

Annai College of Education

Kovilacherri, Kumbakonam, Tamilnadu-612 503



RE – ASSESSMENT SELF APPRAISAL REPORT

SUBMITTED TO



**NATIONAL ASSESEMENT AND
ACCREDITATION COUNCIL
NAGARBHAVI, BANGALORE - 560 072**

February - 2014

PART –I
INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution:

Name : **Annai College of Education**

Address : Kovilacherri,
Anakkudi Road
Kumbakonam,
Thanjavur (D.T)
Tamilnadu,
Pin code-612 503

2. Website URL : www.annaibed.in

3. For communication :

Address : Kovilacherri, Anakkudi Road
Kumbakonam, Thanjavur (Dist.)
Tamilnadu, Pin code-612 503

Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Mrs. S.Vijaya Principal	0435-2452599	0435- 2453007	aceprincipal@gmail.com
Mrs. M. Jeyakumari Vice Principal	0435-2452599	0435-2453007	jayakumari019@gmail.com
Mr. R.Kannan Self - appraisal Co-ordinator	0435-2452599	0435-2453007	kannansaba1@gmail.com

Residence:

Name	Telephone Number with STD Code	Mobile Number
Mrs. S.Vijaya Principal	0435-2443482	9443954301
Mrs. M.Jeyakumari Vice Principal	0435-2481893	9843050973
Mr. R.Kannan Self-appraisalCo-ordinator	8220073810	9444898881

4. Location of the Institution:

Urban Semi-urban Rural Tribal
Any other (specify and indicate)

5. Campus area in acres:

1.23 Acres

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
11	2005

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

Tamil Nadu Teachers Education University, Chennai

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

Month & Year

2f

MM	YYYY
-	-

Month & Year

12B

MM	YYYY
-	-

10. Type of Institution

a. By funding

- i. Government
- ii. Grant-in-aid
- iii. Constituent
- iv. Self-financed
- v. Any other (specify and indicate)

- b. By Gender
- i. Only for Men
- ii. Only for Women
- iii. Co-education
- c. By Nature
- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
ii)	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
iii)	Secondary/ Sr. secondary	B Ed	UG Degree	Bachelor Degree	1 Year	English / Tamil
		-	-	Diploma	-	-
		-	-	Degree	-	-
		-	-	Degree	-	-
		-	-	Diploma	-	-

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B Ed	F.T.N/SCE/SRO/NCTE/2005-06/4118/ Date:22.11.2006		100
	Additional intake	F.SRO/NCTE/2007-08/3574/ Date:05.08.2008		100
Other (specify)	-	-	-	-

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
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Values

Yes	✓	No	
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Objectives

Yes	✓	No	
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2. a) Does the institution offer self-financed programme(s)?

If yes,

Yes	✓	No	
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a) How many programmes?

One

b) Fee charged per programme

Rs.41,500.00/ B.Ed.

3. Are there programmes with semester system

No

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

Yes	✓	No	
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

1- Principal

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

D.Ed.

N.A

B.Ed.

One

Any other (specify and indicate)

N.A

6. Are there Programmes offered in modular form

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	3
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	3/year
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

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

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

- Alumni

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

- Students

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

- Employers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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10. How long does it take for the institution to introduce a new programme within the existing system?

3 Months

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Number	-
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	Three
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Criterion II: Teaching-Learning and Evaluation

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

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

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

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

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	26	74	100	-	-	-	-	-	-

4. Are there any overseas students?

If yes, how many?

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

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

- a) Unit cost excluding salary component
- b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	89.88(%)	45.81(%)	-	-
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	44%	18%	38%
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

7	Days
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b) Minimum number of pre-practice teaching lessons given by each student

2	Lesson
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11. Practice Teaching at School

a) Number of schools identified for practice teaching	45	Schools
b) Total number of practice teaching days	40	Days
c) Minimum number of practice teaching lessons given by each student	40	Lesson Plans

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

No. of Lessons In simulation	No. 5	No. of Lessons Pre-practice teaching	No. 2
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

a) Number of sessional tests held for each paper	3	Tests
b) Number of assignments for each paper	5	Numbers

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

	Yes	No
Computers	Yes	
Intranet	Yes	
Internet	Yes	
Software / courseware (CDs)	Yes	
Audio resources	Yes	

Video resources	Yes	
Teaching Aids and other related materials	Yes	
Any other (LCD)	Yes	

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	5
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19. Does the institution offer computer science as a subject?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	2	16.27%
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2. Does the Institution have ongoing research projects?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
K.K.O Mohamed Ibrahim Educational and Charitable Trust	Rs.50,000	1 – Year	NGOs

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

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

2

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

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

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

Yes No

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

a. Ph.D.

b. M.Phil.,

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

Yes No

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

	Yes	No	Number
International journals	✓		1
National journals – referred papers Non referred papers	✓	-	1
Academic articles in reputed magazines/news papers	✓		2
Books	✓	-	4
Any other (specify and indicate)	-	-	-

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

Yes No

Number

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

	Faculty	Students
National seminars	61	-
International seminars	12	-
Any other academic forum	27	-

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

(Mark `✓' for yes and `X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching

Aids / Audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

Local level	Yes
State level	Yes
National level	Yes
International level	Yes

Criterion IV: Infrastructure and Learning Resources

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

2007sq.mts

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

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

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

50

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

Rs.6,30,000

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

Rs. 3,20,000

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

Rs.3,20,000

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

Rs. 2,66,000

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

Yes

No

9. Total number of posts sanctioned

Open Reserved

	M	F	M	F
Teaching	5	7	-	-
Non-teaching	6	3	-	-

10. Total number of posts vacant

Open Reserved

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

11. a. Number of regular and permanent teachers

Open Reserved (Gender-wise)

	M	F	M	F
Lecturers	-	-	-	-
Readers	M	F	M	F
	-	-	-	-
Assistant Professors	M	F	M	F
	5	7	-	-

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

Open Reserved

	M	F	M	F
Lecturers	-	-	-	-
Readers	M	F	M	F
	-	-	-	-
Professors	M	F	M	F
	-	-	-	-

c. Number of teachers from same state

12

Other states-

Nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:12
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	5	2	-	-

Temporary	M	F	M	F
	-	-	-	-

b. Technical Assistants

Permanent	M	F	M	F
	1	1	-	-

Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

4:3

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

58%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days 8.30 am to 6.30 pm

On holidays 9.00 am to 4.00 pm

During examinations 8.00 am to 8.00 pm

18. Does the library have an Open access facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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19. Total collection of the following in the library

a. Books

- Textbooks

1522

- Reference books

10033

b. Magazines

10

c. Journals subscribed

17

- Indian journals

14

- Foreign journals

3

d. Peer reviewed journals

5

e. Back volumes of journals

10

f. E-information resources

- Online journals/e-journals

25

- CDs/ DVDs

275

- Databases

Yes

- Video Cassettes

-

- Audio Cassettes

-

20. Mention the

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

111 sq. mts.

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

<input type="checkbox"/>

Partially automated

<input checked="" type="checkbox"/>

Fully automated

<input type="checkbox"/>

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

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

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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24. Furnish information on the following

Average number of books issued/returned per day

40

Maximum number of days books are permitted to be retained

by students

7 days

by faculty

15 days

Maximum number of books permitted for issue

for students

3 books

for faculty

8 books

Average number of users who visited/consulted per month

850

Ratio of library books (excluding text books and book bank

facility)to the number of students enrolled

10:1

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

9%

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

	I 2010 – 2011		II 2011 – 2012		III 2012 - 2013	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	600	29441	600	32842	600	700000
Other books	-	-	-	-	-	-
Journals/ Periodicals	-	-	2	2651	10	36439
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	-	-	6*
M.Ed. (Full Time)			
M.Ed. (Part Time)			

*Got Government Job.

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

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

10

3. Does the institution offer Remedial instruction?

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

Yes	✓	No	
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5. Examination Results during past three years (provide year wise data)

	UG		
	2010-11	2011-12	2012-13
Pass percentage	72%	63.5%	70.5%
Number of first classes	133	78	115
Number of distinctions	6	8	5
Exemplary performances (Gold Medal and university ranks)	-	-	-

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

	I	II	III
NET	-	-	-
SLET/SET	-	-	-
Any other (specify and indicate)	-	-	-

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

Financial Aid	2010-2011	2011-2012	2012-2013
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	4	5
Loan facilities	-	-	-
SC/ST Scholarship	93	76	70
Course fees scholarship	-	-	76
Minority scholarship	-	-	06

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	
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8. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
Non-teaching staff	Yes	✓	No	

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

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

Men

Women

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

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

11. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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12. Availability of rest rooms for men

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

13. Is there transport facility available?

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

14. Does the Institution obtain feedback from students on their campus experience?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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15. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	<input checked="" type="checkbox"/>	-	4
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	<input type="checkbox"/>	-	5	-	-	-

Cultural events organized on Teachers Day, Women's Day, Independence day, CT Camp and Vaaram Araavam.

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

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

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, give the year of establishment

2009

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

Yes

No

20. Does the institution regularly publish a college magazine?

Yes

No

21. Does the institution publish its updated prospectus annually?

Yes

No

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

	2010-2011 (%)	2011-2012 (%)	2012-2013(%)
Higher studies	34	33	37
Employment (Total)	66	67	63
Teaching	61	63	57
Non teaching	5	4	6

23. Is there a placement cell in the institution?

Yes

No

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

2010-2011	2011-2012	2012-2013
65	71	77

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

Yes

No

- Academic guidance and Counseling

- Personal Counseling

- Career Counseling

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	Twice in a Year
Staff council	every month
IQAC/or any other similar body/committee	One in every three months
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Academic committee 2. Faculty Development Committee 3. Guidance and Counseling Committee

- 3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?**

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes		No	✓
Other (specify and indicate)	Yes	-	No	-

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

2010-2011	2011-2012	2012-2013
2	2	2

5. Furnish the following details for the past three years

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

Nil

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

	2010-2011	2011-2012	2012-2013
State Level	4	2	3
National	2	3	4
International	1	1	1

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

2010-2011	2011-2012	2012-2013
1	2	2

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

0	1	5
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e. Research development programmes attended by the faculty

-	1	0
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f. Invited/endowment lectures at the institution

0	1	6
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Any other area (specify the programme and indicate)

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

a. Self-appraisal

Yes	✓	No	
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b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

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

Yes	-	No	-
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e. Any other (specify and indicate)

Yes	-	No	-
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7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

4

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

Grant-in-aid	Nil
Fees	Rs. 8300000
Donation	Nil
Self-funded courses	Nil
Any other (specify and indicate)	Nil

9. Expenditure statement (for last two years)

	Year 1 2011 -12	Year2 2012 -13
Total sanctioned Budget	7500000	8000000
% spent on the salary of faculty		
% spent on the salary of non-teaching employees	47	58
% spent on books and journals	4	9
% spent on developmental activities (expansion of building)	2	2
% spent on telephone, electricity and water	2	2
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	7	3
% spent on maintenance of equipment, teaching aids, contingency etc.	5	4
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	5	3
% spent on travel	1	1
Any other (specify and indicate)	25.5	16
Total expenditure incurred	98.5	98

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

Surplus in Rs.	Deficit in Rs.
4630396.12	-
4405429.50	-
5714203.00	-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Library	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes

No

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

Yes

No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes

No

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

Yes

No

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

Yes

No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

	Category	Men	%	Women	%
a	SC	19	19	19	19
b	ST	-	-	-	-
c	OBC	5	5	54	54
d	Physically challenged	1	1	-	-
e	General Category	1	1	-	-
f	Rural	18	18	51	51
g	Urban	11	11	20	20
h	DNC	1	1	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	22.22	2	18
b	ST	-	-	-	-
c	OBC	7	77.78	9	82
d	Women	3	33.34	5	45
e	Physically challenged	-	-	-	-
f	General Category	-	-	-	-
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I (2011-12)	Batch II (2012-13)	Batch I (2011-12)	Batch II (2012-13)
SC	79	76	32	41
ST	-	-	-	-
OBC	115	115	69	83
Physically Challenged	1	1	1	-
General Category	5	2	2	2
Rural	184	174	-	-
Urban	16	20	-	-
Total	(200)	(194)	-	-

PART II : The Evaluative Report

1. Executive Summary

K.K.O.Mohamed Ibrahim education and charitable Trust is named after the founder Trustee, K.K.O.Mohamed Ibrahim Trust mainly focuses on the educational mission to empower countless people through education, especially economically challenged section of population and the Muslim Community in particular because the Founder hails from a village where education was never valorized by them. Four brothers,. M.Anwar Kabir, M.I.Abdul Gafoor, M.I.Humayun Kabir and M.I.Ahamed Yasin, from the active elements of the K.K.O.Mohamed Ibrahim Educational and Charitable Trust. The natural passion for Muslim education does not prevent the Trust from considering others also who are worthy of receiving education.

Annai college of Education is situated in the rural village called Kovilacheri,10 Kms away from the main town, Kumbakonam and 50 kms away from the District Head Quarters' Thanjavur. The College Started functioning from the Year 2005, with recognition from the State Government of Tamil Nadu, and approved by the National Council for Teacher Education, New Delhi. It is also affiliated to Tamil Nadu Teacher Education University, Chennai. One Year B.Ed. Programme (Bachelor of Education) is offered by the college.

Regulatory Bodies

Tamil Nadu Teachers Education University (affiliating body) along with State Government and the NCTE (recognizing body) are the state/statutory regulating bodies. The university controls academic part: admissions (as per state rules), curriculum, examinations and appointments. NCTE regulates infrastructure. Our College is fully equipped with infrastructure that exceeds what the NCTE requires.

Relationship with Practice Teaching Schools

We have been maintaining good relationship with the following schools in terms of sending our students to the schools for teaching practice.

