recognition of individuals ability and the appointment as faculty in a good, reputed institution these days is considered as a blessing by the individuals.

The faculty members feel it is a privilege and blessing to work in our college.

The staff members are encouraged, motivated and appreciated for services they render. The services for the staff are recognised and publically acknowledged on special occasions.

The cash award to staff members for their research publication is a great motivation and encouragement its enhance research culture.

6.5 Financial Management and Resource Mobilization

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

Yes. The Institution receives Financial support from the state government as salary grant to the staff – Teaching and non teaching (approved).

- The institution enables the students of the college also receive financial assistance as eligible scholarship based on the different categories.
- Apart from these, since the Institution is under section 2(f) and 12(B) of UGC Act; the college avails eligible financial assistance through UGC as developmental grant and through merged scheme (XI-plan) for the plan periods.
- On submission and approval of the project proposal; appropriate Financial support is also received from UGC (Building projects XI – plan)
- Apart from these Additional development grant is also allocated to the Institution, (XI Plan)
- Since the college is established before 1947; it is eligible for the allocation of grants for rejuvenation of infrastructure. (XI – plan)
- The college is an Autonomous College for the past 25 years and hence the grant eligible for single faculty college is sanctioned by UGC annually to be spent under stipulated heads.

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

The college does not collect any donation from students. With the building projects coming up (sanctioned by UGC), the balance amount is to be generated by the college, which is really 50% to 75% in the two sanctioned projects respectively. Hence the Institution had to venture for fund generation through different sources and

the college has also taken initiatives to avail 80G exemption, since it is towards providing better facilities to the students and community at large.

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

- Yes.
- The operational budget is specific, clear and under appropriate heads of Income and expenditure in each account.

6.5.4 *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)*

Every activity of the college is geared towards achieving the goal. The finance position and Accounting of expenditure is normally presented to the committees for perusal, suggestions and approval, twice in a year.

One is the Revised estimate for the current year and budget allocation for the next year.

Having in mind the planning for the next year under different heads the budget is carefully planned and allocation is made under different heads in each account. The same is presented to the working (finance) committee for perusal, suggestions and approval. With the corrections / suggestions effected; it is placed before the other committees like Autonomy Finance, Governing Body, Executive Board, and the Association respectively for approval.

Similarly, the Audited statement of Accounts, for the previous financial year is got ready after auditing on the accounts and placed similarly before the committees as above for approval.

In the excess income over expenditure, allocation is made suitably for future plans. Likewise for the building projects, partially funded by UGC; the proposal for the balance amount is placed before the committee for approval.

The statement of the accounts for the year 2011-2012 and the budget allocation in the management account for the past five years is enclosed.

(Appendix C: vii)

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

Yes. The accounts are audited regularly. There is both internal audit and external audit.

- The internal audit is made by the auditors appointed by the management for the purpose, they guide / check us for meticulous and proper accounting.
- The external audit is by two authorities. The state government audit from RJD office and there will be also A.G audit. Both the external audit is over upto date and the short coming pointed out if any is clarified immediately. The external audit is only on government accounts and transaction.
- As a result of the audit made; the objections pointed out is clarified and some suggestions given is considered for future guidance. There is no pending paragraph as such, since it is clarified.

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

The non teaching staff in the office are trained to use the computers effectively for accounting purposes. Suitable software are procured / updated to keep pace with the development and trend. They were also given suitable training programme for tally and also effectively use the suitable software for issuing fee receipts etc.,

They use Tally 9.2 for account maintenance. We also have computerised statement of income and expenditure and Budget to present to the committees and also for filling returns to ROC.

6.6 Best practices in Governance and Leadership

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

There are appreciable best practices effected in Governance and leadership aspect also in the Institution – The Principal, Head of the Institution – Takes the lead.

- Each department faculty are free to make the choice of Books and equipment needed for the department.
- Optimum use of computers in account maintenance and the training programme for non teaching staff.
- Meticulous planning and usage of available financial resources.
- Careful and planned use of finance.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. *What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?*

The evaluation observations made under Governance and Leadership in the previous assessment report had no negative remarks. The Leadership and Governance remained quite appreciable and showed able administration then.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?**

The new governance and leadership that the institution experienced from the year 2009 onwards proved to be striving for the improvement of the institution student community and teacher educators. The leader has been treating everyone without any bias.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

Yes. Our college has an IQA Cell which was established in January 2005. The members of the IQAC are the President, the Principal, Association members, Senior staff members and outside experts from other colleges. The cell members meet periodically and discuss about quality enhancement.

The goals and objectives of the college are evaluated by the IQAC. The feedback from the students offers insights into the achievement of the goals and objectives. The marks scored by the students during the course is also considered in evaluating the goals and objectives of the courses provided.

With the belief that any initiative that comes from within will work out very effectively; with the efficient input from the staff, the major activities undertaken are;

- In IQAC, the Principal and staff come out with a variety of innovative and constructive steps which would add on and contribute toward the achievement of goals.
- Not only the innovative steps but also how to make it amenable in practical / realistic situation to practice the same.
- The concept of including the Objective Type, as an internal component in the external examination, emerged for better learning by the student teachers.
- The Teaching Assessment Scale, generated by the effort of two staff members was discussed and finalised to uniformly evaluate the teaching skills of student teachers.
- The evaluation reforms / modification as fixing the maximum mark for the best student in any discipline both in course I and course II practical teaching aspect.

- Review of the feedback from the students for teacher educators' introspection and future betterment / modification / addition / omission in the curricular aspects.

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

The institution adopts varied direct and indirect ways to evaluate the process on the input (entry behavior) and output (exit behavior) achieved in the course of the programme offered by the institution to its student teachers and community at large.

- The internal component which 40% for every course attainment through continuous comprehensive evaluation in each course; and this reveals the progress made by each student teacher during the process in every course of the programme.
- Simultaneously in the process; the attainment of the student teacher is made transparent giving scope for improvement / betterment towards progress ultimately toward goal.
- The end examination (semester) performance also reveals the achievement by the student teacher which also reveals the result of effort taken by the teacher educator, their accountability.
- This gives an input for future betterment and steps to be taken for progress by modifying the Teaching method used, enrich the activities provided to the students, update to enhance knowledge and elevate the goals to be achieved.
- Apart from these, a study of follow up on the students, made as they come back for convocation, as to where they are placed / pursuing higher studies.
- The students who come for OSA meet also contribute an input for improvement.
- The ability and achievement of our student teachers as they take up teaching profession is also analysed. We are proud to see that the students of our college who are presently employed in our model school

have produced state ranks in X and XII standard, and also produced students to get centum scores not only in Maths / Science but also in English and Social Science.

- More than these, some of our old students have received best teacher awards.

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

The Institution offers three fold activities: Teaching Learning, Research and Extension Service.

- Academic programme is interwoven in all these three dimension which are interlinked.
- The Institution being autonomous college, the enrichment of curriculum ensures quality of the programme offered with expert guidance and approval of the Academic bodies.
- Periodic modification made based on the feedback.
- Curriculum revamping to meet the present trend, need and requirements.
- The employability of our product – the future teachers / our students.
- Involvement of experts / senior staff to approve the changes made for betterment.
- The feedback from Question papers setters / evaluators on curriculum and the different courses included in the curriculum
- The practical activities included in the course.
- The direct and immediate feedback is received from the stake holders at the end of the activity / programme organised by the college.
- Also the feedback received from the students about – the full programme, - course wise feedback – staff wise feedback also provides specific input. The feedback form is generated by the institution and apart from these, the NAAC feedback form is also used.
- Similarly the feedback received from the individual faculty also provides a good introspection for the individual teacher educator and also on the programme as a whole.

- Feedback is also received from the stake holders, public and also the management when the annual progress of the college is presented during college day and committee meetings respectively.
- The performance feedback is also received from the practice teaching schools where the student teachers go for internship.
- The service learning and the extent of service rendered is received through the stakeholders in the different social service organisations.

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

The management and the head of the institution carefully monitor the quality of administration and financial management realising their responsibility and accountability.