1. K.G.S. Hr.Sec.School, Aduthurai
2. St.Joseph High School, Ammanpattai

3. Govt.Hr.Sec.School, Anakkarai
4. The Cresent Hr.Sec.School, Avaniyapuram
5. Govt.Hr.Sec.School, Ayyampettai
6. Minarva Hr.Sec.School, Kadichambadi
7. Alwin Hr.Sec.School, Thanjavur
8. A.R.R. Municipal Hr.Sec.School, Kumbakonam
9. Aringnar Anna Hr.Sec.School, Kumbakonam
10. Christ the King Mat.Hr.Sec.School, Kumbakonam
11. National Vidyalaya (CBSE) Hr.Sec.School, Kumbakonam
12. Saraswathi Padasalai Hr.Sec.School, Kumbakonam
13. St.Anne's Mat.Hr.Sec.School, Kumbakonam
14. Town Hr.Sec.School, Kumbakonam
15. Govt.High School, Kurichi
16. St.Peter's Hr.Sec.School, Thanjavur
17. Municipal Kamaraj High School, Kumbakonam
18. Govt.Boys Hr.Sec.School, Natchiyarkovil
19. Govt.Girls Hr.Sec.School, Papanasam
20. Govt.Girls Hr.Sec.School, Natchiyar Kovil
21. Govt.Girls Hr.Sec.School, Pandhanallur
22. Anna Govt.Hr.Sec.School, Patteswaram
23. Govt.Boys Hr.Sc.School, Pattukkottai
24. Kasinya Hr.Sec.School, Rajagiri
25. Govt.Hr.Sec.School, Sholapuram
26. Brindhavan Hr.Sec.School, Sukkiranpatti
27. Govt.Hr.Sec.School ,Swamimalai
28. Gnanam Mat.Hr.Sec.School, Thanjavur
29. Govt.High School, Thiruchery
30. Govt.high School, Thirukkarugavoor
31. Govt.Hr.Sec.School, Thirunageswarm
32. Sri Kumarakurubarar Mat.Hr.Sec.School, Thiruppanandal
33. Govt.Hr.Sec.School, Thiruppurambiam
34. Govt.High School, Thiruvaibadi
35. Govt.High School, Thippirajapuram

36. Oriental Hr.Sec.School, Kumbakonam
37. Govt.Boys Hr.Sec.School, Valangaiman
38. Little Flower Hr.Sec.School, Kumbakonam
39. Native Hr.Sec.School, Kumbakonam
40. Sri Kumbeswarar Thirumanjanaveethi High School, Kumbakonam
41. Al-Ameen Mat.Hr.Sec.School, Kumbakonam
42. Madhar mandram High School, Thirumangalagudi
43. Thiruvavadurai Athinam Hr.Sec.School, Thiruvudaimaruthur
44. Madhar mandram High School, Thirumangalagudi
45. National Vidyalaya (CBSE) Hr.Sec.School, Kumbakonam

Relationship with Society

The Annai College of Education has been continuously discharging the community oriented extension activities such as temple cleaning, tree plantation, adult literacy programmes, awareness oriented lectures, skill development programmes, mass rallies on environmental awareness, cultural activities, etc., in the villages around Kumbakonam taluk.

Challenges faced by the Institution in building the quality Education

- a. The College is located in rural area and most of the students are from villages. In general, rural girls are demotivated for higher studies by their parents and society for the reason the girls have to travel long distance to the college and lack of transport facility from their livelihood. In order to motivate the rural girls and their parents, the college has arranged college bus facility to collect the students from their door steps.
- b. Most of the students of this college belong to poor family and their parents are agriculturists. Hence the educational background of the students are average and below average. In order to enhance the quality of education of the students, the college has arranged special coaching with well experienced faculty members.
- c. Hostel facility has been arranged in the college campus in order to provide comfortable and safety stay of girl students.

2. Criterion –wise Analysis

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

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

Objectives

- ✓ To promote higher education among rural youth.
- ✓ To provide professional education to rural women.
- ✓ To develop self esteem and self confidence among the weaker sections especially women.
- ✓ To provide quality education to the youth for today and tomorrow

Our Annai College of Education was started in the year 2005 with the strength of 100 students. Its growth has been gradual and steady and now it has phenomenal student strength of 200. The vision, mission, goals, quality, policy and students charter of the Institution are communicated to the students, teachers and stake holders through the college prospectus, college website, calendar and advertisement. At the time of admission, the above said norms are explained in the class room to the students.

The College offers undergraduate (B.Ed) program. The students are free to choose any elective subjects of their choice. The programs offered by the college aims at providing high quality with best infrastructural facilities and modern education technology.

The academic programs offered by the college are in tune with the goals of the Institution as they are chosen from the large pool of available programs from the University. The course offered by the college is mostly value-added course which has one paper in Environmental Education. The students acquire the basic knowledge of environmental awareness.

The Tamil Nadu Teachers Education University had designed the curriculum in such a way that it has great impact on the teacher society at the national level with employment potential in certain disciplines like **Tamil, English, Mathematics, Physical Science, Biological Science, History, Geography, Economics and Commerce**. The students are given focus on ICT. Language lab has been established to improve the communication skills among the students to help them compete in the global market.

The goals set by the college are also achieved through curricular and Co- Curricular activities like organizing or participating in the national and international seminar, conference, workshop, citizenship camp, Training Programmes, First Aid Camp departmental fests and student's extension activities. Computer literacy and computer skills are imparted to all the students. Huge investments are made by the college in establishing computer lab with internet facilities. Library has a collection of video and Audio CD which can be easily accessed by the students.

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).

- ✓ Planning according to the university syllabus
- ✓ Teaching Learning process (Theory Class)
- ✓ School Visit for Teaching Practice
- ✓ Conducting Examination
- ✓ Recording Evaluation result.
- ✓ Conducting Seminar related to syllabus subjects. Obtaining feedback from faculty, students alumni, employers and academic experts.

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

The need for changes in the curriculum was represented by the principal of the college at the principals meeting and curriculum changes are made according to the changing trends, students need and local trends.

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

The institution ensures the curriculum bears some thrust on national issues through

- ✓ Inculcating ethical values in faculty and students by invited lectures on ethics.
- ✓ The different elective subjects like: Environmental education Professional Course for Teacher Proficiency Guidance and Counseling

- ✓ Creating awareness on National and Global issues like Global warming, Pollution, Plastic menace,
- ✓ National security and Disaster management
- ✓ Computer Lab, ET Lab, Language lab Practices for students.
- ✓ Celebration of national festivals to foster social, Cultural, religious and regional integration
- ✓ Training the students in contemporary social responsibilities and values and community services through extension activities.

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

- ✓ Student teachers are motivated to prepare their lesson plans using ICT.
- ✓ Model lesson plans in all subjects are made through the use of computers.
- ✓ Teaching skills are taught through LCD presentations.
- ✓ Student-teachers deliver at least one lesson plan using computer during the teaching practice in the schools.
- ✓ Student-teachers are also encouraged to use electronic teaching-aids during their teaching practice to make their lessons more effective.

1.2 Academic Flexibility

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

- ✓ Students are given practical and field trainings (practice training at school) so that learning becomes a deep and insightful experience.
- ✓ Presentation of papers in seminars
- ✓ Participation in competitions like quiz, paper presentation
- ✓ Conducting demonstrations/Book review
- ✓ Peer evaluation of student teaching

Moreover Our College give practices student-centered learning, an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators: Student-centered teaching methods shift the focus of activity to the learners. Our college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc.

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

The college provides adequate flexibility by giving freedom to students to choose electives based on their own interest which are listed by TNTEU. As per the Tamilnadu Teachers Education University Curriculum, Faculty members are advised to provide varied experiences for students through,

- ✓ Assignments
- ✓ Lab practices
- ✓ ICT usage
- ✓ Field trainings
- ✓ Self learning
- ✓ Group learning
- ✓ Field Trip
- ✓ Physical and Health education based on their interest
- ✓ Students have the opportunity to write examination either in English or in Tamil medium
- ✓ Varied learning experiences are given by imparting microteaching skill training
- ✓ Practice teaching in urban and rural areas
- ✓ Student participation in various competitions and inter-collegiate sports which will provide them to have varied learning experiences in the campus and in the field
- ✓ Opportunities for slow and fast learners

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..

- Yes, value added courses have been introduced. ICT and soft skill oriented programmes are provided to both staff and students.

- ✓ Every year orientation for teaching skills is given in the form of discourses by educationists.
- ✓ The student teachers carry out assigned work with the help of computers. They are trained in the art of using charts, pictures, models and slides.
- ✓ Community orientation is carried out during the internship programme. The student teachers visit officials of local bodies, social workers, and leaders of the area. Visits are undertaken with a defined purpose.

Life Skills Course:

- a. Life Skills Course consist of experiences related to
- b. Stress Coping Management
- c. Transactional Analysis
- d. Communication Skills Development
- e. Self Awareness and Self Motivation
- f. Positive-thinking
- g. Emotional Intelligence
- h. Time Management
- i. Empowerment

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

i. Multidisciplinay / Interdisciplinary

The B.Ed, course is basically inter disciplinary in nature since it incorporates the various subjects as Tamil, English, Mathematics, Physical Science, Biological Science, History, Commerce, Economics and Geography.

ii. Multi skill development

- ✓ Student teachers' participation in different extra-curricular and co-curricular activities that are organized throughout the academic session ensures multi-skill development.
- ✓ Internal submission which include a Case Study, Action Research, and Book Review, assignments, etc. ensure growth and training in skills of creative writing, vetting and command over expressions
- ✓ The student teachers also arrange plays which empower them to face audience and express themselves as artists on stage.
- ✓ Student teachers prepare their teaching plan by using ICT to acquire competence in using latest technology.
- ✓ Student teachers visit areas, to create awareness through street plays on social aspects like health awareness, education of girl child, and prospects of education for human resource development and also conduct sessions for guidance and counseling for unemployed people. This helps them to acquire leadership traits

The College has arranged for multi skill development of the students such as computer training, soft skill development, ICT training, etc

iii. Practice teaching

Our faculty members provide practical exposure to the students whenever they teach the theory classes.

iv. School experience / internship

School expedience earned during the teaching practice of the students will be discussed in every aspects and which will be kept in mind when preparing the curriculum and teaching the students,

v. Work experience /SUPW

Work experience programmes are also included in the curriculum of B.Ed., programmes, The students are involved in this programme and they have to undergo training to carry out the programme themselves.

vi. Any other (specify and give details)

Environmental awareness oriented subjects are also incorporated in the curriculum since it is very much needed for the present day youth

1.3 Feedback on Curriculum

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

Feedbacks are received from staff and students during periodic meetings and then recorded. The management has installed suggestion boxes in the college and hostel. The students and the staff members may use the box for the representation of their genuine problems/grievances to the management. Also general suggestions for the improvement of the curriculum may be put in box. The student alumni, employers society, exit staff, student, academic Peers and Stakeholders pass comments on the difficulties of the curriculum using the feedback mechanism which is taken into consideration by IQAC, then forwarded to the administration and the concerned Board of Studies or Senate through Principal.

- 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.**

Yes. The teaching methodology, training and field work will be redesigned as the outcome of feedback from the students and teachers.

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

Suggestions are made at the Principals meeting and regular feedback, received from staff and students are forwarded to the University in order to reflect the same in curriculum reform.

1.4 Curriculum Update

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

Change in the syllabus was made by the University in the past five years in order to ensure quality improvement in the curriculum and fulfill the needs of the students.

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

In general the curriculum revision is made by the University, however our institution represent in various meetings , the need for curriculum reform based on the feedback of staff, students and stakeholders.

1.5 Best Practices in curricular Aspects

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

The course quality enhancement measures are achieved by arranging guest lectures, organizing seminars, conducting work experience programmes and add on programmes. The practice of obtaining feedback on curriculum and further processing also enhanced the quality.

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

- ✓ Arranging educational field trips
- ✓ Motivating the students to participate in co- curricular and extracurricular activities.
- ✓ Organizing sports and cultural meet in the campus at the inter campus level.
- ✓ Yoga and meditation programmes are arranged
- ✓ Conducting Environmental awareness program.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission process and admission policy of Annai College of Education is as per the guidelines issued by the NCTE and Tamilnadu Teachers Education University, which policy is framed by the affiliating University-State Government.

When the admission process opens up a wide publicity is given for the courses offered in the college and the applications are invited from eligible candidate and eligible candidates are admitted after verifying the certificates as shown below:

(i) The candidates who had undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level or its equivalent as it is decided by the Equivalence Committee appointed by Government of Tamilnadu from time to time.

(ii) The candidates who have passed the UG or PG degree in Open University System without qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination shall not be considered for admission.

(iii) However, the candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate / Two Years Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.

(iv) The candidates who have studied more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (iii).

(v) The candidates who have passed under Double Degree/Additional Degree Programme with less than three years of duration are not eligible for admission.

(vi) The candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/ allied subjects alone) of the course alone shall be taken into account for admission.

(vii) The candidates with the following marks(which is subject to the decision of Government of Tamilnadu from time to time) in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

S.No	Community / Category	Minimum Marks
1	OC	50%
2	BC	45%
3	MBC/DNC	43%
4	SC/ST	40%

Based on the University norms the candidates are called for interview and the interview is done by 1:2 basis after examining the subject knowledge, general knowledge, interested subjects and then the eligible candidates are selected only and the registration is made accordingly.

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

The publicity for the course is widely given through local TV Channels and daily news papers. The posters and brochures are also sent to various academic Institutions. The stalls are hosted in Educational Exhibitions and fairs for the advertisement of the course.

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

The B.Ed., course offered by the college, is self finance and eligible students are admitted through an interview according to the admission process.

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)

- ✓ In case of candidates belong to SC and ST community, a pass in the relevant U.G. degree course is enough for admission
- ✓ Male and Female candidates are admitted.
- ✓ No age limit.
- ✓ Concession is given for Physically Handicapped and financially backward students.
- ✓ Hostel rent is waived for deserving candidates.

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.

Yes. After admission, the Institution conducts a need assessment study for assessing the student's knowledge, needs, and skills before the commencement of the program through marks secured by the candidates, group discussion and personal interview.

This process helps the teachers to assess the students' potential, academic background and their skill in English, which will help the teachers to adjust their teaching techniques.

Since the medium of instruction offered is English, the Department of English conducts standardized language skill test in English, and based on the scores, the department identifies and provides remedial support by means of conducting bridge courses to the weaker students and make them understand the subjects with ease.

2.2 Catering to Diverse Needs

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

Classrooms are well furnished and equipped with audio-Visual equipments in order to create a conducive learning environment.

Most of the modern subjects are computer- based. The library and information services are upgraded to provide the current technology developments to students through E- Journals, on- line journals audio-visual aids and CD. The college has a very resourceful library with a large number of latest books, and National journals in various subjects. The hostellers are benefited by a peaceful environment by self study.

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

- ✓ Methods of teaching are adjusted to the learning needs of the students.
- ✓ Lab facilities, Library facilities are well equipped with modern Technologies.
- ✓ Computer facilities are sufficient
- ✓ Teaching practice is given by sending them to various schools
- ✓ Teachers visit these schools to monitor the students and clarify their doubts
- ✓ Internet facility is provided
- ✓ Cultural programmes are arranged.
- ✓ Field trips are compulsory.

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

- ✓ Various inter-collegiate competitions
- ✓ Oratorical competitions
- ✓ Quiz and various co-curricular activities
- ✓ Seminars, workshops and training programs
- ✓ They are also advised to write competitive examinations
- ✓ Learners with advanced knowledge are helped in getting placements by conducting need based training programmes, aptitude test etc.,

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

The teacher educator in the college has undergone great transformation from the conventional chalk and talk method. The staff members also use LCD and OHP. Seminar presentation, Project work and any interactive lectures are frequently carried out through LCD and OHP both by teachers and students. The OHP and LCD facilitate faster and effective learning. Self appraisal formats are filled by the teachers themselves and reviews are conducted randomly by the management.

Internal FDP conducted by senior faculties and monitored by IQAC of the college.

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?

A detailed course plan for each department is prepared in consultation with the teachers and it is given to the students. They are given advice on learning processes and use of reference and text books, journals and internet. They are also encouraged to know the subject before hand which will help them to understand the subject better and inculcate the habit of lifelong reading and learning and also knowledge on management skills.

The students are asked to conduct the classes for 15 minutes daily on the stage to gain thorough knowledge in the subjects and apply them effectively without hesitation.

Internal examinations are being conducted for the benefit of the students.

2.3 Teaching-Learning Process:

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

Library

The Institution engages students in active learning in many ways by using the learning recourses as stated below,

- ✓ Students are encouraged and motivated to use library
- ✓ Students improve their knowledge by reading many books form the college.
- ✓ Faculty members supervise the library periods.
- ✓ Students are encouraged to surf the internet as accessing internet makes them self-seekers of knowledge
- ✓ Computer lab facilitates the students with educational websites.
- ✓ Students are also motivated to engage in group study.
- ✓ Our institution stimulates the students to improve their teaching competency.
- ✓ Students are trained for the peer teaching before going to the actual class room teaching.
- ✓ Students are encouraged to have role playing to improve their communication skills.
- ✓ Students are motivated to carry out the internship activities.

Micro Teaching

Micro and Composite teaching precede the teaching practice organized. It is succeeded by Micro Practice lessons and then by (first) teaching practice of ten-day duration to help students practice skills, overcome stage fear and provides confidence to face an actual class of students. For this, student-teachers are to face actual-class room like situations at the campus and then at school before presenting first discussion lesson. These provisions help students-teachers in learning various skills required to be successful teachers and provides them confidence essential for the successful teaching practice which they do in live situation in the allotted schools for a month or so

Internship

Student teachers finally have to face the actual class rooms as part of their practice – teaching program.

Student – teachers teach not less than 20 lessons in each method subject which means that each student teacher delivers not less than 40 lessons in the two teaching methods subjects put together, in actual classroom situation.

During the internship period, student teachers also help school in other activities like organizing morning assembly, taking free periods and students to the play ground, etc.

Students, therefore help school authorities in their curricular as well as co-curricular activities.

Internship helps students to practice the skills they learned in their theory papers. Successful completion of the internship in the teaching as well as non- teaching part is mandatory for appearing in the examinations and indispensable for taking up the teaching profession successfully.

Practicum

Practicum is part of the School Experience Programme.. Each student teacher maintains files on Operation of audio-visual equipments, Lesson Plan, Observation, Test and Measurement, Case Study, Action Research, Text Book Review, Programmed Learning, Demonstration, Instructional Material , Micro Teaching , Psychology Experiment, Physical Education , SUPW, Educational Technology, Album.

- 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?**

A detail course plan for each department is prepared in consultation with the teachers and it is given to the students. They are also given advice on learning processes and use of reference and text books, journals, and internet. They are also encouraged to know the subject before hand which will help them to understand the subject better and inculcate the habit of life long reading and also knowledge management skills.

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.

- ✓ Lecture method
- ✓ Programmed Learning
- ✓ Computer assisted learning
- ✓ Experimental Learning
- ✓ Seminar Presentation
- ✓ Panel method
- ✓ Effective learning through OHP and LCD
- ✓ Conventional Chalk and Talk
- ✓ Demonstration class
- ✓ Workshop
- ✓ Discussion

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

Yes. The institution has a provision for additional training in models teaching . The teaching learning process provides microteaching, observation, demonstration, in – service training, special classes for particular programme conducted. Internship training is also provided.

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

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

As per the syllabus, skills are practiced by students before going to the teaching practice

- ✓ Students are made to understand the skills of microteaching.
- ✓ They are insisted to choose the model lesson
- ✓ They prepare the lesson plan (in the form of conversation model)
- ✓ Practice teaching is given in the seven skills namely.

- Skill of explaining
- Skill of questioning
- Skill of black board writing
- Skill of stimulus variation
- Skill of reinforcement
- Skill of demonstration
- Skill of illustration with examples.
- Microteaching practice is given to students before undertaking macro teaching.

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.)

A student teacher has to plan a lesson to be taught in class room teaching. He has to select a topic which is to be covered within a period of 45 minutes duration. The topic is also analyzed in terms of the element of the topic of teaching points. The teaching objectives and their weightage are also determined in terms of time (minutes) allotted to them.

Illustration:

- Topic for writing an essay is discussed.
- General objectives for writing composition is explained
- specific objectives for writing an essay is given in detail
- Pre-requisite or previous knowledge of the students is explored
- Introducing topic is made
- Statement of the essay is pointed out
- Narration of the teacher is done
- Students are questioned
- Description by the teacher is given/ summing up takes place
- Home work / assignment is given.

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

Total number of working days	= 200 days
Total number of hours	= 1200 hours
Number of hours for Theory	= 600 hours
Number of hours for Teaching Practice	= 240 Hours

Internship training is given to our B.Ed., students.

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

During teaching practice the B. Ed., teacher educators go on school visits, they observe the B. Ed., Trainees class handling method, gives suggestions to the guide teacher about their draw backs. And then the guide teacher acts as mentor and correct the trainee. Good grip is maintained between the B. Ed., faculty and the guide teacher.

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

The teachers and students keep pace with the recent developments in their subjects by periodically consulting the internet, latest books, and National and International journals. The departments organize National level seminars which are sponsored by the management. Eminent personalities are invited to give lectures on current development in their fields. The trainees are given personality development programmes and trained in microteaching skill to meet the needs of school students.

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

Most of the modern subjects are computer based. The library and information services are upgraded to provide the current technology developments to students through e – journals, on – line journals, audio visual aids and CDs. The college has a very resourceful library with a large number of latest books, and journals in various subjects. The library functions right from 8.30 a.m. to 6.30 p.m. on all working days. In order to manage the extended hours, additional staff is being employed by the management.

2.4 Teacher Quality

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

The ratio of student teacher in teaching practice school is 1: 40 as per State Government norms. 45 Schools have been identified for practice teaching and the ratio of student teachers vs. schools for practice teaching is 5:1 (Five Students per school for practice teaching). This decision is based on the advice of the Head Masters and availability of the Guide Teacher of the teaching practice schools concerned and the list finalized by Chief Educational Officer, Thanjavur, Nagapattinam, Thiruvarur and Ariyalur.

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

For performance improvement, conversation, discussions, conducting diagnostic test, supervising study, exchange of ideas in the class etc., are giving as feed back to the students.

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

Students are provided to keep updated information on policy decision, changes in curriculum and their current event knowledge is also updated by conducting quiz programmes. As per the university syllabus, the trainees used to prepare text book review for high school and higher secondary school text books.

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

Students and faculty keep pace with the recent development by adopting ABL (Activity Based Learning), ALM (Active Learning Method) and ICT (Information Communication Technology) method in the school subjects and teaching methodologies. Also internal FDP are being conducted by the Senior Faculty Members.

5. 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.,)

Our college takes care of the aspects concerning personal and professional development of its teaching staff.

Teaching faculties are encouraged to go for higher studies like M.Phil, Ph.D etc. Study leave may also be granted on fulfilling the conditions of putting in three years of continuous service in the college and committing themselves to serve for twice the period of sanctioned leave, after availing of the study leave.

Mrs. S.Vijaya has completed **Ph.D.** in Education.

Mrs. M.Malarvizhi has completed **Ph.D.** in Education.

Mrs. M.Jeyakumari is currently doing **Ph.D.** in Education

Mrs.H.Ashraffi, Mr.G.Murugaraj, Mr. M.Jegan, and Mr. S.Vincentraj has completed M.Phil Degree in Education.

Mr. M.Jegan has passed the national level examinations UGC-NET and others are also encouraged to take national level examinations like UGC-NET,SLET/SET, etc.

Faculty members are encouraged to present their papers in the seminars organized by various educational institutions. They are sponsored to participate in such events. There is a provision for granting special casual leave [duty leave] with full pay and allowances to staff, if they want to attend any conference outside the state. The management has made a standing provision relating to that effect.

- ✓ In –service training is given
- ✓ Sponsorship for seminar participation
- ✓ Guest lectures by eminent persons
- ✓ Training on Communication technology
- ✓ Monthly orientation programme on current affair.

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

- ✓ Cent percent result producing teachers are honored with valuable prizes.
- ✓ Teachers showing 100% attendance are also honored by certificate of appreciation
- ✓ These awards are issued during the Annual Day Celebrations.

2.5 Evaluation Process and Reforms

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

- ✓ The College is situated in a neat and clean surrounding and housed in a pollution free environment in a well-constructed building with all infrastructural facilities conducive for the conduct of teacher education programme.
- ✓ The college is equipped with all required resources, both human and physical, as per laid down norms for effective conduct of curricular and co-curricular programmes. A well developed play ground, multipurpose hall with required seating capacity equipped with electronic gadget for effective conduct of curricular and co-curricular programmes; a seminar room, equipped with Public Address System and LCD projector are very well maintained in the college.
- ✓ Besides, it has computer lab, language lab and educational technology/ICT lab.
- ✓ Students enjoy the facility of dropping in their suggestion/complaint in complaint box.
- ✓ Any stake holder can put his/her suggestions/complaints in the box. The suggestions are analyzed and worked upon. The feedback from the students is taken at the end of academic year also. Feedback from alumni is also entertained. On the basis of feedback analysis, conclusions are drawn and decision taken for implementation.
- ✓ Barriers in learning are identified by faculty during their interaction in the class rooms.
- ✓ During tutorial periods, group as well as individual problems are discussed and addressed.
- ✓ Individual grievances are addressed by the grievance cell and dealt accordingly.
- ✓ Students' counseling is being done with respect to Conducive environment, infrastructure, access to technology, teacher quality and the valuable suggestions are carried out to improve the same.

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

Mark wise weightage given to three Core Courses,viz: Two Optional Courses and one Elective Course is given below:-

SI.No.	Theory Component	Title of the papers	Maximum Marks (100)	
			Internal Marks	External Marks
I	Core Courses			
1.		Education in the Emerging Indian Society	20	80
2.		Psychology of Learning and Human Development	20	80
3.		Educational Innovations and Curriculum Development	20	80
II.	Elective Course	Any one of the Electives given in the list	20	80
III.	Optional Courses			
1.		Optional I	20	80
2.		Optional II	20	80
IV	General	i) Life Skills Course ii) First Aid iii) Moral and Value Education	Mark wise weightage is not given. It is only for internalizing all the life related skills, First Aid, Moral and Value system	
Total Weightage for Theory Component			600	

S.No	Component	Maximum Marks
1.	TESTS (Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 5)	5
2.	ATTENDANCE (Weightage for Attendance: 85% and above - 5marks 80% to 84% - 4 marks 75% to 79% - 3 marks Less than 75% - No marks)	5
3.	ASSIGNMENTS (Aggregate of marks obtained by each candidate in minimum 2 Assignments converted into 5)	5
4	SEMINAR (Minimum one)	5
	TOTAL	20

Syllabus copy enclosed

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

- ✓ Results are communicated to the parents by post
- ✓ Meritorious student's marks and names are displayed on the notice board
- ✓ Weaker students are taken special attention and evening coaching is provided for those students.

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

The computer department is provided with 50 computers to help the teachers in preparing computer aided teaching, i.e., power point presentation with LCD and classes are being periodically taken using LCD projector. Apart from

power point presentation, OHP and slide projector are also used for teaching learning process. Internet connectivity is available during the working hours.

2.5 Best Practices in Teaching -Learning and Evaluation Process

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

- ✓ Use of LCD for lectures and seminars by both students and staff
- ✓ Use of OHP for lectures
- ✓ Learning through Website and Internet
- ✓ Educational Trip / Field Trip
- ✓ Organizing seminar
- ✓ Library is kept open during extended hours
- ✓ Availability of Journals and On – line journals
- ✓ Life skill practice
- ✓ Weekly, monthly and model tests

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

Voice input system, Speakers, Microphone etc., are used in language labs. Digital camera, Web cameras, Scanners are used to browse pictures and matters from internet and displayed it to students. Internet facility makes the classroom instruction as interesting. LCD, OHP, Slide projectors, etc are used in teaching / learning practice.

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?

Observation: Absence of definite policy in admission of B.Ed., Students.

Action Taken: We have followed the University Rules and Regulations of Tamilnadu

Teacher Education University for admission of B.Ed., The students are called for personal interview and select the candidates on the ratio of 1:2. Based on the personal interview by verifying the original certificates, tested in subject knowledge, interest in teaching, conduct and behavior of the students etc., and on the IQAC teams recommendation the students are selected for B.Ed., admissions. Apart from this, the rules and regulations of the institutions are informed for strict adherence of the Students.

Observation: Difficulty in English communication of B.Ed., Students.

Action Taken: We have taken special English Communication classes for both the students and the staff and provided CD materials to the students regarding the English Communication. For the students who are studying the subject in their own mother language, we are conducting the bridge course for the students.

The institution has taken steps to take the Seminar classes in English by all the students in the stage, in front of the class students in any one of the subject selected by the students every day, so as to improve the English Knowledge to have the habit of speaking in English without hesitation.

Apart from that, the institution is educating the habit of reading English news papers and also conducting group discussions in English to improve the English knowledge.

In addition, arrangements are made to witness and note all the English news channels relaying English news through Televisions etc.,

Arrangements are made to invite the Spoken English coaching institutions such as Vivekananda to improve the spoken English knowledge.

Observation: Inadequacy of faculty expertise in critical curricular areas like educational psychology.

Action Taken: Our College takes care of the aspects concerning personal and professional development of its teaching staff.

Teaching faculties are encouraged to go for higher studies like M.Phil, Ph.D etc.

Mrs. S.Vijaya. has completed **Ph.D.** in Education.

Mrs. M.Malarvizhi, has completed **Ph.D.** in Education.

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Mr. M.Jegan has passed the National level Examinations UGC-NET and others are also encouraged to take National level Examinations like UGC-NET, SLET/SET, etc. Faculty members are encouraged to present their papers in the seminars organized by various Educational Institutions. They are sponsored to participate in such events.

We have called for the Psychologists from other sources to expertise the faculty members in psychology and obtaining suggestions for B.Ed., classes. National level psychologists are also invited to gain expertise among the faculty members. All the student's psychology activities are noted by the faculty members.