- A good administrator needs to be an efficient leader.
- The individual who has followers is a leader.
- The head of the Institution involved in administration should be a good leader for the others in the organisation to follow. The administrator should lead to show an example in every aspect.
- The transparency in transactions.
- The dissemination of information not only downward but also upward.
- This will help the administrator to view / see the difficulties / problems of the employees in their perspective and initiate needed steps for rectification / solution.
- Coordinate with the staff right from planning for maximum turnout and result.
- Encourage and value staff suggestions / opinion
- Good and clear communication to anticipate expected out come.
- Look into the welfare of the staff which will direct towards attainment of the goal of the institution.
- Create a suitable environment to make the staff to own the institution to render service towards fulfilling the objectives.

- Transparency in financial transaction.
- Planning ahead of time and Budgeting anticipating the future.
- Integrity of the individuals involved and specifically the head of the institution.
- Aiming at the maximum possible turnout for the investment made.
- Tapping out possible financial resources.
- Making the optimum use of the available resources.
- Maintenance of the infrastructure, the resources and facilities.
- Enrichment / development of the infrastructure / facilities to suit the requirement and for optimum use.
- Curtailing dead investment.
- The approval by the authorities and the satisfaction of its stakeholders.

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

The various constituents of the Institution as we see it, are the stake holders.

The welcoming good initiatives taken by the institution recognised and appreciated by its stakeholders – students, staff, parents, practice teaching schools, schools where our students are employed, review committees, enable to identify the good practices.

The Excellent infrastructure, efficient teaching, necessary guidance and counselling, provision of opportunities to exhibit talents elevates the standing of the institution as it steps into the Ist year of the last decade for a century.

The identified good practices may be classified as the academic aspects for meaningful sharing with other institutions

- Common Teaching Assessment Scale
- Reflective log and concept mapping
- Supportive course
- Core Paper on ‘Methods of Teaching and Learning’
- Team Teaching

- Expert services of faculty – as resource person, guide, judge, member of Editorial Committee through Extension Services.
- Good practices through Extension Services shared with service organisations
- Service provided at different Social Service Centres.
- Good practices through extension services department shared with teachers who are in service at all levels.
- Good practices exclusively for the benefit of individual student teachers: ICT and ECS courses offered.
- Peace and value education incorporated with the concepts in the curriculum.
- Internal component in external evaluation
- Good practices for the benefit of individual teacher educator in the college: Cash award for research publication in national level research journal with ISSN.

Non academics – Annual Extra Curricular activities for the benefit of the students of our college and of other colleges

- Extempore elocution competition
- Short story writing competition
- Talent's Day
- Intercollegiate cultural competition (90th year celebration)
- Students and staff eye screening by Vasan Eye Care.
- Good infrastructure shared for the benefit of other Institutions / organisations.
- Tamil Nadu Open University – B.Ed (two year) distance education programme study centre
- Tamil Nadu Open University – Counselling programme for admission to B.Ed programme
- Tamil Nadu Teacher Education University and our college joint conduct of Workshop on Research Methodology for teacher educators in Chennai region colleges.

- Tamil Nadu Teacher Education University – Chennai region – Principal’s meet.
- Tamil Nadu Teacher Education University centre for B.Ed and M.Ed degree Exams.
- Karunya University – Parents meet of Chennai region students
- NCE: Workshop conducted jointly with our college also funded by NCE on ‘Right to Education act 2009: Implementation in the state of Tamilnadu’.
- RMSA: Training Programme for Trainers. (Mathematics subject)
- Chapel to spend quiet time on meditation spiritually.
- Spacious and Well ventilated dining hall and study hall (exclusively for the benefit of our students.)
- Annual music concert during Christmas time – Carols by candle light (open air stage)
- Anticipated Indoor Sports facility to enhance sports activities – Intercollegiate Matches.
- Good gym for the benefit of students and staff.

7.2 Inclusive Practices

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

Generally we have the allocation of student teachers of different categories including community wise allocation through counseling.

Hence there are allocations of physically challenged students to the college.

- These Physically Challenged students are examined even during admission for their requirement to check how best the institution could help these students.
- They are treated on par with the other students, to encourage them and expected of them to their best ability.
- The experience the student teachers gain, they could practise in the school they would serve.