Faculty members are participated in various workshops relevant to student psychology.

Observation: Faculty needs opportunities for participation in professional development programmes.

This institution has allotted enough funds for participation in Professional Development Programmes and necessary opportunities are given to the faculties by sending them for participation in Professional Development Programmes in National level, other states i.e., Puducherry, Andhra, Karnataka etc., After the programmes, a report is being obtained from the participants for the future use of the institutions.

Action Taken: Faculty members are participated various programmes such as In –service training, Sponsorship for seminar participation and faculty development programs,

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

- ✓ System and its working are transparent.
- ✓ Faculty empowerment activities are promoted.
- ✓ The College encourages the use of the technology in its day-to-day functions including delivery of lessons. It encourages the faculty members to use ICT in their teaching-learning process. The material required to be used are provided beforehand.
- ✓ Lectures are delivered in seminar hall with a help of LCD.
- ✓ Evaluation process is closely linked with teaching-learning activity in that the former provides sustenance for the latter.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

Research is an integral part of B. Ed programme. The college lays emphasis on the concept of promotion of research and on action research amongst the faculty (and student teachers).

- ✓ The College encourages higher education in the field of education by providing required relaxation and cooperation and motivates its teachers to take up research in education by deputing them to attend seminars and workshops, and undertake research studies.
- ✓ The faculty members doing research are given flexibility in the daily workload. Faculty of B.Ed programme is motivated to contact and consult their counterparts in sister institutions.
- ✓ Visits to Tamilnadu Teachers Education University and other Institutions are encouraged for consulting Resource Persons/Experts for undertaking research work/creative study.
- ✓ The college sponsors faculty member for paper presentation in seminars, reimburses the expenditure and treats them on duty leave for which there is a standing provision in the College leave rules.
- ✓ National, international journals and magazines related to research are available in the library for reference. Research material is procured, if proposed by the researchers. Computer and internet facility in the College are placed at their disposal.
- ✓ Faculty members are provided information on various organizations such as NCERT, UGC, and other organizations providing financial assistance for the conduct of research studies.
- ✓ Following faculty members have completed/are pursuing higher studies/research.

Mrs. S.Vijaya. has completed **Ph.D.** in Education.

Mrs.M.Malarvizhi, has completed **Ph.D.** in Education.

Mrs. H.Ashraffi, has completed **M.Phil.** in Education.

Mr. G.Murugaraj has completed **M.Phil.** in Education.

Mr. M.Jegan has completed **M.Phil.** in Education.

Mr. S.Vincentraj has completed **M.Phil.** in Education.

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

- ✓ Issue of promoting multicultural values among learners with diverse backgrounds
- ✓ Study on Teacher's role in the promotion of inclusiveness amongst the students.
- ✓ Educational mobility and Professional quest among rural women.
- ✓ Mental health of female teacher trainees.
- ✓ Study on the impact of media on the professionalism of teacher education.
- ✓ Study on the use of internet for professional growth of teacher trainees.
- ✓ Study on the attitude of teachers towards adolescent rural women education.

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

Yes, Action Research is encouraged among both the students and teacher educators. College organized workshop on Action Research for Teacher Educators for empowerment and motivation.

- ✓ For conducting Action Research, student teachers take up certain problematic areas. Action Research is an ingredient of assessment. Student teachers try, for example, to study the cause of indiscipline, absenteeism, maladjustment and other similar problems of immediate concern. Students use self constructed tools for data collection. The results of the analysis are discussed with faculties.
- ✓ Action Research is done at school level at the time of the internship. The student teachers select a topic that touches the students of the school. On the selected topic, the student teachers make a survey to find out the facts by interacting with the principal and students,

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

The Institution has organized the following seminar/workshop/conferences

- One day seminar on "Personality Development determinants", held at the college premises on 10th January 2008

- One day awareness programme on "Anti-ragging Act", held at the college campus on 26th September 2009.
- A seminar on "History of Tamil Language", conducted on 7th October 2009 at the college campus.
- One day seminar on "How to face interview", held at the college premises on 26th December 2012.
- One day staff level seminar on "Quality Assurance in Education", held at the college premises on 30th January 2013.
- A seminar on "Language As an Instrument to Express Our Ideal", conducted on 7th February 2013 at the college campus.
- One day seminar on "Preparation of The Test and Measurement Record", held at the college premises on 11th March 2013.
- One day awareness programme on "Educational Philosophies", held at the college campus on 19th April 2013.
- One day seminar on "Chemistry & Everyday Life", held at the college premises on 10th September 2013.

3.2 Research and Publication Output

The College encourages faculty to publish in academic forums.

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

The college tries its level best to move ahead in enhancing the quality of teaching.

- ✓ During the last three years, the college acquired latest teaching-learning technology: LCD, Projector, developed Video-graphic facility, educational CD's, etc. to be used as teaching instruments/aids. The faculty uses transparencies and PPT for lesson delivery.
- ✓ Workshop activity is undertaken compulsorily for preparing teaching-learning materials. Students prepare material in the forms of charts, models, etc. as teaching aids for each of their two teaching subjects. These models may be static or dynamic.
- ✓ At the beginning of academic session teachers are asked to make transparencies in their concerned subjects and submit for approval. From each unit a minimum of

five transparencies are made, which are subsequently used in class room teaching. Power Points presentations in the concerned subjects are also prepared.

- ✓ Lesson Plans are developed with the help of computers by the teachers. Student teachers are motivated to deliver their lessons through power point presentation.
- ✓ In addition to this, the student teachers developed materials like, audio visual material, guideline materials and teaching aids under the supervision of the teacher educators concerned.
- ✓ The college extends required help to students for preparing teaching aids. For competitive purposes. Student teachers make it a point to develop quality material for participating in Inter-College Fine Art & Teaching Aids Competition. Likewise, they presented such material while participating in such Competition.
- ✓ Beside this, the institution is gathered up to date information through internet about the enhancement of teaching quality and other materials and implement the same to students.

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

The facilities available for developing instructional materials are as follows.

- ❖ Usage of appropriate teaching aids.
- ❖ Power Point presentation is available.
- ❖ The college provides technological hardware and software materials, audio, visual, multimedia etc.,
- ❖ Question bank is provided for all the subjects with maximum number of possible expected questions.
- ❖ All materials particularly Resource materials are provided from the library.
- ❖ Printed materials covering the entire syllabus are issued to the students.
- ❖ Current events are updated by the use of internet.
- ❖ The College has a well-equipped ET Laboratory having equipment such as,
 - ✓ Computer
 - ✓ OHP and LCD Projector
 - ✓ Digital Camera
 - ✓ Internet facility

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

Many ICT / Technology related instructional materials are available in the library. Online browsing is provided both for staff and students. All Hi-tech equipments like LCD projector OHP slide projector, film projector, digital camera, web camera, handy camera are provided by the institution.

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

- a. Organised by the institution**
- b. Attended by the staff**
- c. Training provided to the staff**

The faculty members attended, as mentioned above.

The SUPW (Socially Useful Product Work) workshop was conducted on 17.09.2010. Demonstration was made by Mrs. Suda Selvakumar, Arts and Crafts expert.

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

The Papers are submitted and it's on under review process.

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

The Papers are submitted and it's on under review process.

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
K.K.O Mohamed Ibrahim Charitable Trust	Rs.50,000	1 – Year	NGOs

3.3 Consultancy

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

Yes. Our college faculties had given in-service programme and staff development programme for school Teachers.

The Teacher Trainers are trained by a professionally qualified Craft Teacher to make certain products to be used at home under the Scheme called SUPW (Socially Useful Product Work). Every year these products are displayed in our College Campus.

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

Yes. The Teacher Faculty in Annai College of Education is not only proficient in their domain knowledge but also committed to social causes. They organized a meeting of Self Help Groups in the neighborhood of Kovilacheri, and gave them intensive training in skill sets useful for generating employment.

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

Nil.

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

Nil.

3.4 Extension Activities

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

Neighborhood communities are supported and strengthened by our institution through camp activities. The Institution organizes special camps and helps them in all

possible ways. There is one citizenship camp unit with 200 students headed by two Program Officers and two Assistant Officers. Before the starting of special camp, preliminary survey is conducted in the villages and then the programs are planned with the help of local village leaders. Temple cleaning, adult literacy, tree plantation, awareness training etc are carried out in the camp for the local community. Our College offers extension programmes such as Community Development, Adult Education and Literacy, Social Work, Medical Camp, Environmental Awareness, Remedial Education for rural drop-outs; Culture based pre-school education for rural children. Kits and teaching modules are developed to help education in schools for rural children.

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

Community Participation in Institutional Development

The students mingle with the public in the villages and organize various programs and educate them in hygiene and sanitation, cleanliness, importance of tree planting, AIDS awareness, pollution free environment and disuse of plastic bags etc. They also perform cultural programs in the evening to entertain the villagers.

College contributes to the development of the local community through its well planned outreach programs. The community people extend their fullest co-operation for the successful conduct of the institutional programmes. The students and teachers learn from the community people about unity, social care and affection, supporting others, etc.

“Institutional – community networking”.

The Institution have the community networking through which our students follow the practice of EACH ONE TEACH ONE to get rid of illiteracy in the villages located in and around to Institution.

Institution school networking

The Institution has networking with 45 schools by which the student teachers undergo teaching practice for 40 days.

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

Establishing public library and community labs in the villages and providing sanitary facilities, imparting literacy, and social development programmes.

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

No

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

By organizing a serial of awareness oriented training programmes for the students on various titles including social and citizenship values.

3.5 Collaborations

1. Name the National Level Organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

No

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.

No

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

Curriculum Development

Proposals for modifying the existing curriculum were developed and forwarded for action; Suggestions regarding lesson plans, writing of objectives teaching aids etc., were incorporated.

National level collaborations is being done with ICT, organization.

Teaching

Enhancement in quality of teaching is made possible by guidance from national organizations.

Training

Our Annai College of Education, Kovilacheri, Kumbakonam, Thanjavur, Tamilnadu. Improvement in the quality of teaching by incorporating the suggestions given methodology used and thus making teaching learning process interesting and effective.

Practice teaching

Linkages led to enhancement in quality level of the teaching by use of latest teaching aids to which the student teachers were exposed during such visits. Interaction with the staff of these national organizations helps the student teachers to remove a number of doubts which exists in their mind about 'How' and 'When' to use the educational technology, as and when made available to them.

Workshops on micro teaching by eminent educationists improved efficiency of practice teaching e.g. addition to basic knowledge by use of screening various CDs on teaching of various subjects

Consultancy

Our college faculties give in-service programme and staff development programme for school Teachers. Interaction with these organisations helps student teachers in conceptualization of certain doubtful areas.

Extension

Contacts with various NGOs during extension and outreach activities help in establishing good relationship with community and achieving social values

Publication

Our faculties have published 4 books with ISBN Number in Annai Publication.

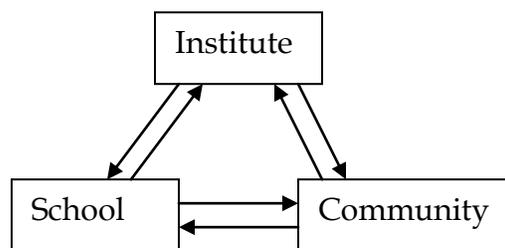
Student Placement

The college does effect the placement directly as well as indirectly. Private schools have even offered post to our students. Interaction with outside

agencies/schools, leads to absorption of our trainees. Besides, there is a well-placed mechanism that aims at placing students in suitable positions.

The College's placement cell approaches Alumni who have been teaching at various educational organizations for help. Help of Alumni is sought regarding the vacancies available in their organization, regarding the feedback of the placement services offered by the College, etc.

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



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.

While going for practice teaching, our staff members help and guide the students and they observe the student teacher classes. Suggestions are made to correct their mistakes. The faculty of the Institution whenever visits the schools, where the student teachers undergo teaching practice, meet the principal/Head of the school, the guide of the student teachers and other office personnell and discuss the problems in practice teaching and deliver suggestions for over coming the problems

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

Collaborate With School

The faculty of the college collaborates with schools, where the students undergo teaching practice, in planning and preparing the curriculum, lesson plans and teaching aids for teaching practice.

Collaborate With College:

The faculty collaborates with the neighborhood colleges in terms of organizing / participating seminars, conference, etc.

3.6 Best Practices in Research, Consultancy and Extension

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

The college endeavours to improve quality of research, consultancy, and extension activities and adopt new measures for the purpose.

- ✓ Our college encourages its faculty members to engage in research. Some faculty members are actively pursuing courses for acquiring higher degrees. Action research by students is likewise promoted. The students are divided into groups of 20, each group is placed under one faculty member. The faculty members encourage students to undertake action research.
- ✓ The college ensures participation of faculty in workshops on research methodology. It promotes its faculty members to participate in education related conferences/seminars/workshops by providing required funds and facilities.
- ✓ Some of the faculty members provide consultancy to some educational institutions on honorary basis.
- ✓ The college is anxious to perform extension activities and is working with some individuals and organizations
- ✓ Text book reviews by students are done with the help of guide teacher.

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

Eco camps are held in forest areas every year. The trainees go and stay (Trekking) in the forest area environment.

The Institution conducts the extension activities in Youth Red Cross, Red Ribbon club etc., for every year.

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.

Observation: Pro –active steps to promote research needed

Action Taken: Action Research is encouraged among both the student teacher educators. College organized workshop on Action Research for Teacher Educators for empowerment and motivation.

Observation: Faculty needs to be motivated to carry out research and publish papers .

Action Taken: The faculty members are doing research in education and following faculty members have completed/are pursuing higher studies/research.

Mrs. S.Vijaya. has completed **Ph.D.** in Education.

Mrs.M.Malarvizhi, has completed **Ph.D.** in Education.

Mrs. H.Ashraffi, has completed **M.Phil.** in Education.

Mr. G.Murugaraj has completed **M.Phil.** in Education.

Mr. M.Jegan has completed **M.Phil.** in Education.

Mr. S.Vincentraj has completed **M.Phil.** in Education.

Observation: No significant research activity in Research and Publications Output:

Action Taken: Faculty submitted the Research paper to the Journals for publication.

The faculty members are provided ICT teaching tools for research purpose and for this necessary fund is allotted from KKO Mohammed Ibrahim Educational and Charitable Trust.

Action is being taken for written revision in some research materials and some research for re-admission. After this, a journal publication is done.

Observation: Consultancy- Nil

Action Taken: Our college faculties give in-service programme and staff development programme for school Teachers.

A separate team is organized to look after giving in-service training programme and staff development for School Teachers. This team is inviting companies / training institutions to give in-service training to the School Teachers. Also the students are being sent to the Schools to for training and the report is received from them.

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

- ✓ Feedback mechanism is fully implemented and appropriate actions were carried out to implement effective teaching learning process.
- ✓ More Research works are carried out and staff members are submitting papers to respective journals for publications.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

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

Our Institution has full pledged physical infrastructure as per NCTE norms. The facilities and amount invested for developing the infrastructure are given below.

The Annai College of Education is spread over 1.23 Acres (total area) out of which total built up area comprises 2007 sq.mts.(21609 sq.ft) The built up area can be increased horizontally and/or vertically.

The Annai College of Education is spread over 1.23 Acres (total area) out of which total built up area comprises 2007 sq.mts.(21609 sq.ft) The built up area can be increased horizontally and/or vertically.

The College has fully equipped and spacious MPH fitted with latest sound and projection system, fire extinguishers, etc. and is used for the various workshops, seminars, and intra and inter-College competitions. Appropriate space for Indoor as well as outdoor games with required facilities is also available.

Additional rooms and open space are available for the co-curricular activities.

The following physical facilities are also available for conducting B Ed course.

- ✓ Library & its infrastructure, Computers for internet surfing, etc
- ✓ Staff Room.
- ✓ Computer lab
- ✓ Science laboratory.
- ✓ ICT resource center
- ✓ Teaching Aid Workshop
- ✓ Language Lab with Computers
- ✓ Separate Rest room / Common room for girls and boys
- ✓ Canteen

- ✓ Reception, Administration and Accounts Office,
- ✓ Sports and Music room
- ✓ Washroom facilities are separately available for men and women on each floor of the building.
- ✓ Parking space for vehicles
- ✓ Campus store, etc.

S.No	Facilities	Rs
01	Land	195000
02	Laboratory	134924
03	Building	5154337
04	Furniture	214929
05	Equipments	226231
06	Library	148977
07	Computer	218627
08	Transport charge	2311339
09	Sports	19300

***Master plan of the building enclosed**

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

As per NCTE norms, the college admits students every year. No increase in student enrollment is permitted.

The Institution has the plan to augment the infrastructure to keep pace with the academic growth as follows,

- ✓ To use modern technologies in teaching/Learning practice.
- ✓ Well equipped and well furnished class rooms.
- ✓ College office is equipped with computers, laser printers and Internet facility
- ✓ 24 hours free internet facilities for all B.Ed., students
- ✓ Highly equipped physical science, Biological science, Psychology and ICT labs
- ✓ Availability of photocopier and internet facility in the library
- ✓ Availability of National, International, Online E-Books and E-journals.
- ✓ Sophisticated and good hygienic canteen
- ✓ Games facilities
- ✓ Hostel facility.

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

Co- curricular activities

- Environmental awareness programmes
- Students are taken into environmentally contaminated area for practical knowledge once in a year
- Field trip/educational trip
- Participation of students in quiz, debates and cultural activities

Extracurricular activities and sports

- Provides indoor games like table tennis, chess, carom
- Dance and music classes are organized on weekends.
- Extension activities like environmental cleanliness, tree plantation, awareness programmes, etc.

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

Our seminar hall has been used by sister organizations for conducting seminars, training programmes etc.

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.)

- ✓ All the facilities are provided for men and women students and staff.
- ✓ Separate rest rooms and toilets for men and women staff & Students are also provided by the college.
- ✓ Sophisticated and hygienic canteen facility is available.
- ✓ Our management has provided excellent medical service facility to staff and students through our first aid centre and nearest Government hospital.

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

Yes. Hostel facility is available

- a. Capacity of hostel : 100 Students
- b. No. of Rooms : 20
- c. Occupancy : Each room can accommodate 2 or 4 students depending on the size of the room.

d. Recreational facilities:

- Recreational Hall is available at the Hostel
- Movies of different languages are screened every week end

e. Games:

The following Indoor games facilities are available.

- Table tennis
- Carom
- Chess
- Volley Ball
- Throw Ball

f. Health and hygiene facilities.

- First aid centre is available in the college.
- In emergency situation, college vehicles are made available for shifting the sick patients to the nearby hospital for special treatment.
- Warden will take care of the hostel students

4.2 Maintenance of Infrastructure

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

Budget allocation and utilization in the last 5 years

	2008-09		2009-10		2010-11		2011-12		2012-13	
	Allocated Rs.	Utilized Rs.								
Building	750000	789810	850000	859861	950000	9641302	1000000	1009810	266000	-
Laboratories	50000	-	25000	19881	55000	55000	55000	55000	380000	55000
Furniture	50000	66842	50000	53100	75000	80762	50000	66842	420000	25000
Equipments	200000	180128	50000	42000	50000	-	200000	180128	320000	42000
Computers	50000	51331	50000	51700	50000	52400	50000	51331	630000	51700
Transport/vehicle	150000	152067	600000	615693	450000	448642	480000	472067	620000	605693
Library	30000	35493	30000	35084	30000	29441	30000	35493	850000	736439

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

- ✓ Seminar halls are optimally used for conduct of seminars, meetings, workshops, cultural programs etc.,
- ✓ Play ground and canteen – Open to all.
- ✓ Computerized library
- ✓ Computer laboratories are maximally utilized for internet access by both staff & students.

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

Water problem, sanitary problems, deficient of bench, desk and class rooms are noted and submitted to the Administrative officer. Follow up activities are taken by the Administrative officer and all requirements are fulfilled with the permission of the Chairman.

Instructions are being issued by the Chairman to all the Principals and Administrative Officers to maintain the institutions clean. Based on that, weekly inspection is being done by all the Administrative Officers and the inspection report is reviewed and the discrepancies are carried out to improve the organizations environmental infrastructure.

Periodical instructions are issued to keep all the good materials, used materials etc., in a separate place without affecting the students etc., and to keep organization's environmental infrastructure as clean.

4.3 Library as a Learning Resource

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

At present, a well experienced librarian is looking after the library functions. Arrangements are being made to post an another qualified librarian to look after the entire library to distribute and then collect and keep the same in safe custody. In order to ensure best of library services, the college has formulated Quality Parameters of Library.

The library provides varied, authoritative and up-to-date resources that support its mission and fulfill the needs of its users. Resources are provided in a variety of formats, including print or hard copy, online, electronic text or images, and other media. The college library has the quantity of resources as prescribed by government, NCTE and affiliating university that is the governing bodies. The collection of the college library answers the standard requirements, for maintaining the quality of the resources.

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

(a) Books, journals & Magazines

S.No	Subjects	Total
01	Text books	9933
02	Reference books	1522
03	No of journals	17
04	No of Encyclopedia	11
05	Dictionary	55
06	No of Magazines	12

Subject wise books

S. No	Name of the Subject	Quantity
1	Education	5541
2	Psychology	2610
3	Methodology	1100
4	Technology	220
5	Special Education	110
6	Philosophy	524
7	Physical and Health Education	350
8	School Text books	1000
	Total	11455

b. Audio-Visual Teaching –Learning Resources

S.NO	Name of the items	Quantity
1.	OHP	4
2.	Slide Projector	1
3.	LCD Projector	4
4.	Tape Recorder	2
5.	Video Cassettes	-
6.	Audio Cassettes	-
7.	Digital Camera	1
8.	Computers	50
9.	TV	2
10.	DVD Player	2
11.	Charts	300

12.	CDs and DVDs	275
13.	Transparency Sheet	300
14.	Slides	55
15.	Handy Camera	1
16.	Printer	3
17.	Lingo Phones With Head Phone	25

All the books, journals, National and International journals etc., are being preserved in a rack safely and distributed to the students and the staff. In addition, book bank system is adopted to get the books from the book donors and others and these are kept in safe custody to issue the same to the beneficiaries.

All the safety measures are being followed for keeping the reading materials under safe custody.

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

Yes. The Library committee consists of the chairman, Principal, Librarian, two faculty members and two student representatives.

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

Yes. Our Library is partially computerized.

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

- ✓ The facilities of computer , internet and reprographic facilities are available in the library
- ✓ Reprographic facilities are attached to the library
- ✓ Browsing facilities are available during the working hours of the library.

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

Yes. Our college library has a book bank. Many old and new books are donated by management staff and old students.

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.)

Working day of the library is 280 days per year and 10 hours per working day, 7 hours on college holidays and 12hrs on examination days for the benefits of both the staff and the students.

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

New books and journals (new arrivals) are displayed in separate rack for the attention of staff and students to acquaint themselves with the latest arrivals.

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

Yes, Our college library has a book bank. Many old and new books are donated by management, staff and old students.

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

There are no visually challenged students. Separate seats with fan are available for physically challenged students.

4.4 ICT as Learning Resource

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

Qualitative Information communication Technology facilities are available in the college.

Details of all different headings are as follows:

Physical infrastructure – Area	: 600 sq ft
No. of Computers	: 50
No. of Computer with Internet connectivity	: 50
No. of seating arrangement at a time	: 50

No. of Computer Lab instructor / Faculty : Two faculty members and 01 system administrator are always present in the lab during teaching session.

The computer facilities help the teachers in preparing computer aided teaching i.e; power point presentation, and periodically classes are being taken using LCD projector. Apart from power point presentation, OHP and slide projector is also used, for the teaching learning process.

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

Yes. The B.Ed., curriculum includes one course namely ICT, through which the computer skills are imparted to students both theory and practice.

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

The college website is updated on the following aspects in every year.

- ✓ Course curriculum
- ✓ Staff particulars
- ✓ Achievement of students
- ✓ Gold medalists
- ✓ Departmental activities
- ✓ Guest lecturers
- ✓ Visitors to the departments
- ✓ Seminars/workshops
- ✓ Library details
- ✓ Alumni
- ✓ Software created
- ✓ Awards conferred
- ✓ Papers published

- ✓ Association events
- ✓ Laboratory facilities
- ✓ Placement cell
- ✓ Book published

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)

a. Developing lesson plan:

A lesson plan format is designed by using multimedia projector and projected for the whole class, so that the student teachers take notes for developing lesson plan in the future practice teaching.

b. Classroom transactions:

The student teachers prepare particular topics using film strips, transparencies which is difficult for the students and also for proper classroom interaction.

c. Evaluation

The achievement and diagnostic test papers are evaluated by manual, and the marks obtained by the school students are stored in the Excel (Microsoft) by the student teacher like rank correlation, arrangement of marks etc.,

d. Preparation of teaching aids:

In the class, the lecturer of the concern department presents the models and preparation of teaching aids using LCD, slide projector etc. so that the student teachers get idea regarding the preparation of teaching aids for future teaching practice.

4.5 Other Facilities

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

Seminars, workshops, and guest lecture programmes are conducted by utilizing the instructional infrastructure facilities of the college. The students are taught how to use the audio – visual facilities, practically in teaching learning process so that they are encouraged to optimally use them for learning including their teaching practice. Individual assessment of marks is maintained for handling the audio-visual aids in teaching learning.

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

S.NO	Name of the items	Quantity
1.	OHP	4
2.	Slide Projector	1
3.	LCD Projector	4
4.	Tape Recorder	2
5.	Video Cassettes	-
6.	Audio Cassettes	-
7.	Digital Camera	1
8.	Computers	50
9.	TV	2
10.	DVD Player	2
12.	Charts	300
13.	CDs And DVDs	275

14.	Transparency Sheet	300
15.	Slides	55
16.	Handy Camera	1
17.	Printer	3
18	Lingo Phones With Head Phone	25

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

The various laboratories are

- ✓ Physical science lab
- ✓ Biological science lab
- ✓ Psychological lab
- ✓ Computer lab
- ✓ Language lab

Each laboratory has the lab assistants to look after the lab and to help the students. The lab assistants and the departmental staff will report the requirements needed for the laboratories.

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

- a. **Multipurpose hall:** It consists of 200 seating arrangements.
- b. **Workshop:** Departmental and general workshops are conducted for the development of the students
- c. **Music:** There is a separate music room with versatile musical instruments. The music teacher helps the students to handle the instruments.
- d. **Sports:** The sports room is provided with all sports kits. A big playground is available to conduct the sports events.
- e. **Transport:** All day scholars, staff and students utilize paying transport facility provided by the management.

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

Yes, the classrooms are well equipped for the use of latest technologies for teaching.

They are:

- LCD projector with computer
- Slide projector
- TV , DVD Player & CD's
- OHP projector

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty use the teaching aids based on the size of the group of learners or an individual learner for whom they are meant and utilized. For example, in a programmed lesson on a computer assisted instructional (CAI) programme which is prepared for individual learning. It takes into account the difficulties usually encountered by an individual learner who is learning on his /her own without any help from others.

Projected aids, like films, films strips, slides, OHP, LCD can be shown to above 80-100 students at a place. Medias like radio, TV., newspapers are utilized by the students at a time.

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

- ✓ Slides for demonstration
- ✓ Use of transparencies
- ✓ Educational TV programmes
- ✓ Video CD's and DVD's
- ✓ Documentary films

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

- ✓ Computerized library
- ✓ Well equipped laboratories
- ✓ Net access during the working hours
- ✓ Updated new magazines and journals, newspapers
- ✓ Audio – visual aids for teaching and learning
- ✓ Multipurpose hall
- ✓ Seminar hall
- ✓ Language Lab

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 they have been acted upon?

Observation: No proper classification of books, needs to be computerized, utilization of library by staff and students are inadequate.

Action Taken: Now the college library books have been properly classified, partially computerized internet facility is also available and the faculty members and students are utilizing regularly.

Computer and internet services are used by staff and the students alike. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the

educational developments of other countries with their educational practices of indigenous system.

Frequency of use : the library is used almost on each working day.

- a. By Teaching staff : on as and when required basis.
- b. By students : on as and when required basis.

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?

All the reports have been rectified

Criterion V: Student Support and Progression

5.1 Student Progression

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

Quiz programmes, Bridge courses, career guidance programmes are conducted by the Institution to prepare the students for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme.

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

Scholarships and endowment are given to the students to promote their motivation, free transport facilities, canteen products, bank facilities (ATM), and accommodation facilities are given for their satisfaction, opportunities, are given to the students to participate in intercollegiate competition, seminars, workshops for the development and performance improvement of the students.

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

There are 6 drop outs after the admission in the last 5 years. Because they got government jobs in various sectors.

- 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?.**

In each branch the staff- in charge identifies the advanced learners and motivates them to get decent career with a good salary. Each branch is maintaining the list of

advanced learners who were given coaching. Special coaching is also given for TRB examinations and getting Government postings.