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

- The core paper Educational Psychology includes units relating to issues of inclusion and prepares the student teachers with the theoretical background.
- There is an elective paper on Education of Exceptional children where in the student teachers who have an interest to serve these children, who are differently abled, receive detailed information necessary to handle these children.
- Another elective paper on women's studies enables the student teachers to have an good knowledge on rights and responsibilities of women.
- Apart from these; there is provision in service learning centres; where the student teacher choose the centres – Lotus hostel for the blind women students (graduation class); Opportunity School for slow learners – where the student teachers are provided with the reality to face challenges.
- The knowledge gained and the situations provided enable the student teachers to make a difference when they go out to face reality in their teaching profession.

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

The Institution being an autonomous college, has the freedom to have its curriculum, make it flexible and modify to suit the present trend.

Suitable practical activities are included for each unit in every course of the programme.

The core paper on Educational Challenges in the Emerging Indian Society enables the student teachers to foster positive social interaction; the elective paper on Value Education instills in them the expected behaviour of all individual in the society.

The Pattern of the programme which includes continuous comprehensive evaluation for 40% internal marks demands the students to actively engage in the learning process; the activities provided and expected of them helps them to sharpen the knowledge gained to apply in real life situation.

The transparency in the continuous progress made provides them with the necessary impetus for self motivation, thus enabling healthy competition to compete with one another.

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

The programme for teacher education includes a requirement that student teachers should take up internship for 40 days.

- This being a necessary requirement, every student teacher should definitely undergo this process and they are part of the school taking all the responsibilities as teachers in the school such as.
- Teaching the special course subjects.
- Preparing the lesson plan suitable to the level of the students.
- Prepare teaching aids accordingly.
- Appropriately use the teaching aids at the right time.
- Take up responsibilities given in the school.
- Substitution work.
- Correction work.
- Individual attention to children.
- Students in the class are heterogeneous.

These are some of the activities in the internship period where the student teachers live in the school. Hence they are provided with an environment and exposure not only to their own class children to whom they teach, but also varied encounters by their classmates.

With the theoretical knowledge gained in the core paper on Educational Psychology; may apply it in the class room environment where they encounter individual differences, heterogeneous group of students, students from different

background, individual and unique difficulty / drawback and also the extreme ones in their academic performance – exceptionalities.

They are helped to tackle the situation, with guidance given by the mentors – since they are the teachers in the school handling those children and also guided by the teacher educators.

While the student teachers are assessed; it (TAS) does not just restrict to knowledge transaction but also includes motivation, variety of methods, teaching aids – when and how effectively used and also class control / management.

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

The Institution being a college of education; the allocation in these categories – physically challenged and differently abled are admitted through counseling allocation only to the permissible extent (as per government norms) since they are going to be future women teachers.

The infrastructure and facilities available in the institution is suitable for such student teachers to undergo training.

They are treated on par with all the student teachers and expected to accomplish to their maximum possible extent.

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

The Institution is a college of Education for Women, though men are also considered and admitted at the research level leading to Ph.D degrees.

- The Institution offers an elective course on Women's studies at the graduate programme.
- Human rights education – supportive course at the Post Graduate level also includes units are women's rights and issues.
- The student teachers educators are sensitised on Women's rights, privileges and responsibilities through the talk by experts on family life education.

- International Women's Day is also observed in March with the effort taken by the elective students of Women's Studies.
- Organising an exhibition on Women's issues for exposure to all student teachers – talk on related relevant topic by lawyers / women activists – conducting a debate on some crucial current topic where the student teachers take part with a judge from outside.

7.3 Stakeholder Relationships

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

The Institution believes in democratic way of organising the college.

- The stakeholders are (Student Teachers) Teacher educators, Staff – Non teaching and maintenance, student teachers, parents and the community at large.
- The student teachers are involved in the Academic related committees to represent the students in the organisation of the Institution – Board of studies, Academic council and Planning and Evaluation committee.
- All the teacher educators are also members of Board of studies and Academic Council. Apart from these the teacher educators are represented by senior staff in Planning and Evaluation committee, Finance Committee and Governing Body.
- By the involvement of teacher educators and student teachers in the Institution's organisation. They are aware of the Academic and Administration organizational performance.
- The effectiveness of the Academic and Administrative organizational performance is totally and directly connected with the results of the students in the final evaluation, success of every activity in the course of the year; feedback on specific occasion like workshop / seminars / conference organised by the college.
- The growth ladder of the institution over the years by its Milestones also highlight the organizational performance.