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

S.No	Year	Higher studies	% of higher studies
1.	2007 – 2008	25	25
2.	2008 – 2009	40	20
3.	2009 – 2010	46	23
4.	2010 – 2011	45	22.5
5.	2011 – 2012	42	21
6.	2012 – 2013	41	21.13

S. No	Year	Teaching career	% of teaching career
1.	2007 – 2008	60	60
2.	2008 – 2009	110	55
3.	2009 – 2010	102	51
4.	2010 – 2011	109	54.5
5.	2011 – 2012	119	59.5
6.	2012 – 2013	115	59.27

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

Yes. The students are provided training to access to library and also they make use of audiovisual resources like OHP, slide, multimedia presentation, TV, Tape, and Radio, and to take seminars related to their subject areas. Computer software's are also used for programmed learning, and to download websites related to their subject.

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 eligible and willing students are given professional counseling for placement in the campus interview conducted by various schools in and around Thanjavur, Thiruvarur and Nagapattinam districts and provide training programmes

for communication skills and teaching skills. There is a placement cell under the co-ordination of the placement officer. Campus interviews are arranged during the last 2 years.

S.No	Year	No. Employed	% of Employed	% Un employed / Hr studies
1	2011 – 2012	118	59	41
2	2012 – 2013	122	62.89	37.11

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

Lack of fluency in English and personality development, as most of the students are coming from rural areas and maximum training is given in Spoken English and personality development to overcome these difficulties.

We have taken special English Communication classes for the students as well as providing CD materials to the students regarding the English Communication. For the students who are studying the subject in their own mother language, we are conducting a bridge course for the students.

The institution has taken steps to take the Seminar classes in English by all the students in the stage in front of the class students in any one of the subject selected by the students every day, so as to improve the English Knowledge and to have the habit of speaking in English without hesitation.

Apart from that, the institution is educating the habit of reading English News Papers and conducting group discussions in English to improve the English knowledge.

In addition, arrangements are being made to witness and note all the English News Channels relaying English news through Televisions etc.,

Arrangements are being made to invite the Spoken English coaching institutions such as Vivekananda etc., to improve the spoken English knowledge.

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

Yes.

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

The management has created a placement cell , with the objective of conducting at least 2 campus interviews every year. The placement cell is supported by adequate budgetary allocation and the spontaneous support of the faculty.

5.2 Student Support

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

The institution prepares academic calendar in every year which include daily time- table, unit completion plan, weekly, monthly and model tests, teaching practice, and tentative schedule of University Theory and Practical Examinations.

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

Physically challenged candidate has joined this college. Obviously, the college has to plan for physically challenge students. But the college remains prepared for planning curricular activities differently for physically challenged students. The College follows the various methods and activities as devised by educationists to be performed by such candidates with ease. During examination, physically challenged students may be provided additional services like the facility of scribe for a low vision students, extra time to write examination at a place which suits them within the premises.

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

Yes. Our Institution has the mentoring arrangement. In this connection, the Institution has constituted a Team consisting of three faculty members headed by one senior faculty.

This senior faculty member is defined the work to be done by the mentors and 10 or 15 number of students are coming under the control of one mentor. All the students are controlled in all aspects and watched the performance. All the mentors'

activities are monitored by IQAC and the report to be sent to Chairman through Principal.

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

Paper presentation in seminar and workshop are arranged for the improvement of faculty. The Orientation programmes are also conducted. Paper presentation, project report, seminar work etc., are being observed by all the mentors of the students.

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

Yes. Courses offered, departments, contact address, eligible criteria, rules and regulation, results, infrastructure, hostel facilities, transport facilities, admission details, syllabus, curriculum details, staff profile are updated.

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

Yes. The institution provide remedial programme for academically low achievers. Extra classes and special classes are conducted by the respective faculty members. Repeated tests and home tests are conducted, the lists of marks are sent to their parents.

All faculty members are involved in students counseling both academically and personally. Tutor in charge of each student gives counseling periodically based on their progress. Their personal problems are also discussed. Peer groups help in the improvement of slow learners.

7. What specific teaching strategies are adopted for teaching

a. Advanced learners:

They are asked to conduct seminar classes in their subject topics. Branch wise club activities are conducted by the advanced learners every month.

b. Slow learners

We have special sessions for Slow Learners for the purpose of helping them to pass the university examinations with minimum pass mark. For slow learners, interaction classes are conducted. Repeated coaching classes are taken by the faculty members. Demonstration classes are conducted. Many class tests are conducted for the academic development. They are motivated to actively participate in all curricular and extracurricular activities.

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

The welfare measures are decided by the college council. The suggestions are welcome through suggestion box, complaint cell or in the staff meeting organized by the principal where all suggestions are pooled up and a final decision is taken, by the apex body in the administration consisting of the Chairman, Principal, Vice Principal, Administrative officer and Chief Executive. Recently the following activities were carried out on students' request.

- ✓ Indoor recreation facility
- ✓ Improved canteen facility
- ✓ Extra coaching outside the college hours for slow learners
- ✓ Employment bureau in the placement cell
- ✓ Yoga classes for staff and students.

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

Yes. There is grievance redressal cell in the college for the students and staff which are kept in the form of suggestion boxes at important places. The management in consultation with the principal and student representatives and analyzes the grievances and takes appropriate actions. All the grievances are reviewed by the IQAC and sent through the Principals to Chairman and remedial action is taken.

Grievances redressed during the last two years.

- ✓ A separate seminar hour is included in the time table.
- ✓ Multiple copies of recent reference books
- ✓ Quiz programme is conducted in every week in order to prepare them for competitive examinations.

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

In the initial stage of programme, demo classes, micro teaching classes are conducted to improve the student teachers skill with the guidance of the concerned faculty. In actual practice, experienced Guide teachers from Schools, College faculty members were asked to supervise the student teachers to mould their teaching ability in front of school students. After actual practice, the student teachers are advised to conduct seminars and teaching demos in front of the students.

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?

- Micro teaching skill demonstrated by faculty members.
- Micro teaching practice – 7 days.
- Observation of subject teachers – 10 days.
- Macro teaching– 20 days, lesson plan preparation and teaching aids preparation.
- The student teachers performance in the teaching practice at the schools is monitored by the faculty members with respect to lesson plans, teaching aids, teaching techniques, classroom interaction, etc. The faculty member gives specific direction to rectify any problem occurred in the teaching practice of the student-teachers.

5.3 Student Activities

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

Yes. The College has an Alumni Association. The Alumni Association of the college has been helping the college in its growth and development process actively and efficiently, by providing positive feed back.

The Principal of the College is the President of the Alumni Association. The list of other office-bearers of the Alumni Association for the last three years is given below:

(i) List the current office bearers

Chairman	:	Dr.S.Ramalakshmi
Secretary	:	S.Chandrasekar
Treasurer	:	S.Asia Akthar
Finance Secretary	:	V.Kiruthika Rani
Sports Secretary	:	A.Sukumar
Hostel Secretary	:	C.Renugadevi

(ii) Give the year of the last election

2013.

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

- ✓ Book donation to library book bank
- ✓ Election of the office bearers from the students of the preceding session

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

S.Asia Akthar	:	School Teacher, Thanjavur
A.Sukumar	:	School Teacher, Rajagiri
P.Kalarani	:	School Teacher, Chennai
C.Renugadevi	:	Lecturer, Mass College of Education, Kumbakonam
A.Suresh	:	Lecturer, Bharathidasan University Constituent College, Lalgudi
A. Abbas	:	School Teacher, Avaniapuram

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

- Book donation to library book bank
- Canvassing for B.Ed., admission

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.

Students proficient in sports and extracurricular activities are identified at the time of admission itself and circular to this effect is issued to all the classes and interested Students are motivated to practice and participate in different events. Based on the interest and talent, they are selected to represent the college in the inter collegiate sports and cultural activities. The selected students are given intensive practice by the coach/physical director in the morning and evening hours. They are given good nourishment by the college. The players are given track suits, T-shirts and shoes. The winning students are honored by the college on sports day with special prizes and compliments.

We conduct sports and games for a week or ten days in the last session of the programme in order to ensure that all the students and staff participate in the programme. Staff members assist the physical directors in the conduct of sports events. The winning students are given prizes, trophies, championship cups and certificates on the celebration of the Sports Day.

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

Citizen training, which is part of the B.Ed Curriculum helps the students to appreciate the value of citizenship and the democratic policy of the country in which we are citizens. This democratic value is given practical expression in the student council which play a role to elect, represent and to organize student-related activities.

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

Various branches of the institution elect the representative. The student's problems are brought to the knowledge of tutor in charge and the Principal. Every branch conducts association meeting and elect office bearers like President, Vice President, Secretary and Treasurer. They are totally responsible for organizing various programmes throughout the year which provide a platform for student community for exhibiting their talent and leadership qualities.

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

The Institution believes in participatory management. Our college has a set of office bearers for our association activities. They help on organizing the activities in consultation with the Head of our institution and our staff members. There is no representation of students in academic and administrative bodies but they are being consulted and the feedback is taken before finalizing the decisions on matters pertaining to the institutional administration.

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?

Yes. Regular feedback on teaching, course facilities are taken from the students. Automated system is installed in the college for collecting feedback on faculty members who are individually briefed on the outcome of the finding. Each mentor obtains feedback from the students. Outgoing students also provide feedback on the courses. Alumni are asked to leave their feedback in prescribed forms. Personal interaction of teachers with parents and a general meeting organized often involving them to help us to collect feedback.

Placement co-ordinator collects and analyzes feedback from prospective employers. Campus recruitment is another area for collecting the feedback from the employers. Based on their suggestions new add-on programmes have been introduced.

All these activities is watched by the IQAC committee and based on their recommendation through the Principal and then report sent to Chairman for implementation.

5.4 Best Practices in Student Support and Progression

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

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

- To the poor and needy students, the institution assists for Bank educational loans.

- Interested students are encouraged for sports activities.
- Feedback from students on campus is given due consideration.
- Poor and deserving candidates are given fee concession.
- Feedback on teachers is also considered for improving the quality of teachers.
- Feedback on course content also helps in revamping the syllabus.
- Conduct of Bridge courses to the freshers who come from rural areas.
- Encouraging the students to take part in inter-collegiate cultural events.
- Advanced learners are encouraged to take up the competitive examinations.
- There is an established Alumni Association
- Parents are informed about the students' progress every month.
- Counseling is given to parents and students. Students are helped to get financial support from the government. (backward scholarship, educational loan)
- Students dropout – 6 for the last year (100% attendance)
- Parents teachers meeting is conducted twice in every six months
- Management council meeting every month
- Staff meeting every week
- Emergency meeting during inspections and celebrations is conducted.

Fees concessions arranged for needy students as follow

Organization	2011-2012	2012-2013	2013-2014
KISWA	4 Students	5 Students	1 Student

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

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

Observation: Bank educational loans and fee concessions arranged for needy students

Action Taken: The institution assists for Bank Educational loans and Fees concessions for poor and needy students

Apart from that the poor downtrodden students are permitted to pay the fees on installment basis.

2. **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?**

The quality sustenance and enhancement measures undertaken are

- ✓ Guest lectures are arranged on Health and Hygiene.
- ✓ Student care center is also available.
- ✓ Separate Language Lab has been provided
- ✓ Provision of internet facility in the staff room.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

VISION STATEMENT:

- ✓ To empower through education, people who are economically and socially challenged.
- ✓ To transform Teacher Trainees into Change Agents and Leaders of Change.
- ✓ To enhance the employability of Teacher Trainees through skill sets designed for value addition.

MISSION STATEMENT:

- ✓ Vision – Based Strategy to provide holistic education.
- ✓ Programmes to see beyond examinations and make them partnering in nation – building process.
- ✓ Trans – Curricular Skill Sets to make them employable.
- ✓ Off – Campus Programmes to sensitize them towards social causes.
- ✓ Quality is a continuous improvement of any process. In a B.Ed Programme, Internal Quality Assurance Cell operates to monitor quality of the programme in all its varied manifestations.

VALUES:

Annai College of Education does not believe in the mere manufacture of B.Ed., Teachers. We seek to create teachers who are endowed with human values like putting others before ego, empathy, understanding others rather than to be understood etc., Further, our products should have social responsibility and appreciate the value of citizenship.

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

Yes. Mission includes the college's goals and objectives.

Goal:

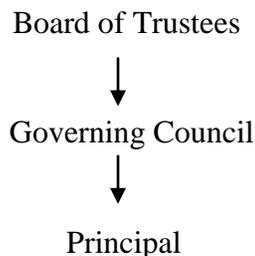
To encourage, nurture and develop a sense of internal strength and confidence to face life capacity building to contribute towards national development. Our goal is framed in a way to the attainment of our college motto, “Quality Education for Today and Tomorrow”

Objectives:

- ✓ To create a separate module for Value Education
- ✓ To organize activities to help the Student Teacher to be sensitized towards the Nation – Building Process.
- ✓ Training Programmes in Soft Skills.
- ✓ To organize Extension Activities to familiarize Student Teachers with social causes like the problem of diversity, problem of inclusion etc.,

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.)

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

**Committees**

- ✓ Placement cell
- ✓ Grievance cell
- ✓ Career Guidance committee
- ✓ Environmental Club

- ✓ Quiz Club
- ✓ Science Club
- ✓ Fine Arts Club
- ✓ Aids Awareness Committee

Administrative Departments

- ✓ Admission Department
- ✓ Accounts Department
- ✓ Security Department
- ✓ Hostel
- ✓ Civil Department
- ✓ Transport Department
- ✓ Purchase Department

The management is committed to provide high quality academic programmes, training activities and research facilities in higher education

Proper infrastructure and modern technology are given by the Institution to achieve the higher grades in teaching learning process. Sufficient buildings and well equipped classrooms, recent innovative teaching aids, good hostel facilities for students, library and laboratory facilities, play grounds are provided for students.

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

At the time of appointment, the management explains the nature of job, prevailing rules and responsibilities. The staff members are assigned various duties of the curricular and co-curricular activities only by the Principal. The Chairman will assign some additional responsibilities to the faculties regarding admission and placement. It will be intimated through circulars and at council meetings. Duty allotment – Circulars are counter signed by concerned staff members.

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

Fairness concerns are an integral part of the development and scoring of all tests.

The many activities that ensure fairness include:

- ✓ involvement of minority educators and representative committees in every phase of the development and scoring processes
- ✓ multiple fairness evaluations by trained reviewers
- ✓ routine analyses of test questions to establish that questions do not unfairly contribute to group differences
- ✓ rigorous training for all persons involved in the development or scoring of test questions to ensure that all examinees have an equal opportunity to demonstrate their skills and abilities.
- ✓ appropriate accommodations (e.g., alternate formats, extra time) for examinees who have disabilities or health-related needs

The management concentrates on all activities of the Institution. The activities of the Institution are reviewed by the management with the Principal periodically. Necessary guidance and valuable suggestions are given for effective functioning of the institution. The feedback of the students and that of the stakeholders from personal contacts are considered for developing the activities of the Institution.

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

Identify the barriers to change

Equipped with an understanding of the types of barriers faced in healthcare, we identify the barriers in our organisation faces. This will involve looking at the specific barriers for different individuals in our organisation in relation to a particular piece of evidence-based guidance.

We identify the gap between recommended practice and current practice (baseline assessment). Ideally, this assessment will also help to identify the potential and actual barriers to change, allowing the institution to pinpoint the practical actions needed to

implement the change along with the groups of professionals and key personnel is posted in bridging this gap.

Feedback are collected from the students about the staff members and Principal of the institution in turn will identify the barriers. The students can directly contact the chairman also through the suggestion box. From the letters given by students, chairman and the managing board will give necessary solution for their problems.

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

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

- ✓ Gives freedom to plan and execute curricular and co- curricular activities
- ✓ Encourages the staff members to qualify themselves and update their knowledge by participating in various programmes like seminars, workshops, conferences etc. on duty and full expenditure is sponsored by the management.
- ✓ Encourages staff to publish papers in journals
- ✓ Periodical review meetings to have a glance over their performance.

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.

Key Areas of Responsibility

1.1 Provide effective leadership to the College in fulfilling its mission as determined by the institution

1.2 Make proposals to the institution regarding the educational character, activities, and mission of the College, developing a suitably ambitious vision to inspire and motivate

1.3 Ensure that the institution is fully engaged in all strategic decisions which affect the mission and character of the College and implement the decisions of the institution head.

1.4 Determine the College's academic and other activities

1.5 Organise, direct and manage the College and lead the staff, providing inspiring and motivating leadership to those engaged in teaching and training

- 2.1 Introduce effective strategies for the recruitment of students
- 2.2 Ensure high quality arrangements exist for teaching, learning and student support and that the College delivers high quality education and training
- 2.3 Strive to make the College an inclusive, student-centred organisation and an effective learning environment for all College users
- 2.4 Maintain student discipline and, within the rules and procedures provided for within the Articles, suspend or expel students on disciplinary grounds or expel students for academic reasons
- 3.1 Lead and contribute to the development, implementation and monitoring of College plans and policies
- 3.2 Ensure the effective review of policies and procedures which involve the institution, staff, students and other College users
- 4.1. Ensure the appointment, assignment, grading, appraisal, suspension, dismissal and determination, within the framework set by the Management, of the pay and conditions of service of staff
- 4.3 Provide management and leadership of staff which will ensure that the College discharges all of its legal responsibilities and that good employee relations are maintained and developed
- 4.4 Promote discipline and good conduct and encourage commitment of staff, leading by example.
- 4.5 Contribute to the training of staff to ensure the effective implementation of policies and systems agreed by the senior management team
- 5.1 Prepare annual estimates of income and expenditure for consideration and approval by the Management and manage the budget and resources within the estimates approved by the Management
- 5.2 Demonstrate prudent and effective budgetary management
- 5.3 Ensure that there is proper and effective operation of financial, planning and management controls

5.4 Ensure that information systems are in place which provide robust data to support the management of the whole College

6 Management and Quality

6.1 Co-operate with colleagues in the senior management team to ensure that the College offers the highest quality service to its clients and foster a culture of excellence and innovation

6.2 Directly line manage and monitor the work of the senior management team

6.3 Develop an ethos of teamwork throughout the organisation

6.4 Ensure the dissemination of information about, and examples of, best practice in the sector as well as information on relevant national and local policy developments

6.5 Ensure that appropriate targets are set and agreed throughout the College, that performance against them is monitored and that the College meets or exceeds them

6.6 Make certain that the College at all levels is committed to the development and personal growth of all the individuals it employs or serves

7 Partnerships and Communication

7.1 Seek out development opportunities for the College, including business and community partnerships

7.2 Ensure that the College is effectively represented and promoted in local, regional and national forums and that information from external sources is disseminated widely throughout the College

7.3 Contribute to the development and maintenance of effective communication within and beyond the College and act as an ambassador for the College and an advocate of its interests

7.4 Work closely with local high schools to develop the most effective local response to the Government's rules.

7.5 Maintain and develop the College's partnerships with higher education institutions to meet the higher education needs of students

7.6 Develop effective partnerships with local employers to provide a wide range of education and training opportunities

The Principal will ensure that the College's health and safety policy is implemented

The Principal will adopt flexible working methods to meet the changing needs of the College

The Principal will adopt and encourage a positive attitude towards equal opportunities and ensure the development of equal opportunities throughout all aspects of service delivery and employment

11.1 Develop and maintain quality standards appropriate to the post

11.2 Develop and maintain professional standards and expertise by undertaking relevant professional development

Further this is not a complete statement of all duties and responsibilities of this post. The Principal may be required to carry out other duties in keeping with the nature of the post as directed by, and agreed with, the Management.

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

Principal duty

- a. Weekly review is being done on the attendance of students, teaching and non teaching staff. Identify the habitual and frequent absentees and arranged to counsel them to attend the college without absent so as to have control in a disciplined manner.

b. Academic calendar planning for the year whole programmes is prepared based on the norms issued by the University and approved by the Chairman.

Our calendar should include both month and week views. Month views help us the big picture, such as when specific assignments are due and how projects and assignment deadlines overlap. Week views permit us to plan our schedule to a week at a time, allocating specific times for meetings, study, research, and fun.

We do our self a favour and get an academic calendar. We can find academic calendars at our campus book store, can purchase them online, or can make our own.

c. Monitoring the implementation of the plans through regular meetings with the staff and various committees.

d. The interview panel committee selects the appropriate candidates for teaching and non- teaching posts.

e. To strive for bringing laurels of the managements, and benefit of the teaching and non-teaching members of the staff and students.

f. Improving the teaching – learning process by providing latest technological tools and books.

g. Co-ordinates all the activities with the active support of the Heads of the departments and the staff

h. Identifies the infrastructural needs and brings them to the knowledge of the management for allocation of more funds in the Annual Budget.

i. Effective planning and implementation of innovative management ideas for the benefit of the students.

j. Arrangements are being made to impart various training to the students and called for the companies and arranged campus interview.

k. Monitoring all the departments and control overall activities of the college to run the college without any hindrance.

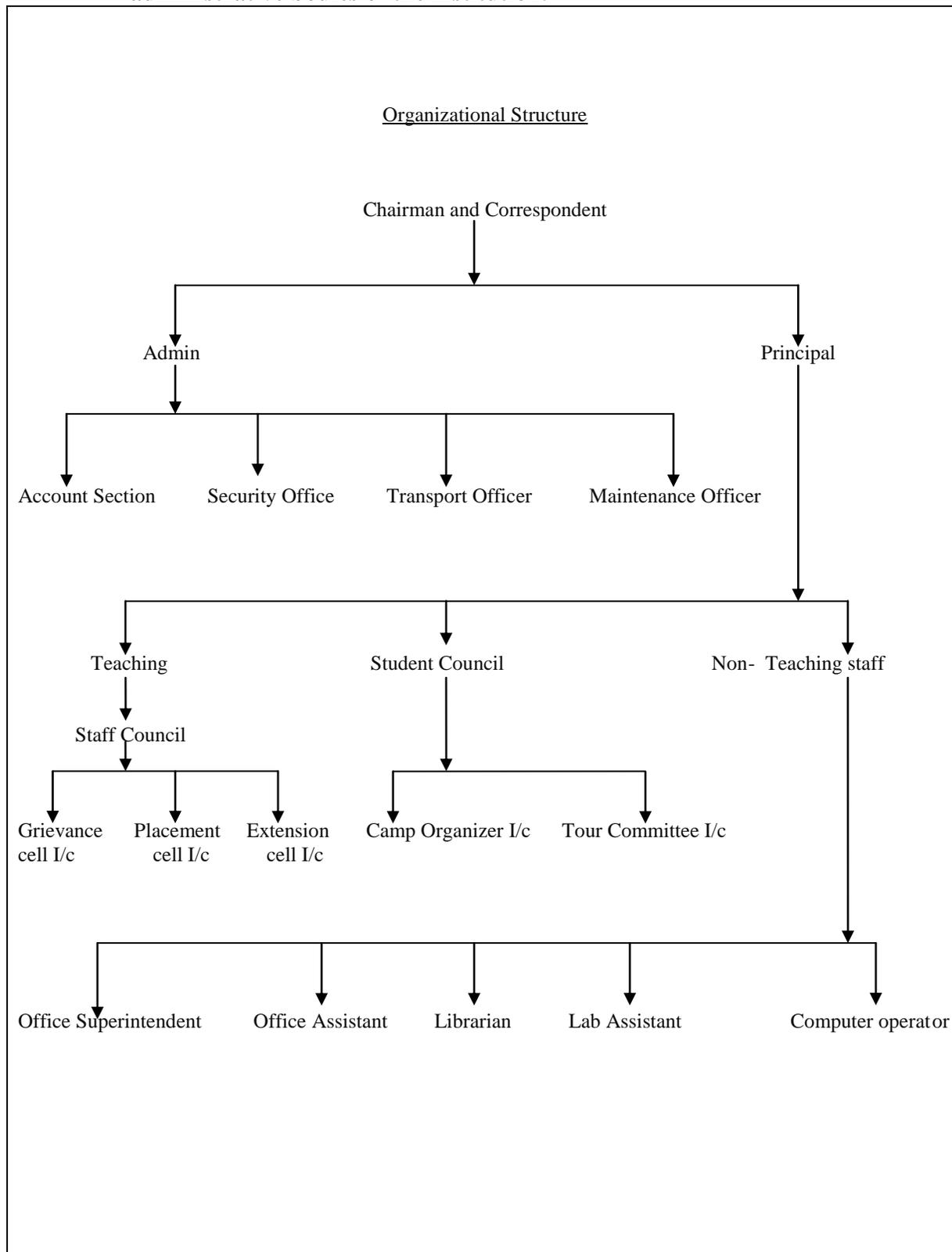
6.2 Organizational Arrangements

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

The college has a well established functional organizational structure and governance system for planning, implementation, monitoring and evaluating the administrative and academic provisions of the college. As executive head, the principal manages the college with the help of a number of committees. System of accountability is functional.

- ✓ Academic Committee
- ✓ Finance committee
- ✓ Building Management Committee
- ✓ Extension Committee
- ✓ Staff Council
- ✓ Examination Committee
- ✓ Cultural Committee

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



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

Any organization is centrally organized in the early stages. But as the Learning Curve goes up, the Top Management is willing to permit more autonomy at the lower end because the faculties are sufficiently informed about the Objectives of the System and internalize the values of the institution to become self-managing. However, in the recent past, the Top Management as the Principal is gradually more locus of control to the faculty in taking decision on their own.

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

By conducting seminars, workshops and Group discussions, the students and staff members of different departments share their knowledge. During Teaching practice there starts a tie up between the institute and various schools. Exchange of faculties as guest lecturers improves the co ordination.

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 College collects feedback and also information from the suggestion box. These are pooled up and analyzed, solve problem and staff grievances are rectified.

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).

- ✓ The staff members are given training in faculty development programme
- ✓ Encouraging staff members to present their concepts with the help of multimedia presentation.

6.3 Strategy Development and Deployment

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

Yes. The institute has a data center to collect information on

- Student profiles
- Academic performance
- Result analysis
- Faculty and staff profiles

All data have been digitalized and they are accessible to the Management and the Principal for taking intelligent decisions. As far as the financial data are concerned, they are proprietary data and therefore they are open to the Finance Department.

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

The Human Resource Department and the Finance Department are centralized and any Action Plan, cleared by the Management, is allotted resources by these two Departments.

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

The Human Resource Department and the Finance Department do the planning for the Institution.

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

The principal develops the academic plan in consultation with management and faculty. This plan is tempted to the staff and students. Practice School Teachers are also consulted before finalizing the Academic Plan.

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

Every individual has responsibility and he/she is accountable for institutional development. The objectives are communicated through Notice Board and Circular. A contribution of ideas by any individuals is welcomed in this regard. Opinions are

accepted in Staff Meetings. In Annai College of Education, the faculty is transformed into Organizational Citizens.

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

Review will be conducted for the staff periodically by the management to ensure and improve their efficiency in teaching. Academic achievements of the students will be monitored by the Principal, and the staff members by periodical tests, competitions etc.,

An Internal Quality Assurance Cell is developed and it Periodically monitors and evaluates the performance according to the Vision and Mission of the College.

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

Teacher use different technology for teaching in the classroom, which are PowerPoint presentation, OHP.etc, and students are trained to use them.

6.4 Human Resource Management

Annai College has human resource management system effective enough to lead to best decisions on manpower utilization and, therefore, to a more productive teacher education. In brief, the college follows the manpower requirement criteria and procedures for appointment as mandated by the affiliating university (Tamilnadu Teachers Education University) and the NCTE, and provides periodical training and guidance to staff for their development. As teacher capacity building strategy, the college encourages teachers to participate in staff development programmes for continuous learning. The college also undertakes, analyze and use the assessment and evaluation, and the appraisal outcome of whole of the staff. The management provides sufficient resources to ensure that the college needs to meet the standards of university-NCTE.

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

All faculty members fulfill the minimum eligibility criteria needed for the faculty. Our college identifies the gap between what they have already been exposed to and what are the wider curricular requirements. Thus, the college identifies those who do not possess degrees in research programs or training in research methodology. Secondly, college sees to it if the faculty members have had required exposure to each content unit

of what is prescribed in the syllabus, curriculum as a whole. For example, have they been exposed well to ‘Action Research’, Continuous and Comprehensive Evaluation’, etc. Thirdly, it is also ascertained if the faculty are also well conversant with the emerging trends, use of IT, etc. Finally, it also sees if the faculty is fully in tune with the vision-mission-values-objectives of the college, and if yes, is it well-equipped to translate them into action.

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?

The College has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff.

The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

- ✓ The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder.
- ✓ Students’ feedback is a regular practice and they are free to communicate with the principal and the management.
- ✓ Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session
- ✓ The faculty is required to submit self-appraisal report as well.
- ✓ All the suggestions and feedback are analyzed and a report is prepared and placed before the Principal, who decides on the action to be taken by the executives.
- ✓ The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

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

- ✓ The management recognizes the values of teachers and gives almost importance to the needs of the teaching community of the college. The following welfare measures are provided to attract and retain the best minds in teaching and other staff members. Some of the welfare measures provided by the college are
- ✓ Free accommodation for male and lady staff members.
- ✓ Other members are given free transportation
- ✓ Wards of staff are given free education .
- ✓ Sponsorship and On duty (OD) is allotted for all staff who present papers in national & international seminars,
- ✓ Marriage Leave for 10 days with salary and Rs. 1000/- is given as complement
- ✓ Propasal for staff quarters is under process
- ✓ The female staff members are given maternity leave and after 6 months they can rejoin.

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

Yes.