- The college website reveals the details of the Institution in its various facets of activities history of the college / about the founder / details of the courses / staff details / contacts / enquiries and provision to respond.
- The demand for our students for placement in different schools and in the practice teaching schools.
- The presentation of the Academic and administrative performance to the management and the review committees.
- Exposure of the performance of the Institution to the Alumni of the college to get their feedback on the then and now of the college.

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

The three main categories functioning of the college is Teaching, Research and Extension.

Teaching: The extent of success of the Academic performance is inferred through the different feedback forms provided for the student teachers and teacher educators which demands the individuals' genuine opinion and the information / data collected is analysed.

The salient points highlighted by many students are discussed in the IQAC meet to identify the cause for the same along with suitable remedial measure.

This is presented to the Planning and Evaluation Committee for their objective criticism, analysis and suggestions for quality improvement which is brought to reality with the approval of the Academic Council and the Governing Body.

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

The Institution uses various feedback mechanism to collect information about the progress of the Institution.

- The feedback form is made available for use apart from the NAAC format for the student teachers, teacher educators, for yearend evaluation.
- The practice teaching schools and the service learning centres are free to give their opinion in their format.
- The feedback from the student teachers during the meeting with the advisors; the feedback from the teacher educators of the previous weeks' activities every Monday during staff devotions, help to seek remedy for even the minor aspects / complaints to provide a pleasant and conducive atmosphere in the college premises and enhance effectiveness of the day to day activities.
- The casual remarks during even the informal meet with the Alumni-staff and students provide a valuable input on performance level.
- The dissemination of information of even the day to day happenings in the college to the parents has a ripple effect and appropriate measure is taken when the information reaches the appropriate people concerned.

The institution strives towards betterment in all possible ways to reach greater heights to achieve the goals and objectives of the Institution.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

As an institution of higher education, we are subjected to face challenges and as a result necessitated to undergo significant changes to cater to the impact of technology, globalization and consequently shift in the value system.

The core values as identified by NAAC and their reflection in the various functions of the Institution are explained below.

i) Contribution to National development

It is the Institution of higher education which facilitates the community to make a mark on the nation as a whole.

The developed / matured personality of the individual contributes to social justice.

Intelligent and dedicated teachers contribute to the development of a nation, hence merit is given priority in the admission process.

The Institution hence takes effort to develop in the student teachers the necessary human values like equality sincerity, integrity, punctuality, love, empathy and morality which they could evince when they take up teaching profession.

Since destiny of the nation is shaped in the class rooms, teacher educators are vested with a greater responsibility in forming and framing the student teachers – future teachers – as nation builders.

The effort taken bears its fruits since many of our alumni are well placed in responsible high positions.

ii) Fostering Global Competencies

The Institution is keen to develop skilled human resources to compete in the global scenario.

It is imperative for survival even within India. Since the present set up is a very competitive world.

The effort to bring about future teachers with remarkable calibre from the best of the lot of the student teachers every year by providing conducive environment to enhance creativity, innovative practice to enrich ability, combined with simplicity and respect for humans elevates them in the global scenario.

Many of our students compete at the global level and spread over internationally in respectable and responsible position.

iii) Inculcating a value system among students

“When character is lost, everything is lost”. The Institution, takes it as a burden to inculcate good values system to every student who passes through the fortress of the prestigious 90 year old institution.

The great founder missionaries had put in hard work with the belief that service rendered to children is service rendered to God and this is instilled in every student teacher.

Punctuality and self discipline are scrupulously expected to be followed without any compromise. They are made to realise that what is not practised cannot be preached. They are insisted to be teachers as role models for the young children in the school who are pillars of the nation in the future.

iv) Promoting use of Technology

The institution being an autonomous college and is classified under section 2(f) and 12(B) of UGC Act, conscious effort is being taken to enrich the information technology resources in the campus. It is made clear as brought out in the appraisal report and empirical evidence.

With the belief that the resources made available is no good unless there is optimum usage; the teaching learning transaction is tuned to the extent to make every student teacher computer literate, competent to use technology to the optimum extent in their profession as teachers and also to enrich / update their knowledge with current development in the outside world to face the present day Y – generation learners in the classroom. The Post graduate students are trained to use the appropriate (software) for data analysis for their research work.

The teacher educators are trained periodically to update their skills in the use of advanced software. A few of our students are privileged to have interaction and sharing of experience using internet and with the education students of the University of the South, Sewanee, Atlanta, USA.

Also technology is used in every facet of the functioning of the institution right from admission process, through fee collection, auditing, teaching learning including smart classes, library transaction and evaluation process in the examination unit.

This enriched environment and initiatives elevate the image of the institution.

v. Quest for excellence

This initiative should come from within, in every individual who are connected/linked with the institution.

The relentless service with tireless effort and always aiming at a better target to achieve greater heights widening the horizon of our vision will direct the institution towards excellence.

Introspection towards rectification and betterment is the initial step for any elevation of the institution and it should be a joint effort and NAAC also offers us with a platform for the same.

Future Plans

The plans that are conceived should be attainable.

St. Christopher's College of Education is 90 years young and it grows academically year after year. It aims to achieve great heights in the field of education and is ambitious to become the best institute of Advanced Studies in Education to compete with the educational departments in the other parts of India and in the world. So it has to strengthen the departments for providing good academic and professional nourishment to the staff and students.

Faculty Improvement Programme helps the teacher educators to keep pace with the modern methods and innovations in teaching. Participation in in-service programme, seminars, workshops, conferences and publishing and presenting papers help them grow professionally. The College has to take special effort to retrain the teaching as well as non-teaching staff.

In an educational situation the learner, learning process and the learning situation are the important focal areas. The learner is the most significant person. In the electronic age, the learner gets motivated to learn only when the teaching is challenging. In order to make the teaching challenging we need to equip the classroom with modern equipment. We need challenging teachers with up-to-date knowledge in teaching methods. We are taking every step for the same.

Catering to individual differences is a must as far as education is concerned. All the categories – gifted, creative, average students and slow learners are to be considered.

The ever-changing educational system and the advancement in science and technology change the examination and evaluation system and make them more innovative and creative. It needs constant revision and modification.

The library facilities have been improved every year. We have computerized it. We are improving the reprography facilities and increasing the number of journals, encyclopedia and books and e-journals.

Health education is a significant feature in the College of Education. Sports and games make students fit to get involved in the teaching learning process. Motivating the students to participate in co-curricular and extra-curricular activities helps them develop their personality.

The chief aim of education is to mould the personality of an individual and to prepare a good citizen so that he/she would serve the society, conserve the tradition of the country and preserve the environment.

Research in Education is solely needed to find out the gaps in educational thought and to evaluate the educational process. The Research Centre in our College is functioning well. We are striving for an advanced centre for research in our College.

Also our College renders Guidance and Counselling – personal, academic and educational to our students. Peer teaching and coaching by the teacher educators are going on as usual. We explore extra facilities to strengthen the same.

Following are the areas of concern for further development:

1. Publishing the results on-line.
2. Digitalizing the filing system in the office
3. Establishment of a full-fledged research centre
4. Strengthening our linkages with Colleges of Education in India and abroad
5. Starting Collaborative Research work with Colleges of Education in India and abroad in the following areas:
 - Religious Studies
 - Sustainability
 - Evolving quality model for Teacher Education Institutions
 - Issues of women
 - Cross cultural studies
 - Curriculum
6. Having more exchange programme
 - Staff exchange
 - Student exchange
7. Preparation of Teachers manuals in E-format

8. Enhancing facility for Physical Education – Lighting facility for Indoor sports Training Centre with Solar Energy
9. Enriching Community related activities.
10. Enriching the full fledged automated library.
11. Inter house cultural.