- ✓ Staff development programmes are conducted every year by the Principal and Resource persons in the beginning of the year.
- ✓ Staff members are encouraged to participate in in-service programme conducted by the Government, DIET, etc.,
- ✓ Orientation programmes are attended by Principal and staff.
- ✓ Non - teaching staff are encouraged to attend Library workshop and INTEL programmes regarding computer training.
- ✓ The management arranges computer courses for the staff members.
- ✓ The administrative staffs are regularly provided with financial assistance to attend the relevant programmes. Various academic counselors are also invited to have talks on these areas.

- 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.)?**

They are appointed by the management after recruited by a panel of experts including the chairman executives, principal, and subject expert. Rules and regulations are given as handout (printed materials) as per norms of the institution. Salary is fixed according to the NCTE/UGC/State Government norms.

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

Part – time / Adhoc faculty are not appointed.

- 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 faculty numbers are encouraged to ensure the professional development by participating the staff development programme such as seminar, workshops, conferences, training programme etc., The annual budget allocation for this head is Rs 1,50,000/-

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

The College is well equipped with infrastructure facilities. The faculty members are not provided with individual cubicle, but there is a well furnished staff room for all faculty members with an attached washroom. Faculty is provided with proper sitting arrangement. Proper space is also provided to keep their belongings. Rooms are well ventilated. Provisions for coolers, etc is also made. Any faculty members can use the large space in the library of the college for carrying out their professional work. In addition to this, all laboratories and its equipments are at the disposal of the faculty during their free time.

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

Faculty can seek information or record their complaints through regular staff meetings where the principal, representing the management shares any sought by the faculty.

In the case of the stakeholders, who happen to be parents and the students, we have separate mechanisms like the students council and the Parents –Teachers Association where exchange of information and recording of grievances, take place.

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.

- ✓ Work load is allotted according to work schedule table.
- ✓ B.Ed., faculty are involved in environment awareness programme, SUPW etc.,
- ✓ Teaching practice schools are visited by staff members.
- ✓ Various committees are formed focusing the development of students and maintaining the standards of college faculty actively contributes by involving themselves in the committee.

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

- ✓ Good result producing faculty is honoured by suitable prizes.
- ✓ A staff who participates in maximum number of seminars is appreciated
- ✓ Each faculty who keeps 100% attendance is honoured at the college Day Celebrations.
- ✓ Sports / Games prizes are given

6.5 Financial Management and Resource Mobilization

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

Annai College of Education is a Parents-Funded College and we do not receive any grant from the government

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

Nil

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

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

4. What are the budgetary resources to fulfill the 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)

Year	Budget Allocated
2008 -2013	Rs. 21520246

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).

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

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

Yes. The Institution computerized its finance management system.

6. 6 Best practices in Governance and Leadership

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

- ✓ There is governing body which functions democratically.
- ✓ Students evaluation on teachers
- ✓ Self appraisal report by the teachers
- ✓ Several welfare schemes are adopted for the teachers by the management
- ✓ Workshops and training programmes are organized for teachers for quality improvement
- ✓ The prospectus contains all details of the college and programs
- ✓ Suggestion box which collects the grievances and suggestions of staff and students
- ✓ Students participation in the governance.

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?

Observation: No systematic data/feedback collection to feed decision making.

Action Taken: we have systematic data/feedback collection from the students.

The institute has a data center to collect information on

- Student profiles
- Academic performance
- Result analysis
- Faculty and staff profiles

Observation: staff development programmes need to be conducted regularly.

Action Taken: Staff development programmes are conducted every year by the Principal and Resource persons in the beginning of the year.

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

- ✓ Orientation programmes are attended by Principal and staff.
- ✓ Non - teaching staff are encouraged to attend Library workshop and INTEL programmes regarding computer training.
- ✓ The management arranges computer courses for the staff members.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

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

The Institution has established Internal Quality Assurance Cell . It initiates quality enhancement as follows.,

Competent teachers are appointed with required qualification as per NCTE Norms. Faculty Development programme is organized every year according to UGC norms. Every staff member activity is evaluated by Questionnaire method. Their ability and skills are analyzed by their answers. Student feedback system is followed in every department. Staffs collect the feedback from the students at the end of the course and while implementing innovative method.

The college norms are followed by the Principal. She guides the staff members. They will co ordinate with the principal and carry out their dedicated duties.

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

Various mechanisms are used by the institution to evaluate the achievement of goals and objectives.

- Students evaluation on Teachers
- Self – Appraisal of Teachers
- Achievement of students at the university examinations
- Opinion of parents on the administration of the college

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

The Institution ensures the quality of its academic programme mainly by the students academic achievement.

Further the students are motivated to engage in SUPW – (Socially Useful Productive Work):

Many products are made through this work like preparation of toys, detergents, greeting cards, envelopes, note books, shell / nylon wire products and food processing, etc.,

In addition to that, aids camp, first aid camp and citizenship camps are conducted in the villages in order to maintain a good relationship with society.

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

The Annai College of education is a constituent unit of the Annai Group of Educational Institutions and therefore, the Best Practices, adopted at the Corporate Office, guide the Administrative and Financial Systems in our campus.

The quality in these two areas is ensured by several factors. One is the Digitization of data relating to Administration and finance. This helps the Principal in the campus as well as the Corporate Office at the Main Campus, to Monitor, control and Facilitate the Flow of Work as well as the Flow of cash.

Secondly, the Management, though proprietary in nature, believes in Professional Management. Experts are appointed to help the Management in administrative and financial matters.

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

The Annai College of Education consists of the Management, the Faculty, the Students and Parents. An Ideal College would consist of a Vision – Driven Management, Committed Faculty and Participating Students, with back up from the parents as well wishers.

Our College promotes Best practices in all these segments through periodical Consultative Meetings in which ideas are generated and shared. For example, when faculty meet regularly for interactive sessions, they learn from each other better ways of teaching. Similarly, parents and students provide feedback and help the system to improve their practices.

7.2 Inclusive Practices

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

- ✓ People from disadvantaged communities belonging to both sexes are appointed to take care of academic and non academic activities of the college.
- ✓ The Institution consciously makes efforts to recruit staff from disadvantaged community for faculty positions, security and maintenance of mess, hostel premises and garden and the college as a whole in general.
- ✓ Value education is incorporated our teacher education system according to NEP 1986. Life long learning is encouraged by engaging the students to utilize the library resource to the maximum.
- ✓ Quality education is ensured to develop the essential skills in pupils to lead a successful life and also make them morally conscious.
- ✓ Self esteem is encouraged in addition to classroom instructions.
- ✓ A systematic education is provided which suits the needs of today and tomorrow of the pupils.
- ✓ Periodical update and innovative practices are implemented now & then. Instead of stuffing the mind of the students, the habit of enquiring and reasoning is taught.
- ✓ Good environment with all physical facilities is provided. Classroom interaction is made with minimum number of students.

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

The Academic Plan accommodates the need to sensitize the Teacher Trainees to the special problems faced by the socially challenged segments of the population. Though these sessions are not organized as systematically as the famous T-groups of Argyris, we do attempt to include the value of treating the other in an Empathetic Fashion. These sessions are never easy because social values are transmitted through generations and they are totally internalized.

Hence we attempt to UNFREEZE these archaic culture of segregation and introduce the modern value of engaging the other in a spirit of acceptance of diversity.

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 following activities, envisioned in the curriculum, are carried out to create an interesting learning environment in the class rooms.

- ✓ In the preparation of SUPW – Socially useful productive work, students are engaged and through which their social relationship improves.
- ✓ Educational tour to various places makes the students to have good interaction with the society.
- ✓ Community services and citizenship camps also help the students to have good social interaction.
- ✓ By learning the environmental education students knowledge about the society improves.
- ✓ Micro, macro teaching helps the students to learn the way of teaching.

- ✓ Many psychological experiments like Aptitude test, personality development, Interest test and achievement motivation test help the students to learn the way of teaching.
- ✓ To improve the self motivation of the students self esteem is encouraged. Instead of stuffing the mind of the students the habit of enquiring and reasoning also uplifts the self motivation.

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

The Institution follows many activities to develop the proficiency for student teachers for working with children from diverse back grounds and exceptionalities.

Citizenship camps: The student teachers attend citizenship camp and through this they have a good relationship with all types of people from different back grounds. And they are trained to serve for the people in villages.

Environmental camp: The Institution conducts awareness programme on environmental cleanliness, AIDS camp, first aid camp and recycling of waste water. Through these also the students learn how to mingle with all backgrounds of people.

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

The institution allots many concession for the physically challenged like fee concession, free transport facilities and gives counseling to get rid of their inferiority complex and encourage the students to improve in all walks of life. The institution integrates the physically challenged students in to regular ordinary students' programmes.

Differently – abled students:

The institution identifies the differently – abled students and gives them all possible support, guidance and help. Personal and academic counseling is also given when ever necessity occurs.

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)?

Our Management does not permit the students of both sexes to develop any physical intimacy because it could lead to unnecessary complication, the management is very particular about the value of Gender Equality.

Women Teachers are advised to counsel girl students on matters related to women-specific issues.

7. 3 Stakeholder Relationships

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

Stakeholder is anyone who has a stake or active interest in the viability of a system. Since Annai College of Education is a Parents' – Funded Institution, our main stakeholder is the parents of our students.

Regular Parents – Teachers Meetings provide the forum where the parents can get ample information about our performance, both in the academic and administrative areas.

RELATIONSHIP WITH SCHOOL HEADMASTERS:

The Institution maintains cordial relationship with the following schools on account of sending students for teaching practice.

1. K.G.S. Hr.Sec.School, Aduthurai
2. St.Joseph High School, Ammanpattai
3. Govt.Hr.Sec.School, Anakkarai
4. The Cresnet Hr.Sec.School, Avaniyapuram
5. Govt.Hr.Sec.School, Ayyampettai
6. Minarva Hr.Sec.School, Kadichambadi
7. Alwin Hr.Sec.School, Thanjavur
8. A.R.R. Municipal Hr.Sec.School, Kumbakonam
9. Aringnar Anna Hr.Sec.School, Kumbakonam
10. Christ the King Mat.Hr.Sec.School, Kumbakonam

11. National Vidyalaya (CBSE) Hr.Sec.School, Kumbakonam
12. Saraswathi Padasalai Hr.Sec.School, Kumbakonam
13. St.Anne's Mat.Hr.Sec.School, Kumbakonam
14. Town Hr.Sec.School, Kumbakonam
15. Govt.High School, Kurichi
16. St.Peter's Hr.Sec.School, Thanjavur
17. Municipal Kamaraj High School, Kumbakonam
18. Govt.Boys Hr.Sec.School, Natchiyarkovil
19. Govt.Girls Hr.Sec.School, Papanasam
20. Govt.Girls Hr.Sec.School, Natchiyar Kovil
21. Govt.Girls Hr.Sec.School, Pandhanallur
22. Anna Govt.Hr.Sec.School, Patteswaram
23. Govt.Boys Hr.Sc.School, Pattukkottai
24. Kasinya Hr.Sec.School, Rajagiri
25. Govt.Hr.Sec.School, Sholapuram
26. Brindhavan Hr.Sec.School, Sukkiranpati
27. Govt.Hr.Sec.School ,Swamimalai
28. Gnanam Mat.Hr.Sec.School, Thanjavur
29. Govt.High School, Thiruchery
30. Govt.high School, Thirukkarugavoor
31. Govt.Hr.Sec.School, Thirunageswarm
32. Sri Kumarakurubarar Mat.Hr.Sec.School, Thiruppanandal
33. Govt.Hr.Sec.School, Thiruppurambiam
34. Govt.High School, Thiruvaibadi
35. Govt.High School, Thippirajapuram
36. Oriental Hr.Sec.School, Kumbakonam
37. Govt.Boys Hr.Sec.School, Valangaiman
38. Little Flower Hr.Sec.School, Kumbakonam
39. Native Hr.Sec.School, Kumbakonam
40. Sri Kumbeswarar Thirumanjanaveethi High School, Kumbakonam
41. Al-Ameen Mat.Hr.Sec.School, Kumbakonam
42. Madhar mandram High School, Thirumangalagudi
43. Thiruvavadurai Athinam Hr.Sec.School, Thiruvaidaimaruthur

44. Madhar mandram High School, Thirumangalagudi

45. National Vidyalaya (CBSE) Hr.Sec.School, Kumbakonam

RELATIONSHIP WITH SOCIETY:

The needs of the society are also taken into consideration and the awareness is given to the people in the following terms.

1. Recycling of waste water
2. Water purification
3. Awareness of noise pollution
4. Awareness of plastic pollution
5. HIV awareness
6. Fire safety management awareness
7. Environmental cleanliness
8. Tree plantation

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 Institution maintains the following in order to hold the satisfaction of the students and stakeholders:

- ✓ Best infrastructural facilities are made
- ✓ Clean green seen in the campus
- ✓ Gardens are well maintained
- ✓ Strict disciplined system is followed
- ✓ Competent faculty and cordial students teacher relationship is found.
- ✓ Safety and security in the college and hostel is ensured
- ✓ Well equipped library and internet facilities are available
- ✓ Organization of seminars, workshops and guest lectures
- ✓ Co-curricular activities develop the holistic personality of the students.
- ✓ Campus interview is also organized
- ✓ Open and spacious playground
- ✓ Audio Visual based teaching. Indoor games like chess, carom, and Table tennis and so on.
- ✓ Student feel comfortable with our canteen facilities
- ✓ Periodical monitoring and personal care is given to the students
- ✓ Counseling and guidance is given whenever needed.

- ✓ Innovative approaches are practiced to develop the student's skill in maintaining the Indian values, traditions and ethos.
- ✓ Encouragement and motivations are given to the students to organize co-curricular activities
- ✓ Quality and efficient delivery of the curriculum
- ✓ Better academic results
- ✓ Continuous improvement in teacher quality through various innovative teaching, creative thinking and learning methods.

Dissatisfaction of the students and stakeholders:

- ✓ Mobile phones are restricted inside the campus but students are sometimes use it
- ✓ Extra coaching classes are held in out of office hours.
- ✓ Lack of skill of rural students on spoken English.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

There are many feedback mechanisms followed:

- ✓ Parents, teachers meetings are held monthly once.
- ✓ During the Alumni meets, many feed backs are heard over and rectified.
- ✓ Through suggestion box, many grievances have been rectified.
- ✓ All the grievances are heard from the students and solved by the grievance cell
- ✓ Major problems are dealt in the meeting within the principals and managements to discuss about the ways to solve the problems and finally policy decision is made.

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?

Not Applicable

D. Declaration by the Head of the Institution

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

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

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

**Signature of the Head of the institution
with seal:**

Place: Kumbakonam

Date: 25.02.2014